

**Theme:** Relationships

**Term:** Summer

**Year group:** 1

**Whole school launch event:**

- Whole school launch assembly based on being a good friend.
- Discussing what it means to be a good friend and what qualities good friends have.
- Children go back to class and set themselves a goal 'Be the friend you want to have.'
- Children to draw/write about what qualities and skills they will need to be a great friend to someone.
- Create a whole school display.

**Whole school end event:**

- Throughout the unit, celebrate friends and kindness through an appreciation board in classrooms and in staffrooms.
- Have a secret spotter who looks out for people being kind, these people (staff and adults) are celebrated in assembly.
- Whole school to come together at the end of the theme to discuss good friends and good friendships

**Overall objectives**

- **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Diversity and equality** (in all its forms)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)

**Key words:**

- Friend
- Compliment
- Achievement
- Pride
- Safe
- Trusted adult
- Qualities
- Secrets
- Help and support
- Keeping clean
- Hygiene
- Penis
- Vagina
- Differences
- Family differences

**External links and links to themed weeks:**

- World Red Cross Day
- Child Safety Week
- Oxfam Water Week
- Visit from NSPCC
- Visit from red cross
- Visit from Oxfam

**Outstanding grade descriptors (Solely linked to Personal Development)**

- They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites

**Assembly ideas:**

- Positive relationships
- Recap of Anti Bullying policy
- Being a good friend
- Keeping Safe (NSPCC link)
- Red Cross assembly
- Oxfam link

Lesson:	Learning Objective:		Ideas for further development/circle time
1	To identify the qualities of a good friend	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ After launch assembly all children to return to their class.</li> <li>◦ Teacher to recap message from assembly with the class</li> <li>◦ <b>What does it mean to be a good friend? What is a good friend? How can we be a good friend?</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Hand the children an outline of a person. Explain to the class that you would like them to draw a good friend. <b>What does a good friend say? What does a good friend do? What will you draw?</b></li> <li>◦ All children to draw a good friend. <b>Keep as baseline assessment evidence</b></li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Class to come together and share what they drew with a partner/ the class.</li> <li>◦ <b>Was your drawing similar to anyone else's? Was it different to anyone else's? Why do you think it was similar/different?</b></li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ About my partner</li> <li>◦ I like you</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Outline</li> </ul>	<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Stories based on friendship</li> <li>◦ Links to story writing in English</li> </ul>	
	<p><b>External resources used:</b> NA</p>		

Lesson:	Learning Objective:		Ideas for further development/circle time
2	To explain the importance of compliments	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Explain to the class that today we will be looking at compliments.</li> <li>◦ <b>Ask the children if they know what a compliment is?</b> Use talk partners to discuss this.</li> <li>◦ Explain that a compliment is when you say something kind about another person. Ask the children for examples of this.</li> <li>◦ Ask the children how it feels when someone says something kind about them – record their words on whiteboard.</li> <li>◦ Ask the children how it might feel when you give a compliment to someone else – again record words on whiteboard – compare the words. <b>Take pictures to keep as evidence</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Explain to the children that today we will be creating a compliment wall in the classroom.</li> <li>◦ Have each child's name written on a piece of card – shuffle the pieces of card. Then give each child in the class a card – do not give a child a piece of card with their own name on it.</li> <li>◦ Explain to the class they must write a compliment or draw a picture showing a compliment about the person written on their card – explain to then children that they must not share who they are writing about with anyone else.</li> <li>◦ You may need to brainstorm compliments with the class before they begin the main activity.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Once the children have finished writing or drawing their compliments, invite each child to stand up and read or describe their compliment and explain who it was about. Give each child a round of applause and invite them to stick their compliment on the 'Compliment Wall.' <b>Take pictures to keep as evidence</b></li> <li>◦ Once all the children have shared their compliments invite the children to share how they are feeling – record these feeling words beside the compliment wall.</li> <li>◦ <b>Why is it important to compliment others? Do you think a good friend would compliment their friends? Why is this?</b></li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ I like you</li> <li>◦ What I'm good at</li> <li>◦ Here I come</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Compliment wall template</li> </ul>		<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Stories based on good friends</li> <li>◦ Story writing based on friendship</li> </ul>
	<p><b>External resources used:</b></p> <p>NA</p>		

