

**Theme:** relationships

**Term:** Summer

**Year group:** 3

**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:**

- Penis
- Testicles
- Vagina
- Womb
- Private
- Positive thinking
- Self-talk
- Healthy friendship
- Skills and attributes
- Good influence

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

- World Red Cross Day
- Child Safety Week
- Oxfam Water Week
- Diversity role models deliver LGBT workshops

**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	<p>To identify the qualities of a good friend</p> <hr/> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>○ PowerPoint</li> <li>○ Mind-map template</li> </ul> <hr/> <p><b>External resources used:</b></p> <p>NA</p>	<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 friend mind map template to each child.</li> <li>○ Explain to the class that you would like them to think about <b>what friendship means to them? What do you look for in a friendship? Why is friendship important? What makes a good friendship? What does a good friend say? What does a good friend do? What do you look for in a friend?</b></li> <li>○ All children to complete the mind-map in one colour. <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 write about a good friend.</li> <li>○ <b>Have you written the same things on your mind map as others? Why do you think this? Is there anything that is different? Why do you think this is?</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>○ Setting goals</li> <li>○ My feelings</li> </ul> <hr/> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>○ Story about friendships</li> <li>○ Links to story writing</li> </ul>

Lesson:	Learning Objective:		Ideas for further development/circle time
2	<p>To explore the differences between males and females and to name the body parts</p> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Assessment sheet</li> <li>◦ Matching cards</li> <li>◦ Clothed pictures</li> <li>◦ Unclothed pictures</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>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Hand each child baseline assessment sheet. Ask the children to draw on the outlines the ways boys and girls are different using one colour only, they must also draw how to keep themselves clean. <b>Keep as assessment evidence</b></li> <li>◦ Refer to the learning objective for this lesson. Explain that in this lesson they are going to learn about some of the physical differences between male and female humans. Reinforce that a girl/woman is female and a boy/man is male. Ask for a quick thumbs up if you are a male, thumbs up if you are a female.</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ In groups, give each group one of the Clothed Babies picture cards. Ask them to discuss whether they can tell from looking at this picture whether <b>the baby is male or female? Can they explain how they know this?</b> Display the baby pictures on the whiteboard and ask pairs to feedback their responses.</li> <li>◦ Establish that you cannot always tell the sex of a baby by looking at it with its clothes on. Ensure the class understands that it is the private parts of a baby which confirm whether it is male or female. Explain the meaning of the word private. Explain that you will be using agreed science words in these lessons.</li> <li>◦ Explain to the class that they are now going to see some pictures of babies and drawings of children without their clothes on. <b>Ask why they think it will be easier to tell if they are female or male.</b></li> <li>◦ Show the two pictures of new-born babies on PowerPoint and ask the children to tell you which one is the male and which one is the female.</li> <li>◦ Next show the drawing of male and female children and ask the class to name all the body parts they can see; <b>which body parts are the same for males and females?</b> Remind them that the difference is the private parts. Use the final picture to clarify that the vagina is inside the body and leads up to the womb, which is the part of the body where a baby can grow.</li> <li>◦ Ask the children to consider why males and females have different private parts. Remind the class of the learning from Year 2 that a male and a female are needed in order to make a new life. Explain that males and females need their different private parts so that when they become adults they will be able to make a baby if they want to.</li> <li>◦ Give each group a set of Male and female matching cards. Ask the groups to sequence the numbered sentence cards in the correct order and then match them to the correct picture. <b>Keep as evidence</b> Then as a whole group discuss and sequence the pictures</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ In a circle, ask the class why they think that the male and female body parts are sometimes called private parts. <b>What does the word private mean? Should other children ask to see or touch a person's private parts? Should an adult ask to see or touch a child's private parts? Are there other body parts that might be considered private or that other people should not touch?</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>◦ Up and own</li> <li>◦ Stay cool</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Key stage 2 Science Curriculum</li> </ul>

