

MEDWAY PRIMARY PSHE EDUCATION
RELATIONSHIPS AND SEX EDUCATION

YEAR 3

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YEAR 3
TEACHER GUIDANCE

INTRODUCTION

These notes accompany lesson plans written especially for Medway schools in partnership with the PSHE Association. They have been designed to support class teachers delivering relationships and sex education (RSE), as part of the PSHE education curriculum, at key stages one and two.

From September 2019 relationships education will be statutory in all schools at key stages 1 and 2. Education about relationships is covered through many aspects of the primary PSHE curriculum (and will go beyond the contents of these lesson plans). Schools should ensure their PSHE education programme therefore includes all elements of the new statutory guidance for relationships education, which will be published for consultation in Summer 2018. Elements of sex education that are not included in the statutory guidance will remain non-statutory in primary schools but in order to safeguard pupils effectively we strongly recommend that Medway schools provide a comprehensive programme of relationships and sex education (including these lessons) as an integral part of their PSHE provision. We therefore use the term relationships and sex education (RSE), rather than relationships education, to reflect this best practice approach.

This resource pack replaces and updates the Medway lessons on puberty and moving to secondary school, published in 2015. An additional three lessons on other aspects of RSE were added in January 2018, with a further five added in June 2018.

These lessons contribute to the curriculum for PSHE education, as set out in the [PSHE Association Programme of Study for PSHE education](#). Signposted by the Department for Education, the PSHE Association's Programme of Study outlines learning opportunities in three core themes: Health & Wellbeing, Relationships, and Living in the Wider World. For a detailed overview of how these lessons link to the Programme of Study, see Appendix 2.

Primary schools must have regard to the Department for Education statutory guidance on preparing pupils for the physical and emotional changes of puberty before they experience them. For this reason, we recommend that teaching about puberty should begin in Year 4.

These guidance notes should be read carefully before teaching any of the lessons. Teachers should also refer to relevant school policies, such as policies on SRE/RSE, child protection, and safeguarding.

Preparing to teach relationships and sex education

CREATING A SAFE LEARNING ENVIRONMENT

Time should be set aside to establish a safe learning environment for both pupils and adult staff in the classroom. This helps pupils to feel comfortable about sharing feelings, exploring values and attitudes, expressing opinions, and considering the views and opinions of others without fear of negative feedback. As well as encouraging more open discussion, it helps to ensure that teachers are prepared to deal with unexpected disclosures or inappropriate comments should they occur.

It is good practice for teachers to:

- work with pupils to establish ground rules about how they will behave towards each other in discussion (see the Ground Rules section below)
- offer some opportunities for pupils to discuss issues in small groups as well as sharing views with the class
- make something available in which pupils can place anonymous questions or concerns, to avoid having to voice them in front of the class (see the 'Ask-it Basket' section below)
- provide access to balanced information and differing views to help pupils clarify their own opinions and views (while making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)
- ensure all teaching and learning is inclusive, avoids heteronormative assumptions, and meets the needs of all learners—including those with special educational needs and disabilities (and is sensitive to the religious and cultural identity of pupils)
- exercise sensitivity to the needs of individuals, as some pupils may have direct experience of some of the issues raised.
- always work within the school's policies on safeguarding and confidentiality (ensuring that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)

- link PSHE education with the whole-school approach to supporting pupil welfare
- make pupils aware of sources of support both inside and outside the school

Teachers should ensure that the content, approach and use of inclusive language reflect the diversity of the school community and society more widely — helping every pupil to feel valued and included in the classroom. It is good practice for these sessions to be taught in mixed-gender classes, and all pupils should learn about the changes of puberty in both males and females — recognising in an age-appropriate way that sex and gender are not binary.

As with any other lessons, positive behaviour management strategies should be employed throughout, however it may be useful to discuss how pupils might feel during the lessons before you start. Identify that these feelings might include embarrassment, or they may want to laugh. Explain that these feelings are normal and talk about strategies they can use to manage them.

GROUND RULES

Ground rules help to minimise unintended disclosures, disclosures at inappropriate times or comments of a negative nature made towards other pupils (whether intentional or not). Such ground rules support broader class rules and the school's behaviour policy. To be effective, pupils and teachers should develop ground rules together, re-visit them at the start of every lesson and apply them in all discussion and group activities, amending them as necessary.

Examples of ground rules include:

- respecting what people say
- listening to others
- not asking personal questions or putting people 'on the spot'
- not making assumptions about other people
- having the right to 'pass' if you do not wish to comment

ASK-IT BASKET

An 'Ask-it Basket' question box or bag encourages pupils to ask questions with anonymity and without embarrassment. Introduce the Ask-it Basket either whilst creating the ground rules or at the beginning of each lesson. It should be accessible both during and after every lesson. The purpose of the Ask-it Basket should be explained to pupils:

- Anyone can use it to post a question, at any time and as many times as they want.
- Questions can be anonymous, or they can put their name on their question so the teacher can follow it up with them individually.
- Only the teacher will see the questions, unless there are significant issues about a pupil's safety or wellbeing that need to be shared with others—see the 'Limits of confidentiality' section below.
- Questions raised will be dealt with in the following lesson (or sooner if relevant to a pupil's safety and wellbeing). Depending on the nature of the question, some responses may be answered as part of a small group session or one-to-one and will be treated anonymously so no-one knows who asked the original question.

