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| Lesson | Activity Outline | Knowledge and Skills | Context |
| 1 | **LO: To create a class page in the floorbook**  Before starting the lesson, assess students' prior knowledge by discussing:   * What a floorbook is and its purpose. * The importance of working together as a class. * The significance of listening to and respecting others' ideas.   Starter: Introduces the concept of a floorbook and its purpose. Start a discussion on the benefits of working as a team and respecting each other's contributions. Display examples of class pages from previous years to inspire creativity.  Input: Explain the task: Students will work in small groups to create a class page to promote everyone in the class. Model active listening and effective communication during the explanation.    **Plenary: Marvellous Me ‘Activity’**  Floorbook expectation: QR codes, pupil voice, videos, and images. | L1. about what rules are, why they are needed, and why different rules are needed for different situations | This lesson plan aligns with the 2014 National Curriculum in England, specifically focusing on Personal, Social, Health and Economic (PSHE) Education. The lesson objective is to create a class page in the floorbook, which encompasses elements of collaboration, creativity, and communication, essential skills within the PSHE curriculum. This activity also promotes teamwork, self-expression, and respect for others' opinions, all of which are integral to the PSHE curriculum. |
| 2 | **LO: Why are friendships important?**  **Evaluation of Prior Knowledge:**  To evaluate students' prior knowledge, the teacher can begin by having a classroom discussion about what friendships mean to them and their experiences with friends. This can help gauge their understanding of the topic and provide a starting point for the lesson.  **Starter:** The lesson could begin with a short video clip or a story that exemplifies the value of friendship. This will engage the students and set the tone for the lesson.  **Input:** Define key vocabulary:  Friendship: a close relationship between two or more people based on trust, honesty, and mutual respect.  Empathy: the ability to understand and share the feelings of others.  Supportive: providing encouragement or help.  Discuss the importance of friendships:  Explain to students why friendships are essential for emotional well-being.  Highlight the qualities that make a good friend (e.g., kindness, honesty, loyalty).  **Activity:** Group discussion: Divide the class into small groups and ask them to discuss what qualities they value in a friend.  Encourage students to share personal anecdotes about how friends have supported them or made a positive impact on their lives.  Role-play: Organise a role-playing activity where students act out scenarios demonstrating friendship qualities such as empathy, support, and understanding.  **Plenary:** The lesson can conclude with a reflective session where students share what they have learned about the importance of friendships. They can also create friendship posters highlighting the qualities discussed during the lesson.    **Plenary: Marvellous Me ‘Activity’**  Floorbook expectation: QR codes, pupil voice, videos, and images. | R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing | This lesson plan aligns with the 2014 National Curriculum in England for PSHE, focusing on the learning objective of understanding why friendships are important. It specifically addresses the outcome of developing positive relationships and working with others effectively. |
| 3 | **LO: What do I do if an online relationship isn’t making me feel safe?**  **Evaluation of Prior Knowledge:** Before beginning the lesson, the teacher can assess the students' prior knowledge by initiating a class discussion about friendships and asking open-ended questions like:  What makes a good friend?  How do you feel when you are with your friends?  Have you ever felt uncomfortable or unsafe around a friend?  **Starter:** For the starter activity, the teacher can show students a scenario through a short video clip or a story where a child feels uncomfortable or unsafe with a friend. Students can then discuss in pairs or small groups how they would feel in that situation and what they would do.  **Input:** Definition and Discussion: Introduce key vocabulary such as 'unsafe', 'uncomfortable', 'boundary', and 'support'. Engage students in a discussion about these terms and their relevance to friendships. Interactive Presentation: Use interactive tools like posters, images, or role-playing to illustrate scenarios of safe and unsafe friendships.  **Activity:** Case Studies: Provide students with case studies or scenarios depicting potentially unsafe or uncomfortable friendships. In pairs or groups, students can discuss the scenarios and come up with strategies to manage the situation. Role-Play: Encourage students to engage in role-plays where they practice standing up for themselves or seeking help in the context of challenging friendships.  **Plenary:** For the plenary, the teacher can gather the class and have a group discussion to reflect on what they have learned. Students can share the strategies they discussed and highlight the importance of seeking support when needed.    **Plenary: Marvellous Me ‘Activity’**  Floorbook expectation: QR codes, pupil voice, videos, and images. | R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary | This lesson plan aligns with the 2014 National Curriculum in England for PSHE for Year 4 and Year 5. The objective is to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable and how to manage this, including asking for support if necessary. |