Lesson:	Learning Objective:		Ideas for further development/circle time
3	<p>To consider touch and to know that a person has the right to say what they like and dislike</p> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ A bag of textured objects to touch, for example sandpaper, cotton wool, play dough, silky material, a pebble etc.</li> <li>◦ Year 3 Problem Pages</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>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Discuss the learning objective with the class, asking for examples of the ways people touch each other. Write the word 'touch' in the middle of the whiteboard. In pairs, ask the children to think of as many words for different types of touch as possible – pleasant as well as unpleasant, e.g. push, hug, scratch and kiss.</li> <li>◦ Ask for feedback and accept the words and write them on the board. <b>Keep as evidence</b> Ask the children which touches they like and do not like. <b>Ask whether it makes a difference who is touching them and why? For instance, do they like to be hugged by everyone or only by certain people?</b></li> <li>◦ Emphasise that everyone is different, and it is important to know what each of them likes or dislikes. Everyone has the right to say what is ok and what is not ok.</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ In a circle, pass the objects around one by one and ask the children to decide which objects they like to touch and which they dislike. Ask them to vote on each object. Find out why people liked or disliked the feel of each object and reinforce that different people like different things.</li> <li>◦ Demonstrate personal space with another adult. One is A and the other is B. A begins a conversation but is standing too close to B. B says "No, you're standing too close can you move back please". A takes a small step back. B repeats the request. Repeat until A and B are at least at arm's length.</li> <li>◦ Ask the class how they think B felt. <b>What are the physical warning signs when a person feels uncomfortable?</b></li> <li>◦ Explain what a problem page is and say that you have some examples of letters that people might write asking for advice. Using the Year 3 Problem Pages read out letter number one and ask the class for suggestions of how to help. In groups answer the other two problems, half the class working on problem 2 and the other half on problem 3. Feedback as a class and include the following suggestions: <ul style="list-style-type: none"> <li>• Ask the person to stop</li> <li>• Tell an adult they trust</li> <li>• Move away from the person</li> <li>• Tell another adult if the first one doesn't believe them</li> </ul> </li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Re-cap on the learning outcomes and congratulate the group on the advice they gave in the problem page activity. Revise flipchart from start of lesson; <b>is there anything they would like to add? Have they learned anything new? Keep as evidence 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>◦ Saying no</li> <li>◦ My feelings</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Key stage 2 Science Curriculum</li> </ul>

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4	<p>To explore different types of families and who to go to for help and support</p> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Family pictures</li> <li>◦ Who can I talk to sheet</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>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ In pairs, ask the children to talk about what they think the word family means. Feedback some of their ideas and reinforce that members of our family are special people, including carers and friends who are close to us and who we think are important. Ask the class questions about families, considering some of the following: <b>What makes a family? Do families always live together? Are people always born into families? Do people always live with parents or other relatives? Are people in families always married? Do old and young people in families live together? Where do family members live? Make a list on the board of different kinds of family.</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Give each group one of the Families pictures. Display some questions on the whiteboard asking them to explore: <b>Who is in this family? What kind of family relationship is it? How big is this family?</b></li> <li>◦ As a whole class look at the different pictures on the white board and discuss what each group has observed and what similarities and differences there are between the families. Reinforce that there are different kinds of families and all are equally valid. <b>What are some of the ways that family members help each other?</b></li> <li>◦ Refer to the problems from the last lesson and ask for some suggestions about who we can talk to when we need help. Explain that this is different for different people and in different situations. Show the Who can I talk to? Worksheet on the whiteboard and then ask each child to complete one.</li> <li>◦ Circulate and discuss with individual children. As a whole class, discuss and tell the children who they can talk to in the school (e.g. teaching assistant, teacher, learning mentor, family support worker, headteacher) and outside school (police officer, traffic warden, shopkeeper, security guard, trusted neighbour). Make sure that they know the number for Childline 0800 1111 and its website <a href="http://www.childline.org.uk">www.childline.org.uk</a>.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Ask the class if they think there are fixed ideas (stereotypes) about families; for instance, about who is in a family? Where families live? E.g. do they all live in the same house, area or country? Reinforce that stereotypes do not value the uniqueness and difference in real families.</li> <li>◦ Finish with a closing round: One person to go to if you need help is...</li> <li>◦ <b>Hand children assessment sheet from lesson 4 and have them add to this using a different colour.</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>◦ Someone I like</li> <li>◦ Either/or</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Key stage 2 Science Curriculum</li> </ul>

