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| Lesson | Activity Outline | Knowledge and Skills | Context |
| 1 | **L.O. What is a relationship?**  **By the end of this lesson, students will:**  Understand the concept of a relationship.  Identify different types of relationships (friends, family, etc.).  Articulate what makes a relationship positive or negative.  Demonstrate respect and kindness when discussing relationships.  **Evaluation of Prior Knowledge**  To evaluate prior knowledge, the teacher should ask the following questions as a class discussion:  What do you think a relationship is?  Can anyone share a type of relationship they have?  What makes you feel happy in a relationship?  This will gauge students' understanding of relationships before delving deeper into the topic.  **Starter Activity**  Begin with a circle time where students sit in a circle. Pass around a soft toy. When a student receives the toy, they must share one thing they like about their best friend or a family member. This will encourage students to think about positive aspects of relationships from the start.  **Input/Direct Teaching**  After the starter, the teacher introduces the term “relationship” by writing it on the board.  The teacher explains that relationships are connections between people and can include family, friends, and classmates.  Discuss the various relationships we all have and write examples on the board (e.g., friendship, sibling, parent).  Use a diagram to visually represent how relationships can be connected, branching out to show different types.  **Main Activity: Relationship Role Play**  Divide the class into small groups of 4-5 students. Each group is given cards with different relationship scenarios (e.g., helping a friend who is sad, resolving a disagreement with a sibling).  Students will discuss their scenarios in the groups and role-play them, focusing on how to behave in a positive relationship.  Meanwhile, the teacher circulates to provide guidance and prompt discussions about the values they are demonstrating in their role-plays.  **Plenary**  Regroup as a class and ask for volunteers to share their skits.  Lead a discussion by asking questions such as:  How did that make you feel?  What did you learn about making relationships better?  Can you think of a time when you helped someone in a relationship? | R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another  R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives  Key Vocabulary:  Relationship, family, friend, friendship, positive, resolve, care, support | This lesson plan aligns with the 2014 National Curriculum for PSHE, specifically focusing on the topic of relationships. According to the National Curriculum, students should be taught about how to develop a healthy lifestyle and how to form positive relationships with others. This lesson will help students understand the essence of relationships, how relationships can vary, and the importance of kindness and respect in building them. |
| 2 | **L.O. What relationships do I have?**  **By the end of the lesson, pupils will be able to:**  Identify different types of relationships they have in their lives.  Explain how each relationship makes them feel and why it is important.  Recognise the positive qualities in relationships and how to nurture them.  **Evaluation of Prior Knowledge**  Prior to the lesson, pupils will have been introduced to basic concepts of friendship and family dynamics in previous sessions. It is important to gauge their prior knowledge through a quick discussion, asking questions such as:  Who can tell me about a friend that they value?  What is something nice you have done for a family member or friend?  This will help the teacher assess what knowledge has already been established and identify any areas that may require additional focus.  **Starter Activity**  Begin with a ‘Think-Pair-Share’ activity where pupils think about their relationships. Ask them to think of one person who positively influences their life and why. After a minute, they will discuss their thoughts with a partner, and then share with the class.  **Input**  Introduce key vocabulary: relationships, friendship, trust, support. Define each term clearly.  Use visual aids such as a mind map on the whiteboard to illustrate different types of relationships (family, friends, teachers, community).  Facilitate a class discussion on the importance of these relationships and how they help us feel safe and happy.  **Main Activity**  Divide pupils into small groups of 3-4. Each group will receive a large piece of paper and coloured markers. They will create a 'Relationship Web' where they draw themselves in the centre and then link out to others in their lives, labelling the web with feelings associated with each connection—happy, cared for, supported, etc.  After completing the webs, each group will present their work to the class, sharing insights about each type of relationship.  **Plenary**  Conclude with a quick “Exit Ticket” where each pupil writes down one thing they learned about relationships today and one question they still have. This will guide teachers for future lessons and clarify misconceptions. | R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives  Key Vocabulary:  Influence, relationship, respect, friendship, family, kind | This lesson plan aligns with the 2014 National Curriculum for PSHE for Years 3 and 4, particularly focusing on the aspect of relationships. The curriculum specifies the following outcome:   * Pupils should know and understand the importance of positive relationships for their overall health and wellbeing.   Today’s lesson will delve into the various types of relationships pupils experience in their lives, including family, friends, and the wider community, as well as how these relationships can affect their emotions and decisions. |
