



SUBJECT MEDIUM TERM PLANNING - RHE

Year Group: Two	TERM: Autumn	Theme: Friends
National Curriculum: RHE Fr2: Keeping friendships healthy:		
<p>Context: This Unit builds on the work the children have covered on Friendship in year 1. During this unit the children will explore whether all friends are the same and share the same opinions. They will learn that it is ok to have differing views and what to do if they run in to problems within a friendship. The children will also revisit bullying and unpick the different forms of bullying.</p>	<p>Concepts: Friendships, feeling, belonging, bullying, respect</p>	<p>Vocabulary: Friendship, qualities, feelings, falling out, making up, listening, respect, asking for help, agree, disagree, bullying, verbal, physical, indirect, cyber bullying, STOP, Put it right, imbalance, power, peer pressure, consent, controlling, several, on purpose, accidental, opinion, unique, consequences.</p>
<p>Prior Knowledge: Building on the work the children have covered on Friends in year 1.</p> <p>The children will know who their friends are and who strangers are.</p> <p>Say what makes a close friend.</p> <p>Say what bullying is and know that it is not acceptable.</p>	<p>Future Knowledge: (What specifically will pupils learn in the future that is relevant to this unit?)</p>	

End points /by the end of this unit pupils will...

Know that it is ok for friends to disagree

Understand friends treat each other with respect.

Label different kinds of bullying

Say what they can do when a friendship goes wrong.

Lesson Number 1

Key learning:

understand what makes a good friend and what to do when friendships go wrong

Concepts:

Friendships, feeling, belonging,

Lesson structure: Introduction,

Give the children 2 minutes to write down as many qualities as they can that make a good friend.

Children to sit in a circle and pass worry monster around. Share 1 quality that makes a good friend.

Success Criteria:

I understand what qualities make a good friend
I can explain what I can do if a friendship makes me feel unhappy.
I know who in school can help with friendship problems.

Suggested resources:

Flip Chart
Worry Monster
Scenario cards

Direct teaching

Pose the question "Do friends always agree with us?" Children to vote yes or no.

What can we do when we don't agree with each other? Pass worry monster around.

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Activities,

Scenario Time. In groups children to read 5 different scenarios. Children to decide if the person is a good friend and why and then say what should happen next. Groups to feed back to each other.

Discuss how to solve friendship problems in school. Who can we ask?

key questions

What qualities make a good friend.

What can I do when a friendship goes wrong?

Who can help us in school when a friendship goes wrong?

Challenge:

Is there anything you think our school could do to improve friendships?

Adaptive teaching for SEND:

Vocabulary: Friendship, qualities, feelings, falling out, making up, listening, respect

Lesson Number 2

<p>Key learning: understand what bullying is and what kind words we can say to each other. Context: Anti-bullying week and friendships</p>	<p>Concepts: Friendships, feeling, belonging, bullying, respect</p>	<p>Lesson structure: Introduction, Introduce Anti Bullying week and explain why the children are wearing odd socks. Watch the video clip “For the Birds” direct teaching What does it tell us? What is the message? High light which birds were mean and why.</p>
<p>Success Criteria: I can say what bullying is. I can tell you about different types of bullying I know how to report bullying in school.</p>	<p>Suggested resources: Flip Chart Video Clip “For the Birds” Class Poster</p>	<p>Discuss the moral of the story. Make links to the rights respecting school agenda. Remind the children that they have a right to be taken seriously and be listened to. Discuss what bullying means before reading the definition of bullying. What types of bullying van the children think of? Introduce categories verbal, physical, indirect and cyber bullying. Establish that they are all unacceptable In pairs look at different bullying scenario pictures. Is it bullying, how would it make you feel? Can you think of one kind word? How would you help them? Children to then share ideas as a class. Remind bullying has to be several times on purpose (STOP) and there is an in balance of power. Discuss strategies to use if you or someone else is getting bullied. Activity Children to share one kind word to say to each other on a giant piece of paper. key questions What is bullying? What are the different types of bullying? What should you do if you or someone else is being bullied? Challenge: Adaptive teaching for SEND:</p>

Vocabulary: Friendship, qualities, feelings, falling out, making up, listening, respect, asking for help, agree, disagree, bullying, verbal, physical, indirect, cyber bullying, STOP, Put it right, imbalance, power, peer pressure, consent, controlling, several, on purpose, accidental, opinion, unique, consequences.