Tip: To ensure that pupils do not feel self-conscious about being seen to be asking a question, give each pupil a piece of paper and ask them to write down what they had for breakfast or lunch, and then add any questions they have. This means that everyone is writing at the same time. You could set some time aside at the end of each session to do this.

LIMITS OF CONFIDENTIALITY

It is important that teachers are well prepared to deal with any issues arising from the lessons. Teachers should explain to pupils in simple terms that, whilst we usually try to keep everything that's said in the room, in the room; if they were concerned about a pupil's safety or wellbeing, they would have to tell one other member of staff. If a question, behaviour, or language arises that a teacher finds concerning, this should be discussed with the designated safeguarding lead—in line with the school's safeguarding and child protection policies. Any situation which indicates knowledge about sex or sexual activity which is inappropriate for the pupil's age should be addressed.

There may be times when a question raised by a pupil should be referred to parents/carers (the school RSE policy should provide guidance regarding staff protocol on this). It is good practice to talk to the pupil(s) concerned before involving a parent or carer—to explain that it is in their best interests to talk to their parent(s) or a trusted adult. If a child refuses or rejects talking to their parent or carer, this should be taken seriously and discussed with the head/designated safeguarding lead and acted upon in accordance with the school's confidentiality policy. It is important to note that a disclosure regarding sexual orientation or gender identity is not, in itself, a safeguarding issue and does not need to be reported to anyone, including parents/carers.

Female genital mutilation (FGM)

These lessons do not address female genital mutilation (FGM). This is a separate but vitally important safeguarding issue. The summer holiday between Year 6 and Year 7 is a common time for this illegal and abusive procedure to be carried out, although it can occur at a much younger age. The PSHE Association has produced [guidance](#) on teaching about FGM and further help and advice can be obtained from the charities: [FORWARD](#) and [Freedom Charity](#).

Forced Marriage

These lessons do not discuss forced marriage. However, if discussing marriage (for example, during the Year 6 lessons on positive, healthy relationships and how a baby is made), this is a good time to flag up that marriage should be entered into freely—only if both are adults and with the agreement of both the people involved. And that if anyone ever felt they or someone else was at risk of being forced to marry, they should tell someone else they trust or seek help via a website or helpline such as [ChildLine](#) or [Freedom Charity](#).

ASSESSING PUPILS' BASELINE AND PROGRESS

Each lesson (or series of lessons) begins with a baseline assessment activity and ends with an end-point assessment activity. Baseline assessment provides an insight into the pupils' prior knowledge, understanding, skills, attitudes, beliefs and vocabulary. Moreover, the end-point activity allows teachers and pupils to demonstrate progress made from that starting point. When assessing pupils' baseline, it is important that the topic is not discussed with them beforehand, and that they are not over-prompted. The idea is to set an open-ended activity using neutral language that does not lead pupils to a particular answer—thus giving a genuine snapshot of what they are bringing to the topic before teaching anything new.

Baseline assessment activities can be done individually (useful if you wish to demonstrate individual progress), in which case before starting the activity, tell the pupils that they should work quietly on their own, without conferring. Alternatively, in some lessons you may wish to quickly gauge the group's starting point by carrying out the baseline activity through small group work or whole class discussion. In these lessons, the assessment activities are designed to be carried out individually by the pupils.

DIFFERENTIATING THE LEARNING

It is impossible to provide detailed advice on differentiating this learning for all needs and abilities, and teachers will know best the needs of their pupils in relation to accessing this learning. The lesson plans do, however, include guidance and ideas for how some activities can be differentiated for pupils who may require additional support or additional challenge to further develop their thinking.

EXTENSION ACTIVITIES

Ideas are provided for extension activities. These can be provided for pupils who complete activities quickly or alternatively, can be used as a class activity to further deepen and extend pupils' learning.

SUPPORTING STAFF

Teachers should look over the lesson plans before using them in class. They may like to discuss the lessons in more detail with the school PSHE education subject lead. A staff briefing or INSET to introduce the lessons can be useful—especially when teaching these lessons for the first time. Lessons should be taught within the context of the school policies, including the SRE/RSE policies. These should be reviewed regularly, in line with curriculum updates.

SUPPORTING PARENTS AND CARERS

Many schools choose to hold a curriculum evening or workshop to introduce parents to what their child will learn in RSE lessons. Lesson activities and resource/materials being used can be included to demonstrate how RSE is taught and what pupils of different ages will learn. Many parents welcome this opportunity and it can be reassuring if they have concerns. Again, this should be introduced to parents through the context of the school policy.

SIGNPOSTING SUPPORT FOR PUPILS

In each lesson, pupils should feel able to ask for more help, advice and support if they want to. All pupils should feel they can ask a teacher in school or adult who they trust out of school (such as a parent or carer) if they have further questions.

Websites can be helpful for older pupils—the teacher should ensure they direct pupils to specific websites where information is age appropriate, monitored and accurate.