Lesson:	Learning Objective:		Ideas for further development/circle time
3	To recognise positive qualities in themselves.	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Explain to the class that they will now be identifying compliments about themselves. <b>Ask the children why it is important to compliment yourself.</b></li> <li>◦ Use talk partners. You may also choose to use this as an opportunity to discuss being humble – depending on the children in your class.</li> <li>◦ Share some of the compliments as a class – teacher to model complimenting themselves (try to encourage children to offer compliments about personality, traits, skills, talents rather than materialistic things)</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Provide the children with a piece of card with their own name on it.</li> <li>◦ Explain to the children that must write a compliment about themselves or draw a compliment about them on the piece of card.</li> <li>◦ As a class discuss what you could write or draw before beginning.</li> <li>◦ Teacher may also choose to participate in this activity as it will demonstrate good teacher modelling to the children.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Children to share their own compliments with the rest of the class. Give each child a round of applause when they have spoken and ask them to stick their compliment on the 'Compliment Wall.' <b>Take pictures to keep as evidence</b></li> <li>◦ Once all the children have shared their compliments invite the children to share how they are feeling – record these feeling words beside the compliment wall.</li> <li>◦ Also use this as an opportunity to discuss the importance of complimenting ourselves and recognising what we are good at or what we do well. <b>Why do we need to recognise what we do well? Should a good friend recognise what we do well? What would it be like if a friend did not recognise our strengths?</b></li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ What can you do now?</li> <li>◦ What I'm good at</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Compliment template</li> </ul>		<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Stories based on characters strengths</li> <li>◦ Stories based on recognising our strengths and what we are good at</li> </ul>
	<p><b>External resources used:</b></p> <p>NA</p>		

Lesson:	Learning Objective:		Ideas for further development/circle time
4	To recognise achievements	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Explain to the children that today we will be looking at our achievements. Ask the children to discuss in talk partners the meaning of achievements.</li> <li>◦ Explain to the class that this can be personal achievements (e.g. dressing themselves, tying their shoes) academic achievements (learning to read a tricky word, knowing number bonds) or other achievements (being on time for school, helping their parents at home, learning to ride a bike).</li> <li>◦ Ask the children to give examples of their achievement – record on the whiteboard. <b>Take pictures to keep as evidence</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Provide each child with a blank photo frame.</li> <li>◦ Explain to the children that they must draw a picture their achievement in the frame.</li> <li>◦ Discuss this activity as a class before beginning.</li> <li>◦ Allow the children 10 – 15 minutes to draw their achievement.</li> <li>◦ Use mini plenary during activity to allow the children to share their achievement with the class.</li> <li>◦ During mini plenary ask questions such as <b>why is it good to recognise what we do well? If a friend did something well what would you say? Why is it good to recognise what we did well and what our friends did well?</b></li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Put the children into pairs – ask the children to share their achievement with their partner.</li> <li>◦ Then create a gallery walk – where the children leave their pictures of their desk and everyone else walk around looking at the drawings. <b>Keep as evidence</b></li> <li>◦ As a class allow the children to share their achievements with the class.</li> <li>◦ Ask the children to discuss why it is important to recognise our own achievements and why it is important to celebrate our achievements.</li> <li>◦ Display pictures in the classroom.</li> <li>◦ <b>Would you compliment a friend on their achievement? Why? Would you like if a friend complimented you on an achievement? Why?</b></li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ What I'm good at</li> <li>◦ We're all good at something</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Achievement template</li> </ul>		<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Stories where characters have made achievements</li> <li>◦ Looking at achievements in History</li> </ul>
	<p><b>External resources used:</b></p> <p>NA</p>		

