

Relationships Education Learning Overview at Great Wood School

Positive Friendships and 'Say No Bullying.'

PSHE – Relationships (Caring Friendships)

As part of the Relationships Education at Great Wood Primary School, children will learn:

- How important friendships are in making us feel **happy and secure**, and how people choose and make friends.
- The importance of friendships; **strategies for building positive relationships**; how positive friendships **support wellbeing**.
- 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.
- 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?

The aim of the week is to develop a shared understanding, approach and language when teaching children about:

- ✓ All aspects of friendship and developing positive relationships with their peers
- ✓ Recognising what happens when they get angry and how to deal with these feelings
- ✓ Calming down strategies (personal and to others)
- ✓ Peaceful Problem Solving / Conflict Resolution

Linked to Anti-Bullying

- ✓ To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of by-standers (primarily reporting bullying to an adult) and how to get help.

To support this learning we have:

- SEAL Getting on and Falling Out materials (PSHE folder/ Relationships Education – Friendship....)
- SEAL 'Say No To Bullying' materials (PSHE folder/ Relationships Education – Friendship....)
- Gold Leaf Code
- Great Wood Values Curriculum
- Playground Rules
- Behaviour Policy
- Anti- Bullying Policy
- CPOMS

During this week and within the learning, all children will answer 'big questions' connected to the theme of friendship and bullying. These questions are expected to promote discussion, deepen learning and challenge perspectives.

There is an anti-bullying theme each year - <https://actagainstbullying.org/> The BBC also has Bitesize Lessons which change according to the year's theme.

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EYFS – Relationships Education – Caring Friendships

Key questions	Learning objectives	Key vocabulary
What does it mean to be kind or show kindness?	Lesson 1 LO – To suggest ways in which we can be kind towards others. https://www.coramlifeeducation.org.uk/scarf/lesson-plans/kind-and-caring--1	kind, kindness, friendship, sharing, lonely, left out, feelings, same, different
How do we make friends? What should I do if I or somebody else feels lonely?	Lesson 2 LO – To know how to make friends and what makes a good friendship. https://www.coramlifeeducation.org.uk/scarf/lesson-plans/kind-and-caring-2 Include talking to the children about being left out or lonely. What should they do if they, or somebody else, feels lonely?	friend, friendly, care, kindness, share, special, play, lonely, left out, sad, upset, trusted adult,
What does it feel like to be angry? What could I do to make things better if I fall out with my friends?	Lesson 3 – Managing emotions and Conflict resolution LO – I can tell when I am feeling angry. LO – I can think of ways to make up with my friends (simple strategies to resolve arguments between friends positively) SEAL – Getting on and Falling Out – P11/P12 Managing emotions. (RED booklet) At this stage of the year – managing conflict can be a discussion as a whole class and age-appropriate. Activities within the SEAL booklet could be returned to later in the year as the children mature.	angry, upset, happy, sad, falling out, making up, feelings,

EYFS – Relationships Education – ‘Say No To Bullying.’

Key questions	Learning objectives	Key vocabulary
Is it right to be unkind and hurt somebody else’s feelings?	Lesson 1 LO - I can tell you some ways in which children can be unkind to others, and understand how it may feel. LO - I know who I can talk to in school if I was feeling unhappy or being bullied. SEAL UNIT - ‘Say No To Bullying’ Red Booklet P3.	unkind, falling out, name calling, left out, same/different, difference, included, power Caution – Do not introduce the term bullying to pupils. Replace with unkind.

Year 1 – Relationships Education – Caring Friendships

Key questions	Learning objectives	Key vocabulary
What qualities make a good friend? Who could I speak to if I feel lonely?	Lesson 1 - Friendship/Tackling Loneliness LO – To know how people make friends and what makes a good friendship. To recognise when they, or someone else, feels lonely and what to do. https://www.coramlifeeducation.org.uk/scarf/lesson-plans/good-friends- Written Work Opportunity – To create a recipe for friendship Include in the discussion what it means to be left out or lonely. What ways can you help yourself or somebody else if you feel lonely?	friend, friendship, polite, helpful, kind, caring, kindness, happy, secure, trust, honesty, play with, talk to, left out, lonely, turn-taking
How does my body feel when I feel angry? What can we do to make up with a friend if we have fallen out with them?	Lesson 2 – Managing emotions and conflict x2 sessions LO - I know when I am starting to feel angry and what my body feels like. LO – I can suggest ways to stop arguments with my friend in a positive way (resolve arguments between friends positively). SEAL – Getting on and Falling Out – P9 = P10 Managing emotions. (BLUE booklet)	anger, angry, unhappy, falling out, lonely, different, difference, friend, problem, listen, listening, solve, positive, happy, understanding, forgiveness.