TEACHING THE Y1-2 LESSON PLANS: ADDITIONAL NOTES

MY SPECIAL PEOPLE

This lesson focuses on early learning about healthy, happy relationships, which is later built on in key stage 2. This lesson is based on a story, *Grandfather and I* by Helen E. Buckley, (an alternative story can be used if preferred). Pupils explore the ways the characters in the story care for each other and what makes them special. In addition, pupils think about the special people in their own lives, friendship, family and what it means to care for each other.

During the lesson pupils are asked to consider people whom they think of as their 'special people'. Pupils may not wish to name names but can label them: friend, parent (mum/dad/carer), grandparent, aunty, neighbour, teacher etc. It is generally good practice to encourage pupils to keep confidentiality in PSHE education lessons by not naming others directly, although at key stage one, for this activity in particular, this is not essential.

It will however be very important to be sensitive to children who may feel they do not have their special people close to them. This may include pupils living with foster families, step families, blended families, adoptive parents or those recently bereaved or separated from their families. Be aware that some pupils may choose an animal or pet instead of a person for this activity which should be allowed.

This lesson focuses on positive, happy relationships, and does not refer to inappropriate or unsafe behaviours. Teachers should highlight that our 'special' people are those who make us feel safe and comfortable, and that should they ever feel uncomfortable or unsure about something, even with a person they know well, they should tell a different adult, whom they trust.

WE ARE GROWING: HUMAN LIFE CYCLE

This lesson introduces the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older. The lesson focuses on young children growing and changing (puberty is not mentioned until key stage 2). Pupils compare the differences between a baby and a child—what they look like and what they can do. The focus is on becoming independent; how we look after ourselves and each other as we grow, and some of the feelings that accompany the process of growing up.

To prepare for this lesson, you might want to ask some pupils to bring in photos of themselves when they were babies or toddlers to compare with how they are now. If you decide to do this, it is important to be sensitive to individual circumstances and to be aware that some children may not have photographs from their early childhood, that parents/carers may not be willing to share these and that children may not relate to their younger selves in terms of their identity.

When discussing the needs of people at different ages, it will be important to recognise that people's needs differ depending on a variety of things, not just their age, and that we all have different rates of growth and that some people are taller or shorter than others.

During the lesson pupils consider things they are able to do independently now and things they will be able to do in the future. Be sensitive to pupils with disabilities — adapt *Resource 1* — '*things we can do*' if required.

EVERYBODY'S BODY

Pupils may have been using a variety of different words to name the male and female genitalia/sex parts, but this lesson directly teaches the correct terminology. It is important for younger pupils to know how to name their body parts correctly as this contributes to safeguarding—helping them to take care of their bodies and keep themselves safe. This is built on later in key stage 2, when pupils learn about puberty and the changes when growing from children to adults. It is suggested that this lesson is taught within the context of other learning about similarities and differences (e.g. growing and changing, people and animals). This lesson also begins to address the issue of gender stereotypes.

We have been careful to choose language in the lesson plan that is inclusive, and acknowledges that whilst when babies are born the midwife or doctor will usually say they are either a boy (male) or girl (female) based on their genitalia, sometimes this is not clear (in the case of intersex children). This language also reflects that sometimes the biological sex a child is assigned at birth is not the same as the gender they identify as. This concept is not taught directly or in depth at this stage. If you have pupils who identify as non-binary or trans, it is advisable to discuss the lesson content and approach with their parent(s) or carer(s) before teaching the lesson.

Schools can decide which terminology to introduce to younger pupils, in accordance with their RSE policy. The following gives definitions that are suitable and recommended to use with younger pupils at key stage one.

Female genitalia (parts that determine sex):

Vulva: the area between the legs, which includes the openings to the vagina and urethra, ~~the clitoris~~ and the soft skin covering them

Vagina: the small opening between the legs — a small tube from the outside to the inside of the body

~~Clitoris: the button-shaped bump above the vagina~~

It may also be useful for pupils to know about:

Urethra: the tiny opening near the vagina of a tiny tube through which urine 'wee' leaves the body

Male genitalia (sex parts):

Penis: the spongy tissue that dangles between the legs. Boys urinate 'wee' through a tube in their penis (the urethra)

Testicles: two plum-shaped 'balls' in a squashy bag (the scrotum) behind the penis

When talking about the male and female genitalia, it may be useful to highlight the NSPCC [underwear rule](#) whilst noting that this does not need to be taught in-depth in this lesson—as it should be covered in separate lessons on keeping safe. One way of doing this in the lesson is to point out that we do not usually look at or touch each other's private parts: these are parts of the body covered by our underwear that we have the right to keep private or to ourselves.

National Curriculum links: For links to the primary science curriculum, see Appendix 3.

USEFUL WEBSITES

- www.childline.org.uk
- www.nspcc.org.uk
- www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx
- www.kidshealth.org/kid/
- www.bbc.co.uk/education/topics/z3xxsbk
- www.thinkuknow.co.uk/

USEFUL DOCUMENTS

- DfE statutory guidance on SRE: [Sex and Relationships Guidance](#), 2019
- Additional guidance, published by the PSHE Association, Sex Education Forum and Brook: [Sex and Relationships Education \(SRE\) for the 21st Century](#), February 2014
- Sex Education Forum's 12 principles of effective RSE

YEAR 3
LESSON PLANS

LESSON 1

WHAT MAKES A GOOD FRIEND?