| 3 | **L.O. What makes a relationship healthy?**  **The objectives of this lesson are:**  Pupils will be able to identify characteristics of healthy and unhealthy relationships.  Pupils will recognise the importance of communication, respect, and trust in developing healthy relationships.  Pupils will be empowered to express their thoughts about a healthy relationship in both verbal and written formats.  **Evaluation of Prior Knowledge**  Before starting the lesson, the teacher will briefly discuss with pupils their previous knowledge of relationships:  Ask pupils what they think makes a relationship good or bad.  Encourage sharing experiences (keeping it appropriate for the age group) about relationships they see in their families, friendships, or through media. This serves as a warm-up, allowing the teacher to gauge existing understanding and misconceptions.  **Starter Activity**  Begin with a circle time where all pupils sit on the floor or in a circle. The teacher asks: “What do you think makes a friend a good friend?”  Pupils take turns sharing one idea. The teacher records key points on the board.  **Input**  Explain the key characteristics of healthy relationships: a. Communication b. Trust c. Respect d. Support  Define each term using simple language.  Communication: Talking and listening to each other.  Trust: Believing that someone will do what they say.  Respect: Valuing each other’s feelings and opinions.  Support: Being there for each other in good and bad times.  Use real-life scenarios for each characteristic. For example, describe a situation where a friend listens when another is upset to highlight communication.  **Activity**  Split the class into small groups. Assign each group a characteristic of a healthy relationship.  Groups will create a role-play to demonstrate their assigned characteristic (e.g., demonstrating respect through listening).  After the preparation time, each group presents their role-play to the class.  Encourage feedback by asking the audience to reflect on what they noticed about the characteristic in the role-play.  **Plenary**  Conclude by recapping the key characteristics discussed.  Pose the question: “Which characteristic do you think is the most important in a relationship and why?” Allow pupils to share their thoughts.  Each pupil writes one thing they have learned about healthy relationships. | Key Vocabulary:  Respect, trust, communication, relationship, healthy, unhealthy | This lesson plan is designed in accordance with the 2014 National Curriculum for England, specifically addressing the PSHE objectives related to understanding relationships. The focus is on helping students identify characteristics of healthy relationships, thereby fulfilling the requirement to develop an understanding of how to form positive, respectful relationships. |
| 4 | **L.O. What makes a good friend?**  **By the end of the lesson, students should be able to:**  Define what qualities make a good friend.  Illustrate the characteristics of friendship through discussions and activities.  Reflect on their own friendships and identify ways to be a better friend.  Demonstrate their understanding by participating in group work and discussions.  **Before the lesson begins, the teacher will conduct a quick review to activate prior knowledge:**  Asking students to think about their current friendships and what they cherish about them.  The teacher will prompt with questions such as, “Who is your friend and why do you consider them a good friend?” or “What makes you a good friend to others?”  This reflection will help students articulate their experiences and feelings regarding friendships.  **Starter**  Begin with a whole-class discussion. The teacher poses a question: “What do we think makes a good friend?”  Students will brainstorm responses. The teacher writes key points on the board.  Encourage students to share personal anecdotes related to friendship to spark engagement.  **Input**  Introduce key vocabulary including:  Empathy: The ability to understand someone else's feelings.  Loyalty: Staying supportive and faithful to a friend.  Trust: Having confidence in a friend’s actions or words.  Define each term clearly and provide examples. For instance, “If a friend shares a secret, it’s important to keep it safe—this shows trust.”  The teacher can use a short video or story that depicts friendship and its qualities, followed by a discussion.  **Activity**  Group Work: Divide students into small groups and provide each group with chart paper and markers.  Each group will create a "What Makes a Good Friend" poster that includes:  Words or qualities of a good friend.  Drawings or illustrations that represent those qualities.  Encourage collaboration and discussion within the groups. While they work, the teacher circulates to facilitate and listen to discussions.  **Activity 2**: Children to design an advert for ‘their perfect friend’.  The advert must include the qualities they would wish for in a friend.  **Plenary**  Allow each group to present their poster to the class.  Encourage student feedback by asking, “What did you like about this poster?” or “Can anyone add any other qualities?”  End the lesson with a reflection: “What will you do tomorrow to be a better friend?” | R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them  R7. about how to recognise when they or someone else feels lonely and what to do  R6. about how people make friends and what makes a good friendship  **Key Vocabulary:**  Relationship, empathy, trust, respect, communication, listening, support, guidance, friend | This lesson aligns with the 2014 National Curriculum for England, specifically under the subject of Personal, Social, Health and Economic Education (PSHE). The relevant aims include developing students' understanding of relationships and the importance of mutual respect and trust. The key outcome focuses on understanding what makes a good friend, fostering positive relationships, and enhancing social skills—an essential part of the British Primary curriculum. |