Year 1 – Relationships Education – ‘Say No To Bullying.’

Key questions	Learning objectives	Key vocabulary
Is there a difference between being unkind and bullying? What should I do and who should I tell if someone is being mean to me?	Lesson 1 - Managing hurtful behaviour and bullying. LO – I know the difference between hurtful behaviour, teasing and bullying. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult (R12) https://www.coramlifeeducation.org.uk/scarf/lesson-plans/unkind-tease-or-bully	unkind, falling out, bullying, name calling, left out, same/different, difference, included, power, teasing, bullying, upset, angry, trusted adult

Year 2 – Relationships Education – Caring Friendships

Key questions	Learning objectives	Key vocabulary
What qualities make a positive friendship? What could I do and who could I talk to if I felt lonely?	Lesson 1 - Friendship/Tackling Loneliness LO – To know how people make friends and what makes a good friendship. To recognise when they, or someone else, feels lonely and what to do. https://www.coramlifeeducation.org.uk/scarf/lesson-plans/being-a-good-friend-1 Explore the concept of loneliness. When could you feel lonely? What does it feel like? What could we do to improve the situation? Who could we talk to?	friend, friendship, polite, helpful, kind, caring, kindness, happy, secure, trust, honesty, play with, talk to, left out, isolated, deliberate, accidental, peer, lonely, turn-taking, sharing
How does my body feel when I feel angry? What strategies can we use to make up with a friend if we have fallen out with them? Who can I ask for help if a friendship is making me unhappy?	Lesson 2 – Managing emotions and conflict x2 sessions LO – I understand that people don't always see things in the same way and that friends can have a different point of view. LO – I can suggest ways to stop arguments with my friend in a positive way (resolve arguments between friends positively). LO - I know when I am starting to feel angry and what my body feels like. SEAL – Getting on and Falling Out – P19-P21 Managing emotions. (BLUE booklet)	anger, angry, unhappy, falling out, lonely, different, difference, friend, problem, point of view, opinion, listen, listening, solve, positive, happy, understanding, forgiveness.

Year 2 – Relationships Education – ‘Say No To Bullying.’

Key questions	Learning objectives	Key vocabulary
Is there a difference between hurtful behaviour or teasing and bullying? What should I think I am, or another person, is being bullied?	Lesson 1 LO – To know the difference between hurtful behaviour, teasing or bullying. LO – To know how people may feel if they experience hurtful behaviour or bullying. https://www.coramlifeeducation.org.uk/scarf/lesson-plans/bullying-or-teasing That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult (R12)	unkind, falling out, bully, bullying, name calling, left out, same/different, difference, included, power, teasing, repeated

Year 3 – Relationships Education – Caring Friendships

Key questions	Learning objectives	Key vocabulary
What qualities make a good friend? How would I rate myself as a friend? What strategies could I use to make up with a friend?	Lesson 1 LO – To know what qualities are needed for a positive, healthy friendship. https://www.coramlifeeducation.org.uk/scarf/lesson-plans/friends-are-special-1	friend, friendship, polite, helpful, kind, caring, kindness, respect, happy, secure, trust, honesty, play with, talk to, left out, isolated, deliberate, accidental, peer, lonely, turn-taking, sharing, falling out, making up
Do we all share the same point of view all of the time? How should we react if we disagree with someone else's point of view?	Lesson 2 LO – To be able to see things from someone else's point of view. SEAL – Saying No to Bullying – P7 Managing emotions. (YELLOW booklet) https://www.verwoodfirst.dorset.sch.uk/attachments/download.asp?file=1497&type=pdf (online version)	different, difference, understand, point of view, compromise, tolerant, respect, listen, calm, problem solve.
Does everybody have the same triggers to make them angry? How does our bodies feel when we are overwhelmed with the	Lesson 3 – Managing conflict and emotions LO: To understand that different things can be a trigger for creating feelings of anger. LO: Explain how the body reacts in a state of anger. SEAL – Saying No to bullying – P8 Managing emotions. (YELLOW booklet) Firework and calming down activity.	anger, angry, unhappy, falling out, lonely, different, difference, friend, problem, point of view, opinion, listen, listening, solve, positive, happy,

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feelings of anger? Is it OK to feel anger?		understanding , forgiveness, resolve, compromise, strategy, overwhelmed, peaceful
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Year 3 – Relationships Education – ‘Say No To Bullying.’