CONTEXT

This lesson builds on pupils' learning from key stage one about special people and extends their leaning about their close networks and friendships. See *Teaching the Y3 lesson plans: Additional notes* section before teaching the lesson.

LEARNING OBJECTIVES

We are learning:

- about friendship—why it is important and what makes a good friend

INTENDED LEARNING OUTCOMES

- recognise the different types of friendships that are important to us (eg: family, friends, groups we belong to, neighbours)
- explain why friendship and having friends is valuable
- identify how friends show they care for and value each other
- describe what is most important in a friendship

RESOURCES REQUIRED

- 'Ask-it-basket' and pieces of paper (see teacher guidance)
- Flipchart paper
- Pencils or pens, including coloured pencils or pens
- Plain paper for baseline and end-point assessment: response to a question - 1 or 2 pieces per pupil
- Mini whiteboards and pens or strips of paper for the sentence starters: 'Friendship is important because...' – 1 per pair of pupils
- **Resource A: Good friends case studies** – 1 per pair of pupils (or copies of all for challenge activity)
- **Resource B: Friendship statements** (for support activity)
- **Resource C: Ideas bank** – 1 per group of pupils
- **Resource D: Zone of relevance** (enlarged to A3) – 1 per group of pupils

CLIMATE FOR LEARNING

Make sure you have read the accompanying teacher guidance and lesson notes before teaching this lesson, for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

KEY WORDS

friend, friendship, special, close, caring, valuable, different, qualities, important

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils record their response to the question: What makes a good friend?	5-15 minutes
Friends brainstorm	Class brainstorm about different kinds of friendship	5-10 minutes
Importance of friendship sentence starter	Pupils work in pairs to complete a sentence starter: <i>Friendship is important because</i>	5-10 minutes
Good friends case studies	In pairs, pupils read case studies about different friendships, as a class - list the qualities of a good friend	15 minutes
Friendship zone of relevance	Pupils work in small groups to complete a zone of relevance activity about what is more or less important in a friendship	15 minutes
Extension activity (optional)	Pupils make a class or group acrostic poem about the qualities of a friend, using the letters F, R, I, E, N, D	10-20 minutes
Plenary and assessment	<p>Pairs or groups make up one thing that is true and one thing that is false about friendship – class decide which is true/false</p> <p>Pupils repeat the baseline assessment activity – adding their ideas to the question: What makes a good friend?</p>	10-15 minutes

BASELINE ASSESSMENT

DRAW AND WRITE

Ensure this activity is completed before delivering the lesson. See teacher guidance for further information.

Pupils respond to the question: **What makes a good friend?**

Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, ask them to put their name on their work and collect them in. Check through them, noting responses and any misconceptions that need addressing.

Keep their work safe—these will be used to assess learning at the end of the lesson.

5 - 15 MINS

CORE ACTIVITIES

5-10 MINS

FRIENDS BRAINSTORM

Write the word 'friends' in the centre of the whiteboard or a piece of flipchart paper. Ask the pupils to help you make a brainstorm about different types of friends. Start off the brainstorm with an example, such as 'players in a team'.

Draw out from the brainstorm that it is likely most people will have different types of friends—some will be 'close' friends (or family) and others might be 'acquaintances' or people we know...but less well.

Pupils might suggest: school friends, classmates; best friends; team-mates; family (parents, grandparents, siblings, aunts/uncles, cousins); neighbours; people from clubs and communities (religious groups); imaginary friends

Pupils might also mention 'online friends'. Pupils may well be aware that young people or adults may also have friends that they have met online and whom they may or may never meet offline. Whilst it is fair to acknowledge this aspect of friendship, it may also be wise to reiterate the importance of people following safety rules when having contact with others online. Remind the pupils that most social media and gaming sites have a minimum age of 13. Reinforce the importance of talking to a trusted adult if they are worried about something they have seen or read online.

5-10 MINS

IMPORTANCE OF FRIENDSHIP SENTENCE STARTER

Ask the pupils to work in pairs to complete the sentence: **Friendship is important because...**

Pupils can write their sentence on mini whiteboards or strips of paper and then read them aloud to the rest of the class.

15 MINS

GOOD FRIENDS CASE STUDIES

Organise pupils into different pairings. Provide each pair with a copy of one example from **Resource A: good friends case studies**. Ask them to read the case study and discuss what makes the friendship good.

Take feedback from the class making a list on the whiteboard or flipchart of all the different qualities that make a good friendship. Pupils can also add additional ideas that may not be mentioned in the case studies.

15 MINS

For those students who may need further support:

Pupils read the simplified worksheet **Resource B: friendship statements** and tick to say whether the statement applies always / sometimes / never

For those students who may need further challenge:

Provide more than one case study per pair and allow pupils to make their own list of qualities that make a good friendship.

