


<p>Year Five Lesson 1 Lesson length: 60 minutes</p>	<p>Unit title: Keeping relationships healthy and safe Lesson title: The value of friendships</p> 	
<p>Learning Objectives</p> <p>To consider the value of views and contributions of others</p> <p>To understand the value of friendship Recognise that in friendships groups all people have equal status but offer different qualities</p> <p>To know that we can work together to achieve simple goals and targets.</p> <p>Show care for others as well as for themselves</p> <p>To be able to ask topical questions</p>	<p>Suggested Activities</p> <p>Begin the lesson by teacher posing the following questions What is a friendship? Are there different levels of friendship? Does it matter if there is? What are the benefits/ pitfalls? Further the class discussion by asking 'Why are friends important? What makes them important/ special? e.g. do things together, how they make us feel, you can have different friends, friendships with opposite sex.</p> <p>Activity Understanding friendships Using a continuum line ask pupils to take part in a agree disagree activity to reflect their views. Make pupils aware that they will be expected to give reasons for their position on the continuum.</p> <ul style="list-style-type: none"> • You should not have friends that are older than you • You get different/better friendship experience from those of the same sex • Friends of the same age are safer than friends that are older • Friendships can be negative as well as positive • You should have no more than two best friends 	
<p>Relationships and Health Education</p> <p>Learning Outcomes</p> <p>Caring friendship</p> <ul style="list-style-type: none"> • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <p>Mental wellbeing</p> <ul style="list-style-type: none"> • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support 	<p>Reiterate – friendships may look different, but it is the equality within the friendship that is important rather than who with or the number of people.</p> <p>Activity Discussion on peer pressure</p> <ul style="list-style-type: none"> • Exploring what is peer pressure? • Highlight that some friendships can have an unequal balance – these can become difficult to maintain as there is often a demand and response relationship– as one party can feel pressurised into doing things they feel are wrong or uncomfortable • What action could a person take if they feel pressured? <p>Activity “Feelings, Issues, Outcomes” Teacher to read out a scenario: Jo and Alex friendship. In groups On flip chart paper – write headings issue feelings solution/ outcome Discuss the scenario -Identify what the issue is, explore the feelings experienced by all characters, Solution / Outcome – what actions should be taken, how can the issue be resolved.</p> <p>Debrief Discuss the different points made and make a list of top tips to resolve peer pressure situations. Finally, reflect on positive and negative values that you might find in a friendship and top tips to deal with challenging situation.</p>	
<p>Unicef Articles Article: 3, 4, 8, 12, 13, 14, 15, 31</p>	<p>Resources Agree/Disagree cards Flip chart paper Markers</p>	<p>Key vocabulary Pitfalls Benefits Peer pressure Issues Outcomes Negative Positive</p>

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Year
5

Scenario: Jo and Alex friendship

'Feelings, issues & outcomes'

Jo and Alex have been best friends since nursery. They have always been in the same class in primary school and spend lots of time together out of school too. When they start secondary school, Jo meets Sunni. They really like one another and start spending time together. Jo wants Alex and Sunni to be friends too, but Sunni and Alex don't like one another very much. They both want Jo for a friend, but don't want to hang out with one another. One day Alex gives Jo an ultimatum either to keep him/her as a friend or Sunni but stated Jo could not have them both. Sunni then begins to hang around with different class members they always invite Jo to join in but ignore Alex when he/ she tries joins in a conversation- Different social media groups are formed also and leave out Alex, the group keep showering Jo with gifts and invitations to events.

Key questions:

1. How can this situation be resolved?
2. Is there any peer pressure?
3. What feelings are being experienced by the different characters?