Lesson Number 3

Key learning:
Should friends tell us what to do?

Concepts:
Friendships, feeling, belonging,

Lesson structure: Introduction

Discussion Point.

Have you ever gone along with something because a friend has told you to?

Why did you? Scribe the children's ideas.

Should a friend tell you what to do? Are they a good friend?

direct teaching

Look at different scenarios. Children to discuss their views. Encourage the children to think about the consequences of the actions.

Discuss what you would do if a friend asked you to do something that you didn't want to do. Who could you speak to? What things do we have in the classroom that you could use?

Activities,

Children to create a poster to help others in this situation.

key questions

Why is it a good thing to have different opinions?

Why is it good that we are all different?

Do friends always have to agree with each other?

What can we do if our friends have a different opinion?

Challenge:

Children to reflect on the question:

What are you going to do if someone tells you to do something you don't agree with?

Adaptive teaching for SEND:

Success Criteria:
I can tell you what makes a good friend
I know that I have my own mind.

Suggested resources:
Flip chart
Video clip "Differences"
Scenario cards

Vocabulary: , peer pressure, consent, controlling, Friendship

Lesson Number 4

Key learning:

To see things from another point of view.

Concepts:

Friendships, feeling, belonging,

Lesson structure: Introduction

Children to answer a series of fun questions to gauge their point of view. E.g. would you rather have a dog or a cat?

direct teaching

Look at a scenario where people have different opinions, are they being respectful. Is the behaviour acceptable?

What the video clip about differences. What makes you different?

What is an opinion, discuss before sharing the definition.

Children to discuss with a partner differences in opinion e.g. favourite colour, flavour of ice-cream.

Children to discuss whether friends should always agree with each other.

How can it make you feel if you are different?

What can we do if we have a different opinion? E.g. listen, don't be rude, show respect

Activities

Children to make a poster about being different and unique

Remind the children that:

they could include:

- Why it a good thing to be different/ have different opinions to others.
- What you could do if someone is not respecting your opinions.
- Why it is important to respect others.

You could add drawings to your picture.

key questions

Why is it a good thing to have different opinions?

Why is it good that we are all different?

Do friends always have to agree with each other?

What can we do if our friends have a different opinion?

Challenge: Children to reflect ion what they have learnt and will take away today

Adaptive teaching for SEND:

Success Criteria:

I understand that others have a different opinion

I know that it is important to respect others.

Suggested resources:

Flip chart

Video clip "Differences"

Scenario cards

Vocabulary: friendship, difference, respect, opinion, unique

Lesson Number 5

Key learning:
how to play games in the
playground.

Concepts:
**Friendships, feeling,
belonging. Fairness**

Lesson structure: Introduction

Explain that we are going to learn how to play games fairly with our friends. Remind the children that rules are important and cannot be changed.

Direct teaching

Discuss games the children already know. What are the rules and why are they important?
What can we do if the game goes wrong?

Activities

Children to work in groups playing games outside Hopscotch, jumping beans, duck duck goose.

key questions

Can we change rules of a game?
Why do we need to be fair?
What can we do if someone is not being fair?

Challenge:

Adaptive teaching for SEND:

Success Criteria:
I can play fairly.
I can understand that rules
are important and cannot be
changed.
I can understand when I need
help when I am not sure what
the rules are

Suggested resources:
Flip Chart
Games card

Vocabulary: rules, friendship, fairness, same, different, opinion