Lesson:	Learning Objective:		Ideas for further development/circle time
5	<p>To know you can say no to bad touch</p> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ A3 paper</li> <li>◦ Rights of a child poster</li> </ul> <p><b>PLEASE NOTE:</b> Please see footnote at the end of lessons in relation to these lessons.</p> <p><b>External resources used:</b></p> <ul style="list-style-type: none"> <li>◦ Norbury Primary Schools FGM resources</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Introduce ROCK rules to the class. Make sure children know it is a safe environment where any questions can either be asked verbally or written on post it's later in the lesson.</li> <li>◦ Introduce the slogan 'My Body My Rules' to the class.</li> <li>◦ Explain that it is very important that we all understand My Body, My Rules because when we have understood that, we feel strong enough about making our own decisions about our body.</li> <li>◦ <b>Ask the pupils 'what does 'My Body My Rules' mean to you?'</b> Have children discuss in talk partners.</li> <li>◦ <b>Give pairs A3 paper and ask the pupils to write/draw what my body my rules means to them on the A3 paper.</b></li> <li>◦ Feedback as whole class and display paper around the room.</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Explain to the class that "Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what the best is for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.</li> <li>◦ Using the poster of children's right, read rights as a class. <b>Do any of the rights surprise you? Why? Does every child get these rights around the world? Why? Why not?</b></li> <li>◦ <b>What is a good surprise?</b> Have the children discuss in talk partners and feedback. Using PP slide, show the children examples of good surprises (Dad surprising mum with flowers, asking you to keep it secret, Surprise birthday party or keeping birthday presents a secret from the person who's birthday it is, Keeping a relative's visit a secret so that they can surprise the family) Explain that good secrets are things you will find out soon. <b>How should secrets make you feel?</b> Have the children discuss in talk partners and feedback.</li> <li>◦ Explain to the class that no secret should make you feel worried, sad or scared. <b>Who would you talk to if a secret worried you? How would you know if a secret was a good secret or a bad secret?</b></li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Ask the children to stand in pairs facing each other a generous distance apart. Explain that one of the pair is to take a step closing to partner and to ask "do you feel comfortable with this distance?"</li> <li>◦ If child answers with a yes then partner to take another step forward and repeats question. This is to continue until the partner says no you are too close. As a class discuss the 'Uh-Oh' feeling, one can't always describe how they feel, just something isn't quite right. Child to take a step back. They are to acknowledge the 'safe' distance. Feedback on activity as a class. <b>Why is it important to know your safe distance? Why is it important to recognise the uh oh feeling?</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>◦ Saying no</li> <li>◦ My feelings</li> <li>◦ Name that feeling</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Key stage 2 Science Curriculum</li> <li>◦ Posters</li> <li>◦ Speeches</li> </ul>

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6	<p>To understand that FGM is not a rite of passage</p> <hr/> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Rites of passage worksheet</li> <li>◦ Video link</li> </ul> <p><b>PLEASE NOTE:</b> Please see footnote at the end of lessons in relation to these lessons.</p> <hr/> <p><b>External resources used:</b></p> <ul style="list-style-type: none"> <li>◦ Norbury Primary Schools FGM resources</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Introduce ROCK rules to the class. Recap learning from last week’s lesson. Leave post its on tables. Explain to the class that if they have any questions during the lesson to write it on the post it.</li> <li>◦ <b>What does ‘My body, my rules’ mean to you? Why are good secrets? What are bad secrets? How can we tell the difference? What is the uh oh feeling? What should we do if we get this feeling?</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Explain to the class that today we will be learning about Rites of Passage. Define the term Rite of passage as a time when a person reaches a new stage in his/her life. It is natural to want to celebrate important events in our lives with a special ceremony. There are some Rites of passage that are religious and some that are not religious.</li> <li>◦ <b>Can you think of important events in your lives?</b> If necessary, give an example.</li> <li>◦ Hand out picture cards with descriptions on the back and ask the children in groups, to divide the cards in to two columns that represent rites of passage that are religious and non-religious rites. <b>Take pictures of evidence.</b> Then feedback as a class.</li> <li>◦ Explain to the class that today, we will discuss a harmful Rite of Passage that has been continuing for thousands of years called Female Genital Mutilation. As a class watch <a href="https://www.youtube.com/watch?v=FNue7K7FdTQ">https://www.youtube.com/watch?v=FNue7K7FdTQ</a></li> <li>◦ <b>What does FGM stand for?</b> Ask pupils to define what each letter stands for in the acronym FGM and sum up: <ul style="list-style-type: none"> <li>◦ F = Female (girls or women) G = Genital (Vagina/penis/testicles) M= Mutilation (cutting or changing)</li> </ul> </li> <li>◦ FGM is the cutting or changing of girls private parts. Explain that it is important that we know the difference between religious and non-religious Rites of Passage because if you believe in a God, then God made you, you are perfect, why would we change god’s creation?</li> <li>◦ <b>Why do you think we are discussing this harmful and illegal practice?</b></li> <li>◦ This is happening to some girls in the UK, it is important that you are aware you know what to do if it’s happening to a friend/ you /or if you are worried. <b>Who can you talk to about this?</b></li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Explain to the class that today we are teaching you about the facts so that you have the right information to be able to say NO to FGM and we must do exactly the same with adults that believe FGM is the right thing. We will show them proof or facts to help us change their minds.</li> <li>◦ The children will have questions on their post-it notes stuck on the tables they are working on. Start looking through the questions, answer questions as the children are working. Please be aware of children whose body language or questions appear unusual or different to the way they normally behave. Be vigilant and share any concerns with your Designated Safeguarding Lead.</li> <li>◦ Remind the children the folder/box will be left in the classroom for children to leave questions. Named questions will be answered directly but questions without names will be answered within the class.</li> <li>◦ Remind the class if they have worries or extra questions, they can speak to you or safeguarding lead</li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ Saying no</li> <li>◦ My feelings</li> </ul> <hr/> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Key stage 2 Science Curriculum</li> <li>◦ Posters</li> <li>◦ Speeches</li> </ul>