FRIENDSHIP ZONE OF RELEVANCE

Provide pupils with **Resource C: ideas bank** - things that might be included in a friendship. Ask the pupils to consider what is more or less important. Pupils can work in groups to record their ideas on **Resource D: friendship zone of relevance**, by writing each idea in the section they think it should be in. They can choose some or all of the suggestions and might also choose to add in some of their own ideas.

For those students who may need further support:

Pupils can be given fewer individual word, picture or symbols cards and move these into position on the zone of relevance.

For those students who may need further challenge:

Pupils can generate their own ideas to add to the zone of relevance.

10-20 MINS

ACROSTIC POEM (OPTIONAL)

Pupils can work as a whole class, or in small groups, to make an acrostic poem for the word FRIEND. Each capital letter should form a word that describes the quality of a friend.

For example: F-fun, R-real, I-individual E-encouraging N-non-judgemental, D-dependable

PLENARY/ASSESSMENT FOR AND OF LEARNING

10-15 MINS

Play a game of true and false. Ask the pupils (in pairs or groups) to think about what they have learned in the lesson and come up with something that is true and something that is false about friendship. The other members of the class have to decide which is the truth and which is false.

For example: Friends should care for each other (Truth) Only people who both like the colour red can be friends (False)

At the end of the lesson, give the pupils back their responses to the question: 'What makes a good friend?' completed at the beginning of the lesson. Provide them with a different coloured pen or pencil. Ask them to amend anything they now think was not quite right, or add their new learning in response to the question.

LESSON 2

FALLING OUT WITH FRIENDS

CONTEXT

This lesson follows on from the previous lesson—What makes a good friend? Sometimes, even good friends have disagreements or ‘fall out’—it is important that pupils learn that there are ways they can manage it if this happens to them. See *Teaching the Y3 lesson plans: Additional notes section* before teaching the lesson. *Some of the activities in this lesson have been adapted from Health for Life 8-11 by Noreen Whetton and Trefor Williams, published by Nelson.*

LEARNING OBJECTIVES

We are learning:

- how to maintain good friendships
- about solving disagreements and conflict amongst ourselves and our peers

INTENDED LEARNING OUTCOMES

- identify what helps maintain friendships
- describe feelings when disagreements and conflict occur
- identify what can help and not help if there are friendship problems
- demonstrate strategies for solving arguments with peers

RESOURCES REQUIRED

- ‘Ask-it-basket’ and pieces of paper (see teacher guidance)
- Flipchart paper
- Pencils or pens, including coloured pencils or pens
- **Resource E: Friendship circles (baseline and end-point assessment)** - 1 or 2 copies per pupil
- **Resource F: Fall-out concept cartoon** – enlarged copy for display (and for challenge activity)
- **Resource A: Friendship case studies** – from previous lesson, for reference
- **Resource G: Friendship forum posts** – 1 per pair of pupils (or copies of all for challenge activity)

- Plain paper – 1 piece per pair
- **Resource H: Friendship problem solver worksheet** (for support activity)
- Optional: long piece of wool

CLIMATE FOR LEARNING

Make sure you have read the accompanying teacher guidance and lesson notes before teaching this lesson, for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

KEY WORDS

friend, friendship, argument, quarrel, fall-out, making-up, apologise, solve, solution

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils complete sentences about how a group of children maintain a good friendship: They always / they sometimes / they never...	5-15 minutes
Friendship chains	Making a class list of what makes a strong friendship – visual demonstration of a friendship chain	5-10 minutes
Feelings bubbles	Pupils take it in turns to write descriptive words in 'bubbles' about how it feels to fall out with a friend	5-10 minutes
Fall-out concept cartoon	Pupils take it in turns to write descriptive words in 'bubbles' about how it feels to fall out with a friend	15 minutes
Friendship advice	Pupils give advice to characters who are experiencing friendship fall-outs	15 minutes
Extension activity 1 (optional)	Pupils make freeze-frames of the different stages of a friendship fall-out	10-15 minutes
Extension activity 2 (optional)	Class reflection on the friendships discussed earlier in the lesson to point out how arguments may have been prevented	10 minutes
Plenary and assessment	Pupils make suggestions about how a weak or broken friendship chain can be mended Pupils repeat the baseline assessment activity – sentences starters about how a group of children maintain a good friendship	10-15 minutes

BASELINE ASSESSMENT

MAKING A LIST

Ensure this activity is completed before delivering the lesson. See teacher guidance further information.

Ask the class to imagine a group of friends and the things they might do to

remain good friends. Pupils work individually to complete sentence starters using **Resource E: friendship circles**

Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, ask them to put their name on their work and collect them in. Check through them, noting responses and any misconceptions that need addressing.

Keep their work safe—samples will be used to assess learning at the end of the lesson.

CORE ACTIVITIES

5 - 10 MINS

FRIENDSHIP CHAINS

Ask the pupils to think back to the previous lesson on what makes a good (strong) friendship. Make a list on the flipchart or refer back to the list made in the previous lesson.

Optional: You could make a visual demonstration of a strong friendship circle by asking between two and four pupils to stand together and hold a piece of wool between them to represent the friendship circle. Each time one of the pupils mentions something that makes a strong friendship, pass the wool on again to the next person, around the friendship circle. As the wool strands double up, the links between the pupils become thicker and stronger— demonstrating how the friendship chain becomes stronger too.

