

FRIENDSHIP FRIDAY
17 NOVEMBER 2023
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Help with Friendships: Lesson Plan

KS2

'Help With Friendships' lesson plan: links to statutory guidance

Kidscape's resources 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. 'Help With Friendships' meets the following targets:

PSHE

- H19** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
- H20** strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H21** to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- H22** to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
- H23** about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- H24** problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- 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
- R16** how friendships can change over time, about making new friends and the benefits of having different types of friends
- R17** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- R18** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

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- R19** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- R20** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- 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
- R32** about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- R33** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- R34** how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
- 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

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

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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

about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

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

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

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

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

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)

it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Time:

Lesson structure:

Teacher notes

10 mins

Activity Two: making friends

How do we become friends with other people? Put the children into pairs and ask one person to play themselves, the other an alien who has just landed. What might they do to become friends? Ask the children to act out the scene and then share it with the class if they are comfortable.

Consider together the different ways we make friends. This could include:

- Introducing ourselves
- Asking the other person about themselves.
- Sharing something about ourselves.
- Asking the other person if they would like to play with us or do something with us?
- Showing kindness to the other person.
- Helping the other person.
- Sharing food with the other person.

10 mins

Activity Three: understanding that relationships can change

Explain that while some of us may have a best friend for life, it is much more likely that we will have different friends throughout our life. Some of these relationships will last, some will come to an end. In fact, it can be helpful to have a few friends, rather than one best friend, exactly because friendships can come to an end.

How do we feel at the start of a new friendship?

How do we feel when friendships come to an end?

For older children you may want to share an appropriate excerpt from 'Tiny Beautiful Things: Advice on Love and Life from Dear Sugar' by Cheryl Strayed. You could also access the Agony Aunt worksheet from Twinkl (see <https://www.twinkl.co.uk/resource/agony-aunt-activity-sheet-t-tp-7113>)

Time:

Lesson structure:

Teacher notes

Ask the children if any of them have heard of an agony aunt or uncle? Explain that they are writers who give advice to people about their lives, loves and relationships.

Share the following letters/emails and ask the children to either write down or share, the advice they would give to the person writing to the agony aunt.

Dear Agony Aunt/Uncle,
Thomas was my best friend since nursery. We always did everything together, spent every break together, played football together and even went to each other's houses in the holidays. Since Jack has started at our school, Thomas doesn't speak to me much anymore. He always wants to play with Jack and leaves me out.

I feel sad and don't know what to do. How can I make him be my friend again?
Yours, Cody

Ask them to think about:

- How is Cody feeling?
- What can Cody control?
- What can't Cody control?
- What else might he need to do to feel better?

Dear Agony Aunt/Uncle,
I have been friends with Jade for years and I do like her, but in recent months she has started to get on my nerves. She says a lot of unkind things about other people and I'm worried people think I'm like her because she's my friend. She once got me to steal something from the shop and I still feel bad about it now. I care about her, but I don't

You may need to be mindful and/or adapt this exercise if you are aware that any children have lost a friend through bereavement. Children may naturally bring this up, so it is important to be prepared. Coming to terms with the death of a friend is different to managing the end of a friendship. Winston's Wish are a charity with some great resources on this subject – see <https://help2makesense.org/>

Time:

Lesson structure:

Teacher notes

want to be her friend anymore. How do I tell her without hurting her feelings?
Yours, Sam

Ask them to think about:

- How is Jade feeling?
- Is Sam being a good friend?
- How could Jade explain how she is feeling?
- When might it be right to end a friendship?

Explain to the children that it can be difficult when friendships come to an end. We may feel hurt, sad, and confused. Now we're going to think about ways we can manage some of those feelings.

15 mins

Activity Four: managing change in our relationships

Even the best friendships go through difficult times, and some might naturally come to an end. It is okay to have big feelings when our relationships change.

The good news is that we can sometimes resolve our fallouts and be friends again. We have taken friends and turned it into an acronym of things we might want to remember. The children could also make up their own acronym.

Friends will sometimes disagree and fall out. Remember that we all have good and bad days, and it is okay not to agree on everything.

If you have been hurt by someone else, explain what they have done and how it has made you feel.

Time:

Lesson structure:

Teacher notes

Even the best friendships sometimes come to an end. Be kind and accept there are some things you cannot control

No one is perfect. We all make mistakes.

Learn to say sorry when you have hurt someone else, and to forgive other people.

Do not throw away a good friendship over a silly argument. Try to find the funny side as soon as you can and remember everything you love about them.

Sometimes you will have to say goodbye. If the other person is making you feel bad about yourself. Or if they do not want to be your friend anymore, you may need to accept it's over.

It is okay to feel sad when friendships come to an end. What are some things you can do to help someone else whose friendship has ended? What can you do to make yourself feel better if you have lost a friend?

You might want to add...

- Tell someone you trust how you are feeling
- Write them a letter that you do not send – it gives you a chance to say goodbye
- Write down five good memories you had together and then say goodbye. You might want to write them on a paper aeroplane that you then launch (but not at them!)
- Think about everything you have learnt from the relationship. What has it taught you about what you look for in a friend? What might you do differently next time?
- Look for new friends who have those qualities that we talked about at the beginning. Remember it may take time, but if you are friendly and kind to others, you will find a friend.

Time:

Lesson structure:

Teacher notes

Here are some questions we can ask if we think someone might need our help:

- Is everything okay?
- You seem sad/quiet/angry today – do you want to talk to me about it?
- What’s the best way for me to help you?
- What would make you feel better?

You may want to display these questions in the classroom.

Can you think of any other questions to ask?

It’s not just about what we say – it’s also about what we do. This is called love in action or practicing kindness! Kindness is like a muscle – if we keep doing it, our kindness muscles will grow stronger, we’ll feel good, and other people will feel good. Can you think of ten acts of kindness?

Create an act of kindness tree with words like love, empathy, understanding, kindness at the roots and then the children’s acts of kindness in the branches.

This can either be done individually or as a class exercise. You may want to prepare a handout with the tree outline, or use your artistic skills to create a bigger classroom display. If you are turning this into a larger display you may want to create the kindness tree during a separate lesson.

5 mins

Wrap up

As we’ve been considering, sometimes like the apple, people might look okay on the outside, but inside they are hurting and need help.

How does it feel to be me?