Lesson:	Learning Objective:		Ideas for further development/circle time
5	<p>To identify places and people who make me feel safe.</p> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Blank A4 paper</li> </ul> <p><b>External resources used:</b></p> <p>NA</p>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Ask the children to discuss in talk partners the people close to them who help keep them safe. Also ask the children to discuss places where they feel safe.</li> <li>◦ Take suggestions and share ideas as a class. <b>Who helps keep you safe? How?</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Provide each child with a blank piece of A4 paper. Ask the children to trace around their hand.</li> <li>◦ Then ask the children to write on each finger a different place they feel safe (explain this can be inside school or outside school)</li> <li>◦ In the middle of the hand ask the children to write the names of people they feel safe with (explain this can be adults or children inside or outside school)</li> <li>◦ Once they have completed their hand, ask children to share with a class what they have written.</li> <li>◦ Display the hands around the class. Ask the children to identify and similarities between the different hands. What are these similarities? Why are there similarities?</li> <li>◦ Ask the children to identify the differences between the hands. What are the differences? Why are there differences? <b>Keep as evidence</b></li> <li>◦ <b>Why do we need people to keep us safe? How do you know who keeps you safe?</b></li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Create a poster with the class with the heading:</li> <li>◦ Places I feel safe in school. Children to add places where they feel safe in school to the poster.</li> <li>◦ Then create another poster with the heading:</li> <li>◦ Adults who help me feel safe in school.</li> <li>◦ Again children to add names of adults to this poster.</li> <li>◦ Display both posters in the classroom. <b>Keep as evidence</b></li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ Faces</li> <li>◦ Nervous</li> <li>◦ Word game</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Stories about keeping safe</li> </ul>

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6	To identify the qualities of a good friend.	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Ask the children to discuss in their talk partners what it means to be a good friend. Share ideas as a class and then record suggestions.</li> <li>◦ Use Slide 46-51 to discuss some of the ways we can be a good friend.</li> <li>◦ Use Slide 53 to display some words to discuss a good friendship. Explain the meaning of these words to the class and then have the children give examples for each word.</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Split the class into pairs (using lollipop sticks to ensure the children are randomly grouped).</li> <li>◦ Explain that each pair is going to design a 'Good Friend.'</li> <li>◦ Explain to the class that they must create an image of a good friend and then think about the type of personality they would have.</li> <li>◦ Model doing this for the class. Emphasise the fact that the appearance of the friend does not matter it's what is inside that counts.</li> <li>◦ Provide children with an outline of a person. The children must then identify the type of personality a good friend would have by adding images/word inside the outline.</li> <li>◦ The pair may then choose to add external features also.</li> <li>◦ Before beginning discuss the paired work with the class: <ul style="list-style-type: none"> <li>- <b>How will you share ideas?</b></li> <li>- <b>How will you induce your partner's ideas?</b></li> <li>- <b>What will happen if you disagree?</b></li> <li>- <b>What will you do if your idea is not chosen?</b></li> <li>- <b>How will you combine ideas?</b></li> </ul> </li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Children to then share their friends with the class.</li> <li>◦ As a class discuss the friends created. Discuss are similar qualities and discuss why these qualities may be similar.</li> <li>◦ Play some relaxing music</li> <li>◦ During this time allow the children time to reflect on the qualities of a good friend they have and the qualities they would like to develop. Allow time for children to share these reflections with the class if they wish.</li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>- About my partner</li> <li>- Relax</li> <li>- Hedgehogs</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Good friend template</li> <li>◦ Relaxing music</li> </ul>	<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Stories about friendship</li> <li>◦ Story writing link</li> </ul>	
	<p><b>External resources used:</b></p> <p>NA</p>		