5 - 10 MINS

FEELINGS BUBBLES

Introduce the idea to the class, that sometimes even really close friends might have arguments or minor fall-outs.

If you are using the visual demonstration from the activity above, you could show this by asking one of the pupils to drop their piece of wool and possibly cutting some of the strands.

You might want to ask the pupils to think about some of the reasons that might cause this to happen. *Remind the pupils to think of general examples and not to name names or tell stories of others in the class.*

Draw circles on the flipchart or whiteboard. Ask the pupils to volunteer to come up to the board and write a descriptive word in one of the circles about how it feels when someone quarrels with their friend. Repeat until all the circles are full.

Referring back to the feelings bubbles, briefly discuss how falling out or quarrelling with a friend is usually not a very nice time for anyone involved.

In the centre of the whiteboard or flipchart, display an enlarged version of **Resource F: fall-out concept cartoon**.

Ask the pupils to imagine the children in the picture have had an argument or quarrel. Discuss with the class what the children could do or say next; write a different idea in each box. Be sure to include at least one example of asking for help or support from a trusted adult as well as some 'not-so-good ideas'.

Pupils work in pairs to decide which would be the best response and which would be the worst response, explaining their thinking. Take feedback.

During the feedback session, include a discussion about when it would be more or less appropriate to seek adult support.

For those students who may need further support:

Pupils can work individually, in pairs or small groups to carry out this activity independently—provide copies of **Resource F: fall-out concept cartoon**.

Remind the pupils of **Resource A: good friends case studies**, which they looked at in the previous lesson. Organise the pupils into the same pairs they worked in for the previous lesson and provide them with a copy of the corresponding **Resource G: friendship forum post**. Pupils read what has happened to the characters.

Pupils imagine they are part of an online friendship forum, giving advice to children who have quarrelled with their friends—their role is to respond with some ideas of how to manage the situation.

Pupils work in pairs to respond to the posts.

For those students who may need further support:

Pupils imagine they have received pop-up messages on the friendship forum. Their role is to reply with a brief message with some advice about what to do next. Pupils can use the **Resource H: friendship problem solver worksheet** to give their responses—you might give the whole grid or just sections, depending on pupils' levels of ability.

For those students who may need further challenge:

As in the previous lesson, provide more than one friendship forum post for the pupils to respond to. Alternatively, pupils could be asked to write some general advice for the friendship forum page, giving top tips and advice to children who have fallen out with a friend/friendship group.

10-15 MINS

FRIENDSHIP IN FREEZE-FRAME (OPTIONAL)

Pupils work in groups to make three freeze-frames.

Using one of the examples from the **Resource A: good friends case studies** and **Resource G: friendship forum posts** pupils design tableaux to show:

1. the friendship as it was in the beginning
2. the friendship when the argument happened
3. the friendship when the argument was resolved

Afterwards, discuss what messages the freeze-frames show about friendship, *for example: that arguments can be resolved, that sometimes other people can help, that it takes one person to be sorry, that friends should listen to each other.*

10 MINS

EXTENSION ACTIVITY 2 (OPTIONAL)

With the class, look back at **Resource G: friendship forum posts**, identify how the friendship fall-out could have been prevented. Discuss whether there were specific behaviours and actions that led to the problem arising or whether the argument was inevitable. What could the characters have done differently?

This activity is not meant to apportion blame, but to encourage pupils to think about the consequences of behaviours before acting. It will be important to reiterate that sometimes quarrels do occur and we don't always know why (there may be other factors) but the important thing is they can usually be resolved

PLENARY/ASSESSMENT FOR AND OF LEARNING

10-15 MINS

Bring the class back together and go back to the friendship chain activity from the beginning of the lesson. Ask pupils to share their learning by suggesting different ways the friends in the friendship circle could help mend the friendship.

If you used the visual demonstration of the friendship chain, recreate this, but this time picking up the wool that was dropped between the friends and maybe by tying a knot in the middle to demonstrate how the friendship is now stronger—even though there was an argument.

At the end of the lesson, give the pupils the 'friendship circles' sheet they completed at the beginning of the lesson and a different coloured pen or pencil. Ask them to amend anything they now think was not quite right, or add their new learning to the to the sheet.

YEAR 3
RESOURCES

Resource A

Good friends case studies

A. Tu and Charlie are best friends. They like doing everything together and like all the same things too. Some days they even like wearing the same types of clothes as each other. They love telling each other jokes and are always giggling and laughing together. They share all their favourite things with each other. If either of them is worried about something, they can always talk about it to the other and know they'll listen. When they are allowed, they visit each other's houses to play. They buy each other the best presents for birthdays and choose little gifts for each other from their holidays.

B. Sharma, Alex, Clare and Logan love playing football. They play every lunchtime at school, as well as at after-school club and often meet up for a kick-about at weekends in the park too. They help each other practise their skills and keep score of who is the best at penalty shoot-out. They always cheer each other on and high five after every goal! If one of them falls over on the pitch, the others always go over to help them up and check they are ok. They encourage each other on the pitch and don't get cross or laugh at each other if one of them misses the ball.