| 5 | **L.O. What can I do if I have a problem with a relationship?**  **Main Objective:** Pupils will learn strategies to effectively resolve problems in relationships and friendships.  **Specific Learning Outcomes:**  Pupils will identify types of conflicts that can occur in friendships.  Pupils will understand the importance of communication in resolving conflicts.  Pupils will practise using specific strategies to manage conflicts and strengthen friendships**.**  **Evaluation of Prior Knowledge**  Prior to the lesson, it is essential for the teacher to assess what the students already know about friendships and conflict resolution. This could be done through:  **Quick discussion:** Ask students to think about a time when they had a disagreement with a friend. What happened? How did they feel? What did they do?  **Starter Activity:** Begin with a 'Feelings Ball'. Pass a soft ball around the class. When a student catches it, they must share one thing that makes them happy in a friendship and one thing that might cause a disagreement. This will create a safe and open environment for discussion.  **Input:** Discuss Conflicts: Lead a whole-class discussion on various conflicts that can arise in friendships (e.g. misunderstandings, shared belongings, differences in opinion). Use examples relatable to the children.  Introduce Key Vocabulary:  Conflict: A disagreement or argument.  Empathy: The ability to understand and share the feelings of another.  Communication: The way we share our thoughts and feelings with others.  Resolution: The process of finding a solution to a problem.  **Group Activity**  Role-Playing Scenarios: Split the class into small groups (4-5 pupils). Provide each group with different scenarios that could lead to conflict in friendships (e.g., 'You wanted to play a different game than your friend', 'Your friend borrowed your crayons and didn't return them'). Each group will discuss the scenario and come up with a resolution using the following guideline:  Identify the conflict.  Discuss how each person might feel.  Brainstorm possible solutions.  Choose one solution to act out as a role-play.  This activity encourages collaborative learning, critical thinking, and enhances communication skills.  **Class Sharing and Feedback**  Each group presents their scenario and the resolution they role-played. Encourage the rest of the class to offer constructive feedback and suggest additional strategies. | R9. how to ask for help if a friendship is making them feel unhappy  R8. simple strategies to resolve arguments between friends positively  R13. the importance of seeking support if feeling lonely or excluded  R16. how friendships can change over time, about making new friends and the benefits of having different types of friends  **Key Vocabulary:**  Conflict, resolve, friendship, friend, empathy, communicate | This lesson aligns with the 2014 National Curriculum for PSHE, specifically under the Key Stage 2 statutory guidance for Personal Relationships.  The focus is on helping pupils understand how to manage conflicts within friendships, as well as developing empathy and effective communication skills. One of the intended outcomes is that pupils should "develop the skills to form positive relationships and to resolve conflicts". |
| 6 | **L.O. What can I do to manage hurtful behaviour?**  **By the end of the lesson, students will be able to:**  Define what bullying is and identify different types of bullying.  Recognise the impact of bullying on individuals and the wider community.  Demonstrate strategies for managing and responding to hurtful behaviour effectively.  Foster a supportive classroom environment that promotes respect and kindness.  **Evaluation of Prior Knowledge**  Prior to the lesson, students will engage in a brief discussion to assess their knowledge and feelings about bullying. This will include:  A question such as, “What do you think bullying means?”  Prompting thoughts with scenarios like, “Have you ever seen someone being treated unkindly?”  An informal show of hands to gauge how many students have witnessed or experienced hurtful behaviour.  This conversation will help the teacher understand students' baseline knowledge and emotional connection to the topic.  **Starter Activity**  Begin with a circle time where students sit in a circle.  Present the question, “What does being a good friend mean?” and allow students to share their thoughts.  Introduce the term ‘bullying’ and ask students to brainstorm words or phrases they associate with it. Write down their responses on a whiteboard.  **Input**  Explain the definition of bullying as ‘repeated, intentional hurtful behaviour, causing distress to others’. Share examples of different types of bullying: physical, verbal, social, and cyberbullying.  Use a story or a short animation demonstrating a bullying scenario. Follow up with questions to guide comprehension:  “How do you think the person being bullied felt?”  “What could have been done differently?”  **Main Activity**  Role-Play Scenario:  Divide students into small groups and provide each with a scenario related to bullying (e.g., exclusion from a game, name-calling).  Each group will discuss their scenario, devise a short role-play that demonstrates both the bullying and a positive resolution (how to support the person being bullied).  Circulate through the classroom, providing support and guidance, especially to groups struggling to generate ideas.  **Class Discussion**  Invite each group to present their role-play to the class.  After each presentation, facilitate a group discussion with questions like:  “What were the emotions in that situation?”  “How did the characters feel after resolving the situation?”  **Plenary**  Conduct a quick reflection: “What have we learned about managing hurtful behaviour?” and allow students to share their thoughts.  Hand out a simple ‘bullying pledge’ for students to sign, committing to treat others with respect and kindness. | R21. about discrimination: what it means and how to challenge it  R11. about how people may feel if they experience hurtful behaviour or bullying  **Key Vocabulary:**  Bully, bullying, friend, friendship, hurt, intent, help, support, care, kindness, respect, treatment | The lesson aligns with the 2014 National Curriculum PSHE, specifically addressing the statutory guidance regarding ‘Health and Wellbeing’ and ‘Relationships’. The core learning objective is to educate students about the impact of hurtful behaviour, particularly bullying, and to develop skills for managing such situations. The learning outcome is to enable pupils to understand and engage with the concepts of respect and empathy towards others. |
| 7 | Assessment: Children to create a map of the relationships they have. Inspired by Inside Out, children will create islands of the relationships they have.  Using Disney's "Inside Out" With Middle Schoolers Using "Inside Out" to Explore Emotions - Creativity in Therapy | As above |  |