Lesson:	Learning Objective:		Ideas for further development/circle time
7	<p>To identify what to say to a new friend.</p> <hr/> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Nemo video</li> <li>◦ Agree disagree cards</li> </ul> <hr/> <p><b>External resources used:</b></p> <ul style="list-style-type: none"> <li>◦ Expect Respect Toolkit</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Explain to the class that today we will be building on the learning we have done about friendships.</li> <li>◦ First, ask the children to walk round room as if they have no friends and are surrounded by children they don't know.</li> <li>◦ <b>How do you feel? How do you move? Where do you look?</b> Next, ask the children to walk around as if they have just seen some friends – <b>how do they feel/move, where do you look?</b> Divide the class into two halves: first one half of the children watch the other half, who decide in their heads how they are moving (friends or no friends) and the observers guess which by their behaviour; then swap.</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Show the children the 'Finding Nemo' clip <a href="https://www.literacyshed.com/the-thinking-shed.html">https://www.literacyshed.com/the-thinking-shed.html</a></li> <li>◦ As a class discuss how Nemo might be feeling about his first day at a new school? As a class discuss how he will make friends at his new school. Have the children imagine that they are starting in a new school and they have no friends. Have a brief whole class discussion about how they would choose their new friends – what would they look for in a friend? Collect ideas verbally for the class to consider (e.g. looks welcoming, is friendly, makes me feel happy, has good ideas and so on).</li> <li>◦ Then play the agree/disagree game lesson 8 resource sheet. These are things that children might say to a new child to get them to be their friend. After you read out each statement, ask if the children think this might be someone who will be a good choice of friend.</li> <li>◦ The children show their choices by moving to the 'agree' or 'disagree' parts of the room. Ask some children to explain their reasons.</li> <li>◦ Discuss both sides of the arguments (if there are any). Encourage children to think critically and carefully about their choices.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ As a class create a list of things that would be good to say to a new friend or to someone new.</li> <li>◦ Display these in the classroom as a point of reference to the children. Explain that these sentences can be used with someone new or with someone in the class who you are not very friendly with.</li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>- All lit up</li> <li>- Kind deed</li> </ul> <hr/> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Stories about new arrivals</li> <li>◦ Story writing based on new arrivals</li> </ul>



Lesson:	Learning Objective:		Ideas for further development/circle time
8	To understand 'bad' secrets.	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Display the statement about secrets (slide 75)</li> <li>◦ Discuss what the word 'secret' means and agree on a definition. Put the children into small groups and ask them to think of some ideas of good secrets (e.g. birthday presents).</li> <li>◦ Allow five minutes for discussion, then get back into a circle and ask a spokesperson from each group to feedback ideas for happy secrets. Make a list on the white board and encourage whole class debate if some of the ideas are ambiguous.</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Introduce the idea that there might sometimes be bad secrets and give a couple of examples (e.g. a bully stole their sweets and made them promise not to tell; a friend broke someone's favourite toy and made them promise not to tell).</li> <li>◦ Introduce the idea of saying "No!" to something we are not happy with; discuss the idea that it might be better not to keep a secret if it is going to make us unhappy.</li> <li>◦ As a class discuss how we could say no. Model doing this.</li> <li>◦ Explain to the class that if someone asks you to do something you don't think is right or don't want to do they can say no. Use resource cards to create scenarios for the children in which they would say no. Have the children say no to then scenarios. Have the rest of the class feedback on the way the child said no.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Conclude the session by making a list on the white board of who children could tell if they were worried about a friendship or about a secret they have been asked to keep.</li> <li>◦ Refer back to the ROCK rules and remind the children that 'C – confidentiality' means we don't discuss what people say, but if it is something that is possibly dangerous then we must pass it on to someone else who can help.</li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ Smile</li> <li>◦ Feelings</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Lesson 8 scenario cards</li> </ul>	<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Stories about peer pressure</li> </ul>	
	<p><b>External resources used:</b></p> <ul style="list-style-type: none"> <li>◦ Expect Respect Toolkit</li> </ul>		