Key questions	Learning objectives	Key vocabulary
Do I know the difference between bullying and hurtful or teasing behaviour? Do I know what to do if I, or a person I know, is being bullied?	LO – I can tell you what bullying is. SEAL UNIT - ‘Say No To Bullying’ YELLOW Booklet P4 – Scenarios and examples. Supplement learning with information about the different types of bullying with information and activities from.... https://anti-bullyingalliance.org.uk/anti-bullying-week	bully, bullying, alone, lonely, repeated, target, cyber-bullying, by-stander, online, respect, face-to-face, anonymous, vulnerable, target, respect, permission, talk, trusted adult, seeking help

Year 4 – Relationships Education – Caring Friendships

Key questions	Learning objectives	Key vocabulary
Do I know the difference between a friend and an acquaintance? Do I know what to do if I, or somebody else feel lonely?	Lesson 1 LO – To know that healthy friendships make people feel included: recognise when others may feel lonely or excluded; strategies for how to include them https://www.coramlifeeducation.org.uk/scarf/lesson-plans/friend-or-acquaintance Quick Fire Activity. Recap on characteristics of a positive, healthy friendship.	friend, friendship, acquaintance, polite, helpful, kind, caring, kindness, happy, secure, insecure, trust, honesty, play with, talk to, left out, isolated, deliberate, accidental, peer, lonely, turn-taking, sharing
Does everybody have the same triggers to make them angry? How does our bodies feel when we are overwhelmed with the feelings of anger? Is it OK to feel anger?	Lesson 2 LO – I know what it feels like to be overwhelmed by feeling of anger and suggest ways I can calm down. Make the link to sometimes we can get angry if we disagree with a friend or fall out. SEAL – Getting on and Falling Out – P21 and P22 Managing emotions. (YELLOW booklet)	anger, angry, unhappy, falling out, lonely, different, difference, friend, problem, point of view, opinion, listen, listening, solve, positive, happy, understanding, forgiveness, resolve, compromise, strategy, overwhelmed, peaceful
How can we solve problems in a positive and safe way?	Lesson 3 LO – To know that friendships have their ups and downs and suggest ways to problem solve peacefully. SEAL – Getting on and Falling Out – P23 Managing emotions. (YELLOW booklet) Peaceful Problem Solving Posters	AS ABOVE

Year 4 – Relationships Education – ‘Say No To Bullying.’

Key questions	Learning objectives	Key vocabulary
Do I know the difference between bullying and hurtful or teasing behaviour? Do I know what to do if I, or a person I know, is being bullied?	LO – I can tell you what bullying is. SEAL UNIT - ‘Say No To Bullying’ YELLOW Booklet P4 – Scenarios and examples. Supplement learning with information about the different types of bullying with information and activities from.... https://anti-bullyingalliance.org.uk/anti-bullying-week	bully, bullying, alone, lonely, repeated, target, cyber-bullying, by-stander, online, respect, face-to-face, anonymous, vulnerable, target, respect, permission, talk, trusted adult, seeking help

Year 5 – Relationships Education – Caring Friendships

Key questions	Learning objectives	Key vocabulary
Are all my friendships the same? What kind of friend am I? What does it mean to know somebody online and can they be a true friend?	Lesson 1 LO – I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships. SEAL -P7 Getting on and Falling Out Booklet – Green Booklet Explore different relationships/friendships using the concentric circle and levels of friendship resource. Model on the board with examples and children complete their own levels of friendship activity. Additional Resources – https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-good-a-friend-are-you Teaching Point Ensure children know that friendships can change over time, become distant or end and new friendships will be formed through their life.	friend, friendship, relationship, trust, loyalty, honesty, family, close, peers, acquaintances, compliments, supportive, fall-outs, conflicts, resolutions,
What can cause conflict between peers/friends? Should we always forgive people for their actions?	Lesson 2 LO – To manage conflict and be able to problem solve peacefully. SEAL P8-9 Getting on and Falling Out Booklet – Green Booklet Discuss situations where you may encounter conflict with a peer/friend. Work collaboratively to identify actions that may make the conflict worse and actions that would reduce conflict. Poster/letter to a friend.....	supportive, fall-outs, conflicts, resolutions, problem solving, resolve, anger, manage emotions, peaceful, compromise, tolerance, understanding, forgiveness
Can I recognise triggers that make me angry?	Lesson 3 LO – I know what my triggers are for making me feel angry and I can suggest ways in which I can calm down. SEAL – Getting on and Falling Out – P11 Managing emotions. (Green Booklet) P10 – P11 Firework Model ...discuss potential triggers to make people feel angry? Do we have all the same triggers? Can we suggest ways to calm down?	As above