Lesson:	Learning Objective:		Ideas for further development/circle time
7	<p>To identify positive thoughts.</p> <hr/> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Feeling cards</li> <li>◦ Thought cards</li> </ul> <hr/> <p><b>External resources used:</b></p> <ul style="list-style-type: none"> <li>◦ Samaritans</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Explain to the class that today we are going to look at positive thinking</li> <li>◦ Ask the children to think about what positive thinking means to them.</li> <li>◦ Take feedback and record on paper. <b>Keep as evidence</b></li> <li>◦ Then ask the children to think about why positive thinking is important. Again record on paper and <b>keep as evidence</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Spread a variety of feeling cards around the room, hand out a thought cards to each student and ask them to think about how that thought might make someone feel.</li> <li>◦ Ask children to go to that feeling card, see what other thought cards have been matched with that feeling, see if you all agree that these thoughts may result in similar feelings. <b>Take pictures as evidence</b></li> <li>◦ Now swap thought cards around and repeat. Did the same thoughts match up? Ask students in each group to think of a different way of thinking about the problem that would result in a different feeling.</li> <li>◦ Show an example slide. Instead of thinking, 'I'll never get this homework done in time' = frustrated, think 'I can do an hour tonight, then ask for help tomorrow' = relieved.</li> <li>◦ Have a look at an outline of 'Sam' and ask the class to give him or her a stressful situation. Write this down.</li> <li>◦ Ask students to think about what negative thoughts Sam could be having. Record these as a class and discuss the feelings that these thoughts will generate. <b>Keep as evidence</b></li> <li>◦ Ask students in groups to come up with alternative positive thoughts that will help Sam feel able to face the challenge/situation.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Ask the children to share their positive thoughts as a class.</li> <li>◦ Have the class write these on post it notes and stick around an enlarged version of 'Sam.'</li> <li>◦ Display this in the classroom.</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 am good at something</li> <li>◦ Proud of</li> </ul> <hr/> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Stories that link to thinking positively</li> </ul>