Lesson:	Learning Objective:		Ideas for further development/circle time
9	To understand some basic hygiene principles	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Hand each child assessment sheet. This sheet is split into 3 columns. Ask the children to draw/write all the things they already know about each column i.e. how to keep clean, the differences between boys and girls and family. Ask pupils to do this in one colour only. <b>Use as assessment evidence.</b></li> <li>Explain that the talking object gives the holder permission to speak and that no-one speaks unless they have the object in their hand and no-one speaks unless they want to. Pass the talking object around the circle.</li> <li>As each person receives the object ask them to complete the sentence Hello my name is... This is a good opportunity to gently remind the class of the ground rules as the object goes around the circle, for example, if someone throws the object ask them to try passing it again.</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>Ask the class to practice putting different feelings on their faces. Suggest happy, nervous, cross and proud. Ask the group to make a mask by covering their faces with their hands and then to think of something that makes them feel happy, giving examples such as a beautiful sunny day. On the count of three the group uncover their 'happy' faces.</li> <li>Gently shake off those faces and repeat with the other feelings. This helps to build a shared emotional vocabulary which can be used throughout the sessions.</li> <li>Take the objects out of the bag and place them on the carpet. Explain that you are going to tell a story, which involves these objects. <b>Ask the children if they can guess what the story is going to be about</b></li> <li>Proceed to tell a story about a child getting ready in the morning for their first day at their new school. Choose a name and gender for the child and start the story with the child waking up.</li> <li>Ask the class what X needs to do to get ready in the morning. Ensure they include washing, brushing teeth and getting dressed. With each suggestion ask <b>Will X need help or can s/he do this alone?</b> For example, X may need help tying laces or doing up tricky buttons. <b>Who could X ask for help?</b></li> <li>Encourage the group to act out elements of the story as it progresses, for example, waking up, or brushing teeth.</li> <li>Ask the class to use feeling faces, finishing with a proud face at the end of the story as X wears the school jumper.</li> <li>In small groups at tables, give each group a Keeping Clean picture. <b>Ask the groups to discuss what the object in the picture is, how it helps people to keep clean, when is it used and would they need help to use it?</b></li> <li>Display all the Keeping Clean pictures on the whiteboard and discuss with the class.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>To assess learning use the talking object to do a final go-round: One way to keep clean is ...</li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>Keeping healthy</li> <li>Pass it on</li> </ul>
	<p><b>Resources needed:</b></p> <p>PowerPoint Talking object Story bag containing sponge, toothbrush and soap (and a school jumper or shirt if available)</p>		<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>Science Curriculum for KS1</li> </ul>
	<p><b>External resources used:</b></p> <ul style="list-style-type: none"> <li>Christopher Wintour 3<sup>rd</sup> Edition</li> </ul>		

Lesson:	Learning Objective:		Ideas for further development/circle time
10	<p>To introduce concept of growing and changing</p> <hr/> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ Story bag containing Pictures of new-born babies</li> <li>◦ Lifecycle picture cards</li> <li>◦ Lifecycle word cards</li> <li>◦ PowerPoint</li> </ul> <hr/> <p><b>External resources used:</b></p> <ul style="list-style-type: none"> <li>◦ Christopher Wintour 3<sup>rd</sup> Edition</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Pass the talking object around the circle saying: Hello my name is ... and I'm a boy/girl.</li> <li>◦ Ask the class to practice putting different feelings on their faces. Suggest happy, excited, calm.</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Take the two pictures of new born babies out of the bag and explain that today's story is about the same child as last time. Tell a story about the child going to the health centre with their mother to have their baby sister weighed by the doctor.</li> <li>◦ In the story X is very excited about going to the health centre and has to calm down so that they can weigh the baby.</li> <li>◦ <b>Ask the class why the doctor needs to weigh the baby</b> and explain that it is in order to check that the baby is growing. Stop the story at the point when the baby is getting weighed and show the baby pictures. Ask the group to decide which baby they think is the sister. Accept all answers and ask how they knew which baby was the girl and which was the boy.</li> <li>◦ Agree that they have different private parts and tell the class that the science words for these parts are penis and vagina. Acknowledge that the children may have their own words for these parts. Discuss any feelings of embarrassment and reinforce that it's important to know the names for these parts of the body.</li> <li>◦ In small groups at tables, give each group a set of Lifecycle picture cards and Lifecycle word cards. Ask the group to put the pictures in a line from youngest to oldest. If they are able to, they can then label the pictures.</li> <li>◦ Display the Lifecycle on PowerPoint to clarify any misunderstandings.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Ask the children to think of something they can do now that they couldn't do when they were babies.</li> <li>◦ Discuss a few examples. Do a final go-round with the talking object, asking them to complete the sentence: One thing I can do now is...</li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ Keeping healthy</li> <li>◦ Postman</li> </ul> <hr/> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Science Curriculum for KS1</li> </ul>