C. Brooke, Sam and Li are in the same class at school. Sometimes they sit together and sometimes they don't but they do often work together in class. They love a challenge and trying to come up with the best ideas. If one of them gets stuck, they try to help and they give each other pointers on how they can improve their work. When they are asked to choose the class story they take a vote between them and they always help each other to tidy up. They don't really play together outside school as they all have other friends too, but they do look out for each other.

D. Dana lives next door to Mr G. Mr G likes to plant flowers in his garden and Dana's mum chats to him over the garden fence. He always says 'hello' and greets them with a big smile. Mr G sometimes helps Dana with homework and at weekends he bakes bread which Dana likes to help with too! Dana doesn't know how old Mr G is, but he must be quite old. He drinks strong coffee out of a big cracked mug and tells Dana stories and Dana listens. Dana and mum help Mr G with his shopping and odd jobs (like painting the garden fence). Mr G says it is nice to have friends like them.

Resource B

Friendship statements [support activity]

Qualities of friendship			
Friends...	Always	Sometimes	Never
...are best friends			
...like doing all the same things			
...wear the same clothes			
...share their favourite things			
... help each other			
... cheer each other up			
... hug each other			
... get cross with each other			
... speak kindly to each other			
...play together			
...look out for each other			
... listen to each other			
...have fun			