Year 5 – Relationships Education – ‘Say No To Bullying.’

Key questions	Learning objectives	Key vocabulary
What does it mean to ‘know somebody or have a friend’ online? Does cyber-bullying have less impact on a person, than face-to-face bullying? Is it acceptable to cyber-bully if it is anonymous? Can peer pressure affect the way that you behave in situations, both online and in person?	Lesson 1 – Cyber-Bullying LO – To understand that cyber-bullying is a form of bullying and identify the impact it can have on people. https://www.coramlifeeducation.org.uk/scarf/lesson-plans/spot-bullying Additional Resources SEAL UNIT - ‘Say No To Bullying’ Green Booklet	bully, bullying, cyber-bullying, by-stander, online, respect, face-to-face, anonymous, social media, legal responsibility, vulnerable, target, respect, permission

Year 6 – Relationships Education – Caring Friendships

Key questions	Learning objectives	Key vocabulary
How do friendships contribute to a happy and secure life? What kind of friend am I? What does it mean to know somebody online and can they be a true friend?	Lesson 1 LO – To understand how important friendships are in making us feel happy and secure, and how people choose and make friends. https://www.coramlifeeducation.org.uk/scarf/lesson-plans/advertising-friendships SEAL -P7 Getting on and Falling Out Booklet – Green Booklet	friend, friendship, relationship, trust, loyalty, honesty, family, close, peers, acquaintances, compliments, supportive, fall-outs, conflicts, resolutions,
What can cause conflict between peers/friends? Can I identify triggers that make me angry? Should we always forgive people for their actions?	Lesson 2 LO – To manage conflict and be able to problem solve peacefully. SEAL P8-9 Getting on and Falling Out Booklet – Green Booklet Discuss situations where you may encounter conflict with a peer/friend. (MAY NEED TO COMPLETE THIS WITHOUT PICTURES) Work collaboratively to identify actions that may make the conflict worse and actions that would reduce conflict. Firework – Anger trigger activity. Poster/letter to a friend.....optional	supportive, fall-outs, conflicts, resolutions, problem solving, resolve, anger, manage emotions, peaceful, compromise, tolerance, understanding, forgiveness

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Should difference affect the way we build a friendship with another person? Do people who demonstrate bullying behaviours have positive attributes too?	Lesson 3 LO – I know that sometimes difference can be a barrier to friendship. P28 – Difference – a barrier to friendship. SEAL P8-9 Getting on and Falling Out Booklet – Green Booklet P21-22 Additional resources – It's OK to be different https://www.coramlifeeducation.org.uk/scarf/lesson-plans/ok-to-be-different Bullying is..... definition Bystander is.....definition	difference, diversity, prejudice, pre-judging, discriminate, tolerant, inclusive, together, barrier, understanding, empathy
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Year 6 – Relationships Education – ‘Say No To Bullying.’

Key questions	Learning objectives	Key vocabulary
Does cyber-bullying have less impact on a person, than face-to-face bullying? Is it acceptable to cyber-bully if it is anonymous? Can peer pressure affect the way that you behave in situations, both online and in person? Should difference affect the way we build a friendship with another person? Do people who demonstrate bullying behaviours have positive attributes too?	Lesson 1 – Cyber-Bullying (repeat of Y5 to repeat messages) LO – To understand that cyber-bullying is a form of bullying and identify the impact it can have on people. https://www.coramlifeeducation.org.uk/scarf/lesson-plans/spot-bullying Lesson 2 – Think before you click LO https://www.coramlifeeducation.org.uk/scarf/lesson-plans/think-before-you-click Additional Resources SEAL UNIT - ‘Say No To Bullying’ Green Booklet	bully, bullying, cyber-bullying, by-stander, online, respect, face-to-face, anonymous, social media, legal responsibility, vulnerable, target, respect, permission