Lesson:	Learning Objective:		Ideas for further development/circle time
11	<p>To explore different types of families and who to ask for help</p> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ Story bag - containing plaster and skipping rope</li> <li>◦ Families pictures</li> <li>◦ The Family Book, Todd Parr <i>optional</i></li> <li>◦ PowerPoint</li> </ul> <p><b>External resources used:</b> Christopher Wintour 3<sup>rd</sup> Edition</p>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Ask the class to practice putting different feelings on their faces. Suggest happy, shy, upset, sad.</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Explain to the class that you are going to tell them a story. Explain that in this story, X from the other two stories gets hurt after school while playing with a skipping rope by the playground gate.</li> <li>◦ Children and teachers are in the playground and parents and carers are waiting on the pavement.</li> <li>◦ Tell the story up to the point where X gets hurt, then consider the following questions with the class: <b>Who can X go to for help? If there is someone s/he does not know waiting on the pavement, should X ask them for help? How does X want to be cared for? How could X's friends help? Draw together any conclusions and reinforce that it is important to ask for help from a trusted person.</b></li> <li>◦ In groups, ask the class to think of as many different family members as possible. Give each group a Families picture to help them. Collect suggestions from the whole class and record on the board.</li> <li>◦ On the carpet, use the photos, like a picture book, to explain how families differ. Alternatively read The Family Book or a similar resource about families to illustrate difference.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Finish with a go-round: If I needed someone to help me I would ask...</li> <li>◦ Revisit the assessment sheet from lesson 9. Hand each child their original assessment sheet. Ask the children to draw/write in a different colour everything they have learned about how to keep clean, the differences between boys and girls and family. Ask pupils to do this in one colour only. <b>Use as end assessment evidence.</b></li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ Finish the sentence</li> <li>◦ Well done</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Science Curriculum for KS1</li> <li>◦ Stories with different family structures</li> </ul>

Lesson:	Learning Objective:		Ideas for further development/circle time
12	To recap what a good friend is.	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ After end assembly discuss content of assembly in class.</li> <li>◦ <b>What have you learned about being a good friend? What is a good friend? How can you be a good friend? Who would you talk to if you were worried about a friendship?</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ As a class, recap what we have learned about being a good friend <ul style="list-style-type: none"> <li>- Gives compliments</li> <li>- Recognises achievements</li> <li>- Says well done</li> <li>- Makes us feel safe</li> <li>- Doesn't ask us to keep secrets</li> <li>- Is kind</li> </ul> </li> <li>◦ Ask the children to think about friends who demonstrate these things. Share as a class. Use this as an opportunity to celebrate positive friendships and good friends within the class.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Hand the children their initial assessment sheet from lesson 1.</li> <li>◦ Explain to the class that you would them to add to their good friend drawing in a different colour. <b>Is there anything you will add? Why? Is there anything you will remove? Why?</b></li> <li>◦ <b>Keep as end assessment evidence</b></li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ Well done</li> <li>◦ Share a chair</li> <li>◦ Something I achieved was</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Friend template from lesson 1</li> </ul>		<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Stories based on friendship</li> <li>◦ Links to story writing in English</li> </ul>
	<p><b>External resources used:</b></p> <p>NA</p>		