

## St Thomas' CE Primary School

### Sample lesson for the 2026 PSHE scheme of work

#### Year 5: Connecting with others:

#### Lesson 5 How can we manage challenges in friendships?

Learning objective	Success criteria
<ul style="list-style-type: none"><li>To develop and apply positive ways to respond to friendship challenges.</li></ul>	<ul style="list-style-type: none"><li>I can use calm, respectful language to express my feelings when resolving friendship challenges.</li><li>I can use self-regulation techniques to help me stay calm and in control.</li><li>I can recommend positive ways to handle friendship challenges</li></ul>
<b>Before the lesson</b>	
<p>Teacher video: Teaching self-regulation</p> <p>Pupil video: Self-regulation strategies</p> <ul style="list-style-type: none"><li><i>Presentation: PSHE agreement</i> (optional – see Teacher knowledge).</li><li><i>Presentation: Agree or disagree.</i></li><li><i>Presentation: Friendship challenges.</i></li><li><i>Presentation: Solving friendship challenges.</i></li><li>A wonder box (see Wrapping up).</li><li>Counters (see Adaptive teaching).</li><li>Resource: Conflict resolution toolkit (one between three).</li><li>Resource: Conflict resolution sentence starters (support - see Adaptive teaching).</li><li>Resource: Managing challenges in our friendships (optional - see Wrapping up).</li></ul>	
<b>Recap and recall</b>	
<p><b>Optional:</b></p> <p>draw the children’s attention to the PSHE agreement they created in <i>Introductory lesson: Creating an agreement for PSHE</i> and recap the rules they agreed on. If required, upload an image of the agreement to the</p> <p><i>Presentation: PSHE agreement</i></p> <p>Explain that the children will be thinking about what makes a healthy friendship and sharing their opinions. Display the <i>Presentation: Agree or disagree?</i> and arrange the children in pairs. Read the statement out loud: “A healthy friendship means never letting each other down”. Ask the pairs to discuss whether they agree with any of the statements and to explain their reasoning.</p>	

Presentation: Agree or disagree?

Take feedback from the class and encourage the children to justify their ideas using knowledge from the previous lesson. They may say:

- Yes, because good friends should always help and look after each other.
- Mostly, but sometimes people make mistakes or forget things and that does not mean they are bad friends.
- No, because everyone lets people down sometimes. What matters is that you say sorry or make it right.
- A healthy friendship means forgiving each other and trying to be kind, not being perfect.
- If you expect friends never to let you down, you might get upset a lot. A healthy friendship means being honest and working through problems.

### Attention grabber

Display slide 1 of the *Presentation: Friendship challenges*. Read aloud or play the audio to listen to what Sophie is upset about.

Ask the children to reflect on what Priya could say or do in response, encouraging them to consider how they would explain their idea and justify why it would be a good response.

Work through the conversation on slide 1 and 2. Ask the children to explain which option they think would be more effective in solving the friendship challenge and justify why this response might calm the situation. Repeat using slides 3 and 4 for Ray and Arjun.

Presentation: Friendship challenges

Explain that the more effective solutions were when Priya and Arjun stayed calm and they self-regulated. Acknowledge that this is a tricky skill to master in the heat of the moment, but it can make a big difference to solving a friendship challenge or tricky situation.

Show the *Pupil video: Self-regulation strategies*.

Pupil video: Self-regulation strategies

Ask the children to think of one **self-regulation** strategy that could have helped Priya or Arjun solve their friendship challenge calmly. Countdown from five, asking every child to clearly say their answer at the same time.

As a class, discuss some of the answers mentioned and how these could have supported Priya and Arjun.

### Main event

Explain that resolving a **conflict** respectfully often involves using skills such as **communication**, **negotiation** and **compromise**. Share that it is not possible to achieve this successfully if someone is dysregulated. Therefore, it is important to practise the skills looked at so everyone involved is in the best position to resolve the conflict.

Ensure the children understand that:

- Good **communication** means listening carefully as well as speaking calmly so that both people feel heard.
- **Negotiation** is when two people share their ideas and try to find a solution that works for everyone.
- **Compromise** means each person may give up a small part of what they want to make the friendship fair and balanced again.

Display slide 1 of the *Presentation: Solving friendship challenges*, sharing strategies the children may use when facing a challenge in a friendship.

Presentation: Solving friendship challenges

Remind the children that these approaches show **respect** for others and help friendships grow stronger. Hand out *Resource: Conflict resolution toolkit* (one between three).

Display Slide 2, asking the children to choose one of the scenarios and act out two different ways that the friendship challenge scenario could be fixed using the tools in the toolkit.

**Optional:**

children could work through more than one of the scenarios, role-playing how the challenge could be resolved.

Use the questions to take feedback.

- **Which strategy worked well in each situation?**
- **Was this conflict easy or difficult to solve?**

Remind the children that occasional, small friendship challenges is normal. It only becomes unhealthy if these are regular or more serious occurrences. Explain that if a friendship feels unhealthy, it is important to take action, such as talking to a trusted adult.

Wrapping up

Ask the lesson's enquiry question:

**How can we manage challenges in friendships?**

Ask the children to think of one thing they will take away from the lesson that will be helpful if they come across friendship challenges in the future. For example: "Next time I feel cross with my friend, I will.... instead of....", "If I accidentally upset a friend, next time I will....".

**Optional:**

Ask the children to record these on the

*Activity: Managing challenges in our friendships* to create a display which can be referred to during moments of conflict in the future.

Remind the children to use the wonder box if they have any comments or questions. Reiterate that if they need an adult to help them, they will need to write their name or initials on their sticky note.

Vocabulary definitions

**communication**

Sharing thoughts, ideas or feelings through talking, listening, writing or body language.

**compromise**

Each person giving up a little of what they want to find a fair solution.

**conflict**

A disagreement between people with different ideas or feelings.

**negotiation**

Talking together to reach an agreement that everyone feels happy with.

**respect**

Treating everyone and everything with care.

**self-regulation**

Managing one's own thoughts, feelings and actions.

Assessing progress and understanding	Adaptive teaching
--------------------------------------	-------------------

**Pupils with secure understanding indicated by:** using calm, respectful language during role-play to express feelings and help resolve friendship challenges; selecting and applying appropriate self-regulation techniques to stay calm and in control during disagreements; recommending positive ways to handle friendship challenges based on what they have learnt.

**Pupils working at greater depth indicated by:** evaluating which conflict resolution strategies are most effective in different contexts and explaining why; reflecting on how their own responses to conflict can affect the outcome of a friendship challenge; suggesting additional or alternative strategies beyond those listed in the toolkit and justifying their reasoning.

**People needing extra support**

- Could work with guided adult support to discuss which techniques help them stay calm and communicate respectfully.
- Could use sentence starters from the *Resource: Conflict resolution sentence starters (support)*.
- Could work as part of a mixed ability pair to gain support from a more able pupil in how to resolve the scenario situations.
- Could use counters to show which technique on the *Resource: Conflict resolution toolkit* they think should be used for each scenario, rather than acting them out, choosing a colour counter for each scenario and placing it on the technique they think would work best to solve that conflict.

**Pupils working at greater depth**

- Should reflect on how different conflict resolution strategies can be more or less effective depending on the situation and justify their reasoning.
- Could suggest additional strategies not listed on the *Resource: Conflict resolution toolkit* and explain when they might be most appropriate.
- Could evaluate how reflecting on their own behaviour and emotional responses can help to strengthen or repair friendships.