| 4 | **Objective: To understand the importance of friendship with team building exercises**    To assess students' prior knowledge, the teacher will begin the lesson by asking the following questions:   * How would you define friendship? * Can you think of any benefits of having good friends? * Have you ever participated in team-building exercises? If so, what were they and what did you learn from them?   **Starter**   1. Display a word cloud with relevant terms such as friendship, team-building, communication, cooperation, trust, etc. 2. Ask students to share their initial thoughts or associations with any of the words displayed. 3. Engage the class in a brief discussion about the importance of friendship and team-building based on their responses.   **Input**   1. Introduce the concept of friendship and its significance in our lives. Explain that good friends can provide support, understanding, and companionship. 2. Discuss the benefits of positive relationships, such as increased happiness, improved self-esteem, and the ability to navigate challenges more effectively. 3. Emphasise the importance of effective communication and cooperation for building and maintaining friendships. 4. Give examples of team-building exercises, such as trust falls, problem-solving tasks, and group games, and explain how they can strengthen relationships and promote collaboration.   **Activity 1: Qualities of a Good Friend**   1. Distribute the "Qualities of a Good Friend" worksheet. 2. In pairs or small groups, students brainstorm and discuss the qualities they consider important in a good friend. 3. Invite students to share their ideas within their groups and encourage them to reach a consensus. 4. Facilitate a class discussion, allowing each group to present their agreed-upon qualities. 5. Compile a list of qualities on the board or flipchart, using student contributions. 6. Ensure that the list includes qualities such as trustworthiness, loyalty, empathy, respect, and supportiveness.   **Activity 2: Team-Building Challenge**   1. Divide the class into small teams of 4-6 students. 2. Provide materials such as building blocks, ropes, blindfolds, or any other suitable items for a team-building challenge. 3. Explain the challenge: Each team must work together to build the tallest tower using the given materials within a given time limit (e.g., 10 minutes). 4. Encourage teams to plan, communicate effectively, and cooperate to accomplish the task. 5. Observe and facilitate as groups work on the challenge, providing support and guidance as needed. 6. After the activity, gather the teams to reflect on their experiences. Ask questions such as:    * How did you collaborate with your teammates?    * What worked well? What challenges did you face?    * What strategies could you use in the future to improve teamwork and communication?     **Plenary: Marvellous Me ‘Activity’**  Floorbook expectation: QR codes, pupil voice, videos, and images. | R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships | This lesson plan is aligned with the Key Stage 2 PSHE curriculum in the 2014 National Curriculum in England. It specifically addresses the learning objective of understanding the importance of friendship and team-building exercises (CF1.1) within the Relationships strand. Students will explore the benefits of positive relationships, learn strategies for building good friendships, and engage in team-building activities. |
| 5 | **Objective: To understand what ‘online relationships’ are**  To assess students' prior knowledge, the teacher will begin the lesson by asking the following questions:   1. Have you ever communicated with someone online? If so, how? 2. What are some examples of online relationships? 3. What do you think are the benefits and risks of online relationships? 4. Can you think of any rules or precautions to follow when interacting online?   **Starter**  Display an image related to online communication on the interactive whiteboard and ask the students to write down three words or phrases that come to mind when they see the image. After a few minutes, will invite students to share their responses and facilitate a brief discussion on the topic of online communication.  **Input**  Introduce the concept of online relationships. Cover the following points:   1. Definition of online relationships: Connections made and maintained through digital communication platforms. 2. Examples of online relationships: Friends made through social media, online gaming communities, etc. 3. Benefits of online relationships: Access to a wider network, opportunities for learning and collaboration, exposure to diverse perspectives, etc. 4. Risks of online relationships: Cyberbullying, online scams, sharing personal information, meeting strangers offline, etc. 5. Responsible online behaviour: Being respectful, honest, and kind, thinking before sharing or commenting, reporting concerns to trusted adults, etc.   Ensure that you explain each point in detail, using examples and real-life scenarios to enhance understanding. Encourage students to share their own experiences or observations regarding online relationships.  **Activity – Online relationships scenario cards**  Divide the students into small groups and provide each group with a set of scenario cards. These cards will describe various situations related to online relationships, both positive and negative. The students will discuss and analyse each scenario, considering the benefits, risks, and responsible actions involved. They will also evaluate the potential consequences of inappropriate behaviour in each situation.  Scenario cards:   1. Emma receives a friend request from a person she doesn't know on a social media platform. What should she do? 2. James is being bullied by someone in an online gaming community. How can he handle the situation? 3. Sarah found a website with false information about a popular celebrity. What can she do to verify the information before sharing it with others? 4. Jake received a mean comment on his online profile. How should he respond?   