Lesson:	Learning Objective:		Ideas for further development/circle time
8	To explore the concept of self-talk.	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Recap learning from the previous week.</li> <li>◦ Reinforce the key message: if negative thoughts come easily to us we need to be aware of them and be able to counteract them with a more balanced view.</li> <li>◦ Self-talk is what you say to yourself in your head. You can send yourself negative and positive messages.</li> <li>◦ Sending yourself only negative messages gives yourself a tough time. People training to be their best (like sports people) deliberately make up and listen to positive self-talk messages. This helps them cope and perform better when they face a challenge. Explain it is also important to surround yourself with people who share these positive messages. <b>Why do you think this is?</b></li> <li>◦ Boy having a problem with school work</li> <li>◦ Positive thoughts: I'll get this right with a bit more time, I can catch up, and I can get help.</li> <li>◦ Negative thoughts: I'm dumb, people will laugh at me, I'll just get told off for being behind.</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Hand out situation cards to pairs. Ask students to think about the negative thoughts a person could have when faced with the situation.</li> <li>◦ After they have listed some ideas, think of how they can change their thinking to help them to face the situation and deal with it positively. <b>Take pictures as evidence</b></li> <li>◦ Ask students to take a few minutes to reflect, on their own, on the negative thoughts that they have. We often focus on the negative and ignore the positive, or guess what's going to happen when we don't know. Ask students to think about how they can rephrase or challenge the negative thoughts that they have and consider how this would improve how they feel.</li> <li>◦ If appropriate, and the students are comfortable with it, you can discuss some of these in pairs.</li> <li>◦ Spread out skill cards around the room and ask every student to select one that they know that they have.</li> <li>◦ Encourage students to help those that are struggling to find one for them.</li> <li>◦ Explain to the class that it is important for us to think positively, but it is also important to surround ourselves with people who think positively about us. <b>How would we know a friend though positively about us? Why is it important to have friends who think positively? What effect would this have? Why is it important we think positively about others? Why is it important to share this positive thinking?</b></li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Throw a ball to a student and ask the person who catches to feedback how the skill or strength they have chosen can help with coping with life's challenges. Why it is important?</li> <li>◦ Celebrate all the good ideas and skills the students have. Ask the class to be aware of negative self-talk they have over the next week, to write it down and to practise a few positive phrases, saying them out loud to themselves and noticing how this makes them feel</li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ Guess what I can do</li> <li>◦ I am good at something</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Situation cards</li> <li>◦ Skill cards</li> </ul>		<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Stories that link to thinking positively</li> </ul>
	<p><b>External resources used:</b></p> <ul style="list-style-type: none"> <li>◦ Samaritans</li> </ul>		

Lesson:	Learning Objective:		Ideas for further development/circle time
9	<p>To explore healthy relationships.</p> <hr/> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Scenarios</li> </ul> <hr/> <p><b>External resources used:</b></p> <ul style="list-style-type: none"> <li>◦ <a href="http://www.wherestheline.co.uk/">http://www.wherestheline.co.uk/</a></li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Discuss together the value of friendships and why they are important.</li> <li>◦ Record all comments and display so everybody can see them. <b>Keep as evidence</b></li> <li>◦ Some ideas for questions to prompt discussion: <ul style="list-style-type: none"> <li>• <b>Why are friends important?</b></li> <li>• <b>Why do we need friends?</b></li> <li>• <b>Do we change our friendships? If so is that okay?</b></li> <li>• <b>Is it okay that sometimes we don't have friends? (E.g. just moved somewhere new)</b></li> <li>• <b>How do we make friends?</b></li> <li>• <b>Why is it easier for some people to make friends more than others?</b></li> <li>• <b>Is it okay to like having just one special friend?</b></li> </ul> </li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Talk about how we make friends.</li> <li>◦ Give children a few minutes to think back on their own experiences and remember what it felt like when they started school, moved up to a new class, moved to a new house or school. <b>Can they remember how they coped? What strategies did they use?</b> Discuss as a class.</li> <li>◦ Split the class into 4 groups and give each group a scenario</li> <li>◦ Ask them to develop a role play activity and consider what they would do in their situation.</li> <li>◦ Explain that they need to add further characters to develop their scenario into a play. (Encourage children to keep the play short with a few interactions.)</li> <li>◦ Allow 15 minutes for the children to develop their role plays. Teacher to monitor and ask promoting questions to ensure everyone is engaged and on task.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Ask volunteer groups to act out their role play.</li> <li>◦ At the end of each performance use hot seating techniques to explore emotions and feelings. To do this sit the actors at the front of the class, ask them to remain in character. The rest of the class asks questions of each character. <b>Use videos/photographs 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>◦ New friends</li> <li>◦ My feelings</li> </ul> <hr/> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Story writing about friendships</li> </ul>

