



# What Makes A Good Friend?: Lesson Plan

## KS1 & KS2

## 'What Makes A Good Friend?' lesson plan: links to statutory guidance

Kidscape's lesson plans have been carefully mapped to the [statutory guidance for RSE](#) and the Programme of Study for PSHE Education, as laid out by the [PSHE Association](#). Following the lesson plans provides an easy way to meet key points in the guidance, while engaging your class with fun, interactive content. 'What Makes A Good Friend?' meets the following targets:

### KS1

#### England: PSHE

- H11** about different feelings that humans can experience
- H12** how to recognise and name different feelings
- H14** how to recognise what others might be feeling
- H19** to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H21** to recognise what makes them special
- H22** to recognise the ways in which we are all unique
- R2** to identify the people who love and care for them and what they do to help them feel cared for
- R6** about how people make friends and what makes a good friendship
- R7** about how to recognise when they or someone else feels lonely and what to do
- R8** simple strategies to resolve arguments between friends positively
- R9** how to ask for help if a friendship is making them feel unhappy
- R20** what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
- R21** about what is kind and unkind behaviour, and how this can affect others
- R22** about how to treat themselves and others with respect; how to be polite and courteous
- R23** to recognise the ways in which they are the same and different to others
- R24** how to listen to other people and play and work cooperatively
- R25** how to talk about and share their opinions on things that matter to them

## England: RE/RSE

### Families and people who care for me:

that families are important for children growing up because they can give love, security and stability

### Caring friendships:

how important friendships are in making us feel happy and secure, and how people choose and make friends

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

### Respectful relationships:

the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

practical steps they can take in a range of different contexts to improve or support respectful relationships

the conventions of courtesy and manners

the importance of self-respect and how this links to their own happiness

that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

### Online relationships:

the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

### Being safe:

how to recognise and report feelings of being unsafe or feeling bad about any adult

how to ask for advice or help for themselves or others, and to keep trying until they are heard

how to report concerns or abuse, and the vocabulary and confidence needed to do so.

where to get advice e.g. family, school and/or other sources



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## Mental wellbeing

that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

## Wales: Health and Wellbeing AoLE

### What matters statements:

How we process and respond to experiences affects our mental health and emotional wellbeing

Our decision-making impacts on the quality of our lives and the lives of others

How we engage with social influences shapes who we are and affects our health and wellbeing

Healthy relationships are fundamental to our wellbeing

## KS2

### PSHE links

- H19** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
- H27** to recognise their individuality and personal qualities
- R10** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- R14** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- R30** that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R31** to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

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**L4** the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

## RE/RSE

### Caring friendships:

how important friendships are in making us feel happy and secure, and how people choose and make friends

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

### Respectful relationships:

the importance of self-respect and how this links to their own happiness

that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

### Online relationships:

that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

### Mental wellbeing:

how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

### Internet safety and harms:

how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private

## Wales: Health and Wellbeing AoLE

### What matters statements:

How we process and respond to experiences affects our mental health and emotional wellbeing

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## What Makes A Good Friend? : Lesson Plan

### Subject:

What makes a good friend?

### Targeted Year Group:

Yr 3-6

### Length of lesson:

50 mins

### Learning objectives:

- Recognise the main ways to be a good friend.
- Identify different locations in school where specific forms of good friendship can be shown

### Time:

### Lesson structure:

### Teacher notes

3 mins

Discuss the most important places to show a new student – playground, classroom, lunch hall, gym etc. Settle on the 6 most important places.

Teacher explains to class that they will be designing a walk-through guide of the school for new students to join.

7 mins

Discuss the qualities and behaviours of a good friend. With each one, discuss how this might be shown in one of the 6 places in the school named above.

Once settled on 6 places, explain that we will actually be designing a guide around what makes a good friend, using these locations to show examples of good friendship. Teacher lists these qualities/behaviours on a flipchart, highlighting key words.

15 mins

Flipchart activity on tables, with groups moving round (carousel style) to write as many examples as they can of what a good friend might do in each of these places. For example, in the lunch hall, they could encourage a friend to sit with them; in gym, check to ensure they understand the rules

Teacher to write name of each school location at top of flipchart paper and then place one on each table with flipchart pens. Give groups 2 minutes on each table then rotate.

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## Time:

## Lesson structure:

## Teacher notes

of the sport; in the playground, involve them in creating a game or dance.

Encourage them to read other groups' answers before adding their own.

They can use list of qualities/behaviours from earlier activity as inspiration.

Once all 6 groups have written on each piece of paper, ask one child in each group to feedback main ideas.

20 mins

Activity in pairs, with students given a Kidscape friendship guide and an A3 sheet split into 6 sections. Pairs agree on a friendship statement for each area of the school, drafting them on whiteboards. Students can use the friendships guide, the list of qualities and behaviours, and the flipchart activity to help them come up with statements.

Teacher to give each pair a copy of Kidscape friendship guide:  
<https://www.kidscape.org.uk/advice/advice-for-young-people/friendships-and-frenemies/what-makes-a-good-friend/>

When ready, students write the statements in each box of the A3 sheet and draw a picture for each to represent the statement.

Teacher to model example, choosing one of the 6 locations. For example, 'In the (classroom), you can show you're a good friend by (helping them out when they need support with their work)'. Encourage students to use this structure for their statements.

5 mins

Feedback activity, with pairs sharing their statements.

Teacher to encourage students to explain why each statement is an example of good friendship, and why they would feel good if this behaviour was shown to them.