Resource C

Ideas bank

Like the same things

Give hugs / high fives

Speak politely to each other

Support the same team

Live near each other

Encourage each other

Wear the same clothes

Listen

Don't get cross with each other

Want to play together

Go to the same school

Allow others to join in

Are honest

Look after each other

Are kind

Talk

Are the same religion

Are the same age

Are the same religion

Make each other laugh

See each other often

Share

Sit together in class

Are always friends

Help each other

Cheer each other up if one person is sad

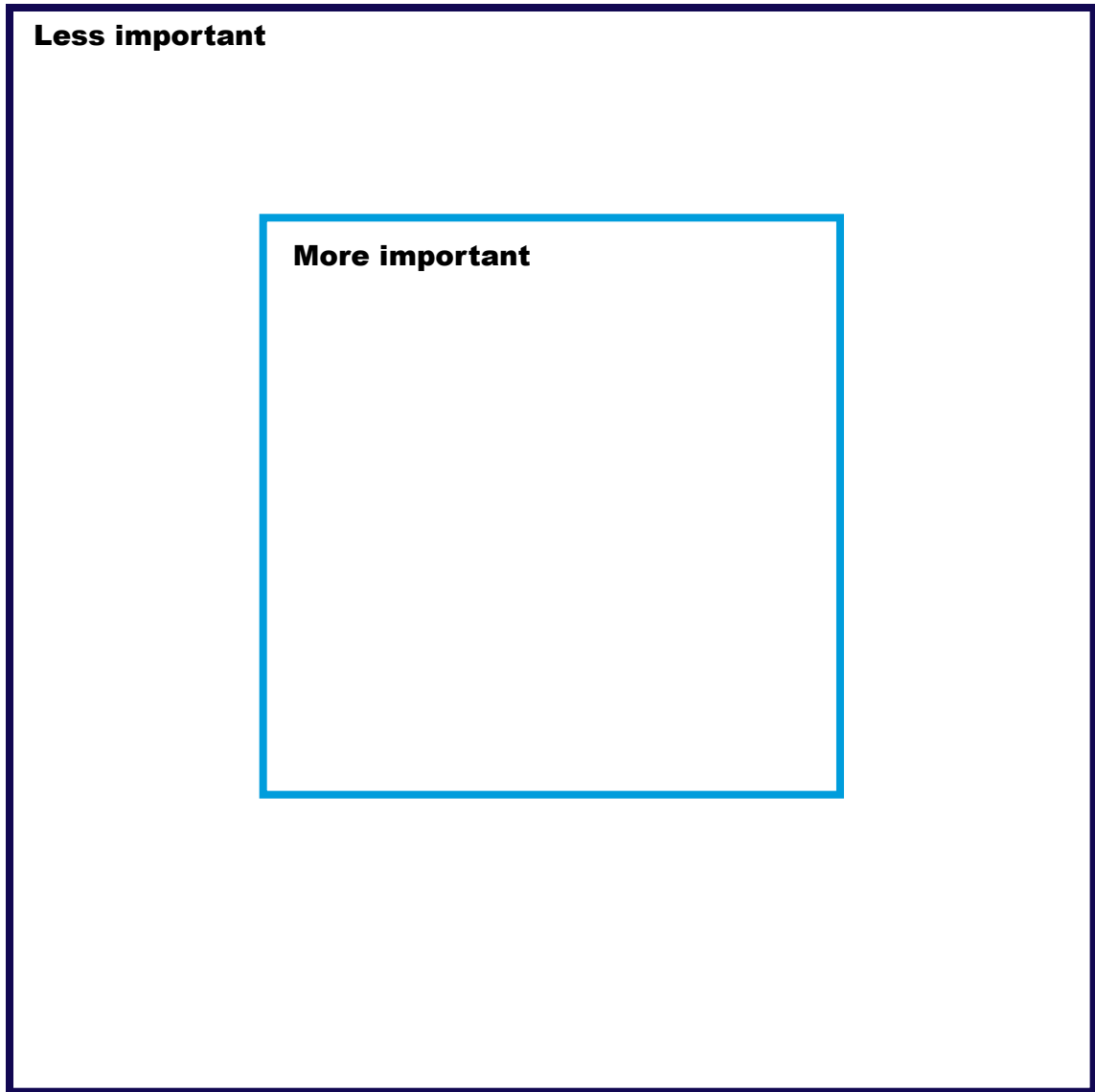
Give presents

Don't have any other friends

Resource D

Zone of relevance

Not important



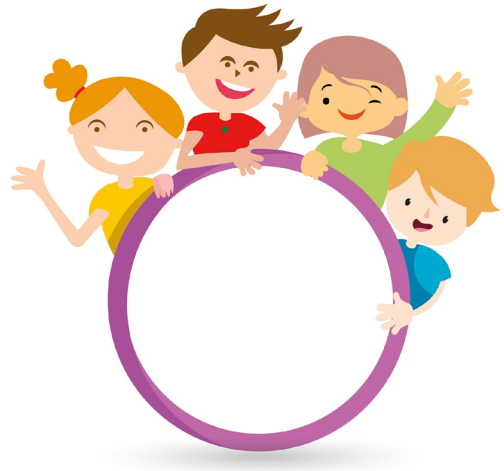
Resource E

Friendship circles

Imagine a group of friends.

What do they do to remain good friends?

Complete the sentences below.



They always...

They sometimes...

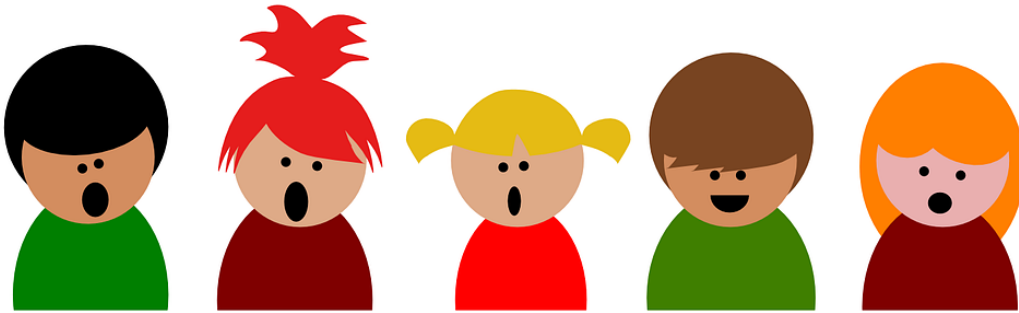
They never...

Resource F

Fall out concept cartoon

1

2



3

4

I think number ____ is the **best** option because...

I think number ____ is the **worst** option because...

Resource G

Friendship forum posts

A. Hi, please help! Me and my best friend, Charlie, used to do everything together. We liked the same things, laughed at the same things, shared all our favourite things and always gave each other gifts and cards. I could tell Charlie about anything that was worrying me. Now, Charlie doesn't seem to want to know me and I feel all alone. Charlie seems to play with everyone else in the playground now and when I suggested Charlie come round for tea, I just got a message saying 'no thanks'. I don't know what has happened because we were such good friends. I feel really sad. What should I do?

Tu

B. Hey, I hope you can help me with this problem. I had some really great mates who I played football with at school and in the park. We always used to cheer each other on but recently I've noticed they don't seem to want to include me in their teams. Yesterday, they even said I should just be 'sub' on the side-lines and after the game they didn't really talk to me. I thought I was getting better at football and that it didn't really matter anyway. Alex is trying out for the school team and Clare and Sharma think they are the best. I feel really fed up and left out. Should I just give up on football and our friendship?

Logan

C. Hi, I have an issue. The other day I was working on our project when one of my friends got really cross and shouted at me. They called me a nasty name and said I was stupid. I got upset and cried but then they laughed! Another friend said I should tell the teacher but I am not sure what to do. I don't want to make it worse. We have to finish our project soon and I'm worried we will get a bad mark. It's not very nice when someone in your class is horrible to you and I don't really know what to do. I'm sure I didn't do anything wrong – did I?

Sam

D. Can you help me with this friendship? Our next door neighbour is a kind old man who I think of as a really good friend. But... the other day I was playing football in the garden and the ball went over the fence and smashed into his greenhouse. Mr G was really cross and I felt really embarrassed. I don't think I can ask him to tell me stories or help him bake bread anymore. Is there anything I can do to stay his friend?

Dana

Resource H

Friendship problem solver [support activity]

Friendship Problem Solver	
Message	Reply
My best friend doesn't seem to want to be my friend anymore.	
My friends and I used to play football together but now they play on their own and I feel left out.	
One of my classmates shouted at me and called me a nasty name. I felt upset.	
I accidentally kicked my football over the garden fence and it smashed my elderly neighbour's greenhouse. We were friends but now he is cross.	