Lesson:	Learning Objective:		Ideas for further development/circle time
10	To explore healthy relationships.	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Ask children to think about how they would describe their friend. As a class word storm adjectives that best describe the qualities of a friend. Record their responses on a flipchart or whiteboard and keep to use in the following paired activity. <b>What is a quality you would look for in a friend? Why?</b></li> <li>◦ Take a look at the adjectives together. With a partner look at the different qualities and write down what they think are the top 5 qualities they would like a friend to have.</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Bring the pairs back together and share with the rest of the class. <b>Do any of the qualities stand out as being more important than others?</b></li> <li>◦ Go back to the original list of qualities that you recorded together at the start of the session and circle the most important qualities.</li> <li>◦ Explain to the children that having one or more good friend is a great way of helping us to protect each other.</li> <li>◦ Explain to the pupils that they are now going to create a wanted poster for a friend using the Resource sheet 'Wanted – A good friend.'</li> <li>◦ Children should fill in the boxes and include a picture of how they think their friend will look, obviously they may choose a friend they already have.</li> <li>◦ Information should include:               <ul style="list-style-type: none"> <li>◦ Qualities and values my friend has/ or I would like my friend to have ....</li> <li>◦ Things I like/ would like to do with my friend</li> <li>◦ I think a good friend is someone who ... (Accepts me; Looks out for me Cares about me etc....)</li> <li>◦ Why my friend is special ....</li> </ul> </li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Bring children back to the carpet. Have them share tier wanted posters with each other.</li> <li>◦ Discuss similarities and differences between the posters. <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>◦ Magic chairs</li> <li>◦ I feel nervous when</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ Wanted Poster</li> </ul>		<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Story writing about friendships</li> </ul>
	<p><b>External resources used:</b></p> <p>NA</p>		

Lesson:	Learning Objective:		Ideas for further development/circle time
11	<p>To explore healthy relationships.</p> <hr/> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ PowerPoint</li> <li>◦ A4 sheets of paper</li> </ul> <hr/> <p><b>External resources used:</b></p> <p>NA</p>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Recap the learning covered based on a good friend from last week’s lesson with the children.</li> <li>◦ Recap the qualities a good friend has and why these qualities are important.</li> <li>◦ <b>As a class discuss why it is important to choose good friends.</b></li> <li>◦ <b>Discuss how friends help us and how friends are there for us.</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Explain to children that they are going to think about a friend who is very important to them and think of 5 qualities this friend has. <b>What qualities are important to you? Why? Why should a good friend have these qualities?</b></li> <li>◦ Give each child a piece of plain paper and ask the children to trace around their open hand.</li> <li>◦ They should then draw a face on the palm of their hand and write one special quality their friend has on each finger.</li> <li>◦ Encourage children to talk to each other when they are discussing the qualities they are writing down. Remind the children there are lots of positive qualities a friend could have but they must pick the five most important qualities to write on the fingers.</li> <li>◦ These can be displayed together when they are complete to make a hand of friendship frieze around a board about friendship. <b>Keep as evidence</b></li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ As a class come together and discuss what qualities the children chose to write on their hands.</li> <li>◦ Discuss any similarities and any differences. <b>What is similar? Why? What is different? Why?</b></li> <li>◦ Display hands in the classroom.</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 to have friends</li> <li>◦ Sit back and relax</li> <li>◦ A favourite toy</li> </ul> <hr/> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ Story writing about friendships</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>Think positively</li> <li>Thinks positively about us</li> <li>Has desired attributes</li> <li>Has desired skills</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>Sticky backs</li> <li>Word games</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 linked to friendship</li> </ul>
	<p><b>External resources used:</b></p> <p>NA</p>		

## Lesson 5 & 6:

Lesson 5 & 6 are based on FGM. We strongly advise schools to work with parents and staff before delivering these lessons to ensure that everyone is confident with the lesson delivery. In resource pack a top tips for teachers for these lessons is available. If your school decides they are not ready to deliver these sensitive lessons yet, please use alternative lesson below.