The students will work collaboratively within their groups, discussing and recording their responses on a large sheet of paper. Each group will then share their findings with the class.  To conclude the lesson, lead a whole-class discussion based on the activity. They will recap the benefits and risks of online relationships, emphasise the importance of responsible online behaviour, and highlight the strategies discussed during the activity. The teacher will encourage students to reflect on their own online behaviours and ask for examples of positive actions they have taken to maintain safe online relationships.    **Plenary: Marvellous Me ‘Activity’**  Floorbook expectation: QR codes, pupil voice, videos, and images. | R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face | This lesson plan aligns with the 2014 National Curriculum in England for Personal, Social, Health and Economic (PSHE) Education for Key Stage 2, specifically for Year 5 and Year 6 students. The lesson focuses on the topic of online relationships. It addresses the outcome for students to "understand the benefits and risks of online relationships and social media for communicating and sharing information." |
| 6 | **Objective: To understand the term ‘peer approval’.**  To assess students' prior knowledge and understanding, the teacher can begin the lesson by asking the following questions:   * What does the word 'approval' mean? * Have you ever sought approval from your friends or classmates? Why? * Can you think of any examples where peer approval might influence someone's behaviour?   This will help the teacher gauge students' understanding and provide a starting point for the lesson.  **Starter**   1. The teacher will begin the lesson by writing the term 'peer approval' on the board. 2. Students will be instructed to individually brainstorm and write down what they think the term means, including any examples or personal experiences they can recall. 3. After a few minutes, students will be encouraged to share their ideas with a partner or in small groups, fostering discussion and collaboration.   **Input**   1. The teacher will lead a whole-class discussion, addressing the following points:    * Define the term 'peer approval': recognition, acceptance, or praise from peers.    * Explain that peer approval can come in various forms, such as being liked, having one's decisions supported, or being praised for accomplishments.    * Discuss the potential positive and negative effects of seeking peer approval, such as feeling motivated or pressured to conform to others' expectations.    * Introduce the concept of individuality and emphasise the importance of being true to oneself while considering others' perspectives.    * Highlight the significance of balance and critical thinking when considering the opinions of peers.   **Activity**   1. Divide the class into small groups and provide each group with a scenario/activity related to peer approval. For example:    * Scenario 1: A new student joins the school and wants to fit in with a particular group.    * Scenario 2: A student is interested in a hobby that their friends don't find appealing.    * Scenario 3: A student is considering participating in a risky behaviour that peers encourage.    * Scenario 4: A student has been nominated for an award and seeks their peers' support for voting. 2. In their groups, students will discuss and come up with possible actions, consequences, and decisions relating to the given scenario, considering the concept of peer approval. 3. Each group will then present their scenario and their proposed actions to the rest of the class, explaining the potential positive or negative effects of seeking peer approval in each situation.   **Plenary**   1. As a final reflection, the teacher will lead a class discussion on the importance of seeking internal approval, being true to oneself, and making informed decisions.   Students will be encouraged to share their thoughts and experiences related to peer approval, highlighting any changes or considerations they might have after the lesson.    **Plenary: Marvellous Me ‘Activity’**  Floorbook expectation: QR codes, pupil voice, videos, and images. | R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others | This lesson plan aligns with the Personal, Social, Health and Economic (PSHE) Education component of the 2014 National Curriculum in England for Year 5 and Year 6 students. The specific outcome addressed in this lesson is:   * Understand the term 'peer approval'   This lesson focuses on developing students' understanding of peer approval, including what it means and the potential effects it can have on individuals. |
| 7 | **Assessment**  **Objective: Big Finish – How can I build relationships with my friends?**  Today the children will have their Big Finish – answering the Big Question from this term - **How can I build relationships with my friends?**  **Friendship storyboard**  Objective: To develop storytelling skills and explore different friendship scenarios.  Materials: Paper, pencils, coloured markers or pens.  Description: In this activity, students will create a storyboard illustrating different friendship scenarios. They can choose situations such as resolving conflicts, supporting each other in difficult times, or celebrating achievements together. Encourage them to think about the emotions and actions shown in the storyboard. After completing their storyboards, students can present their stories to the class, discussing how they would build relationships in similar situations.    **Plenary: Marvellous Me ‘Activity’**  Floorbook expectation: QR codes, pupil voice, videos, and images. | All of above knowledge and skills are relevant for today’s lesson. | Assess the children’s learning to see what they have learnt and if the lessons have been useful to their outlook of the big question. |