Lesson:	Learning Objective:		Ideas for further development/circle time
5	<p>To understand what dementia is and how it is related to memory</p> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ 5-8 everyday objects</li> <li>◦ PowerPoint</li> <li>◦ Flipchart paper</li> <li>◦ Individual whiteboards</li> </ul> <p><b>External resources used:</b></p> <ul style="list-style-type: none"> <li>◦ Alzheimer's society resources for young people</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>◦ Let your class know that they are going to see a tray with five objects on for one minute; you are then going to remove one object. Let the learners know that they will need to try to remember the objects so they can figure out which one is missing. Repeat this activity a few times. You can even increase the number of items depending on ability.</li> <li>◦ Then ask the class the following questions: <b>How did you remember the items on the tray? What did you find difficult?</b></li> <li>◦ To extend the starter or make it more challenging, you could consider: Taking away an object and moving the others around, taking away two objects, increasing the number of objects and then asking learners to work in groups to write down as many objects as they can remember</li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>◦ Explain to the class that the following activity will help them to understand what the brain does and if aspects of the brain stop working, what the resulting difficulties might be.</li> <li>◦ Introduce the word 'memory' and explain that it helps us to know who we are, where we are and what we are doing.</li> <li>◦ Invite learners to talk with a partner about: <b>'Can you think of when we use our memory each day?'</b></li> <li>◦ The class then share their thoughts, which are used to create a mind map of when we use our memory – this will be referred to later in the lesson. <b>Keep as evidence.</b></li> <li>◦ Ask the pupils to write down on individual whiteboards what part of their body controls their memory. If they need help they could work with a partner or you can display an outline of a human body and ask the children to say and show the part of the body that controls memory. As an extension, you could challenge pupils to draw and write examples of when they have used their memory in the last week.</li> <li>◦ When the class has recognised the brain is in charge of the memory, display 'The Brain' on PP, which shows that different parts of the brain are in charge of different jobs. Introduce your class to the term 'dementia' and explain that it is caused by diseases damaging the brain. This makes it harder for people to remember things well and they can have difficulties with movement, problem-solving or communication. These problems will get worse over time.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>◦ Explain that even though dementia mainly affects older people, it does not affect everyone as they grow older, you cannot catch dementia from people as it's not like a cold or chickenpox, if they know someone with dementia, the changes they are seeing are because of the disease – there is no one to blame. Reinforce that despite these difficulties, it is still possible to live well with dementia.</li> <li>◦ Let learners know that sometimes when people have dementia, they can get muddled more often than usual with everyday tasks, such as making breakfast and getting dressed. Reassure learners that it is very normal for people to forget things or get confused at times, it just occurs more with dementia.</li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>◦ Saying no</li> <li>◦ My feelings</li> <li>◦ Name that feeling</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>◦ English writing</li> </ul>

Lesson:	Learning Objective:		Ideas for further development/circle time
6	To understand what dementia is and how it is related to memory	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Recap learning from last week's lesson. <b>What is memory? What controls memory? What did you learn about dementia?</b></li> </ul> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>Split the class into pairs. Hand out a copy of 'Ordering Daily Tasks' to each pair, and explain that these are some tasks that can be more difficult with dementia.</li> <li>Explain to your class that their task is to order the pictures for simple tasks. To simplify this, learners can cut out the pictures and sequence them, rather than write in numbers. <b>Keep as evidence</b></li> <li>Take feedback from the class. <b>How did you order the cards? Why did you order them this way? Why might this be difficult for someone with dementia?</b></li> <li>Split the class into small groups. Explain to the class that they must imagine they are on a school trip somewhere new and they get separated from their class. Task them to write down how they feel when they can't see someone or something that they know. (Answers might be: scared, worried, sad, confused, alone, angry).</li> <li>Once they have finished, explain that this is what it can feel like for some people with dementia, if they are in places or situations that they have forgotten about.</li> <li>Highlight what pupils could do to help someone who looks like they might be struggling, such as: tell a parent or guardian, smile, be patient.</li> </ul> <p><b>Plenary:</b></p> <ul style="list-style-type: none"> <li>As a class, discuss that when someone has dementia, they may find it harder to make sense of the world around them because their memory isn't always as good or the order of instructions can get mixed up.</li> <li>Refer back to the mind map of times we use our memory from the lesson 5. Suggest that drawing or writing instructions out for someone living with dementia can help them with a task they are struggling with.</li> <li>Finish off by asking children to talk to a partner about: <b>What do you do to help you to remember things? What things or games can you play to help you remember better?</b> (for example, Mnemonics)</li> <li>Finish by sharing ideas as a class about ways to help our memories.</li> </ul>	<p><i>Some of the following may be used for circle time activities:</i></p> <ul style="list-style-type: none"> <li>Saying no</li> <li>My feelings</li> <li>Name that feeling</li> </ul>
	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>PowerPoint</li> <li>Daily tasks</li> <li>Mind map from lesson 5</li> </ul>		<p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>English writing</li> </ul>
	<p><b>External resources used:</b></p> <ul style="list-style-type: none"> <li>Alzheimer's society resources for young people</li> </ul>		