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| Learning Objectives | Learning Activities, Ideas and resources | Learning Outcomes |
| Lesson 1 : Families ? | | |
| * Christians believe that you are loved and welcomed into the family of God (RE/CW) * That families are places where people grow and can be safe and are given love * That people in my school have different kinds of families who look after them * That my school is another kind of family where I am safe and am given love * That if I do not feel happy or safe in my home family or school family there is someone to go to for help   **Key Words**  Family  Different families  God’s family  Care  **Key Values**  Hope Compassion Perseverance Generosity Thankfulness  **Theological Drivers**  God (Eternal) People of God (Expansive) Kingdom of God (Faithful) | A) Show a picture of a large gathering of pupils and staff (from the school’s website?)  This is our St … School Family. Have you ever heard anyone ever say that before? What does it mean if our school is a family? Who is your sister? Who is your brother?  Show a picture of “**God’s family”** as an example of a family that Christians believe is important such as this <https://sermons4kids.com/family_of_god.htm>.  Ask the pupils how many people there are in the family, do they all look alike? How is this family like other families and how is it different? Point to a child in the picture; ask children what she might be wondering about this family that is different to the family she lives with. Do you think the people in the picture think this is a comforting family to belong to? Why? Some Christians talk about God as a Father and also sometimes God as a Mother. I wonder how that might make this child (point to the child again) feel ?  (this might link with a Unit about belonging and Baptism in RE)  **Families we live with**  Download the power point slides and lesson plan from the Scottish Relationship, Sexual Health and Parenthood education site that offers excellent free downloadable materials  [**https://rshp.scot/first-level/#myfamily**](https://rshp.scot/first-level/#myfamily)  Adapt the lesson as suggested by the materials  **How do people show they care for us?**  Prepare some pictures/ just say the words of the ways in which people care for us - cooking, cleaning, reading books, going to the park, baking, bathing us, hugging us, putting us to bed, playing games with us, being in the same room while we watch TV, telling us off.  Ask them to put their thumbs up if they like this way that people show they care for them.  You can explore some ideas more - how does it show love if someone just sits in the same room as you? Or tells you off?  **How can we show love to people who care for us?** List the ways/draw pictures of how we can show that we are thankful for the love we receive. Try to show some thankfulness this week to someone who cares for you. We can record these acts of thankfulness.  **How can you get help if things are making you feel unhappy or safe?**  Who is a good safe adult to tell? List the different people who you could go to if you felt unsafe ?How would you find them? What might you say?  **Extension Task**  We know all families are different and yet the same in some ways.  In order of the most important first make a chart  “The Five most important things for a Happy Family” e.g. love, shared fun, kindness, people, patience, thoughtfulness, shared time, strict bedtimes, taking responsibility, etc. | *These activities will help pupils to*  *work towards achieving the following*  *expected outcomes:*  *Emerging*   * *Talk about how their school can be like a family (CW)* * *Talk about who they live with and who loves them* * *Say who can help them if they feel unsafe in their family*   *Expected*   * *Describe how their school is like a family (CW)* * *Talk about the Christian idea that God is like a parent who welcomes all people into God’s family.* * *Talk about the people who care for them and give them love and the things that they do to share that care.* * *Talk about the ways that they might show that they enjoy being in their families* * *Show that they understand that different people have different kinds of families.* * *Talk about what is the same across all families.* * *Tell someone who they might go to for help if they feel unsafe or unhappy in their family.*   *Exceeding*   * *List in order of importance the things that make for a happy family* |

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| Lesson 2 : What is a friend? | | |
| Identify what makes a friend  Talk about the qualities of a good friend  Give reasons why having friends can help your health and why its good to include people, some of whom might be different to you  Think about and explain how people can get better at being a good friend  Talk about how people might make friends again if they fell out  **Key words** Friend, thoughtful, kind, caring, thoughtless, falling out, saying sorry, reunited  **Key Values** Friendship Forgiveness Peace  **Theological Drivers**  The Fall (Frail) Salvation (Forgiven) Kingdom of God ( Faithful ) | **What is a friend?**  Several lovely clips about Friendships for KS1  <https://www.bbc.co.uk/programmes/p011lm09>  What do they teach us about being friends?  What is a friend? How do people show friendship? How do I make friends? Why do I need friends? What spoils friendships? What can I do when friends fall out? How can I keep my friendships going?  **Make a Class Friendship Code** (BBC Bitesize idea) - agree principles - make posters or make a Recipe for Friendship. How do we make sure no one is lonely and we include people who are different to us?  **The Wall** - we build bricks or take them down in our friendships - explain in the story - if someone does something unkind or thoughtless it builds a brick in the wall between the friends. Every time they do something kind or say sorry it takes the brick away. (you could give pupils Duplo - or just get them to count the bricks as the story goes along).   * Zac and Masie have been friends for a long time. They happily go out to play. * They start by playing a skipping game. Zac decides that he has had enough and goes off to play football. * Masie wants to play football as well but Zac says girls are not allowed to join in. * The other children say that Maisie can join in if she wants to, so she joins Zac’s team. * The game starts well but Zac misses an easy goal and Maisie laughs and calls him a name * Zac gets angry and goes off in a huff. He is embarrassed and cross that Maisie has made fun of him, especially in front of his other friends. * Maisie knows deep down that she has been unkind and goes to find Zac. She tells him that she is sorry and asks if they can be friends again. * Zac realises that he needs to say sorry to Maisie for not wanting to let her join in the football game earlier. * Maisie invites Zac to Construction Club with her the next day - they are friends again.   Ask pupils how many bricks they think are left at the end. What actions put the bricks there and what actions took them down. Does saying sorry get rid of all the bricks? What else might we need to do afterwards? What other things can put bricks between friends and what can bring them down? When can I take down bricks and say sorry this week?  **Reinforce learning** a final poem “The most important thing about Friendship is… A Friend will… A friend will not… It can be hard with a friend when… Friendships can improve your health because… But the most Important thing about Friendship is… | These activities will help pupils to  work towards achieving the following  expected outcomes:  Emerging   * Identify some qualities of a good friend   Expected   * List many of the qualities of a good friend * Give reasons why it is good to have friends, including how friendship can improve your health * Describe what it feels like to be lonely * Talk about why it is good to be friends with people who are different to yourself * Show understanding of why friends sometimes fall out * Identify some ways people can make it up if they have an argument (link to Christian values of Forgiveness and Peace)   Exceeding   * 'Explain reasons why friendship is important, identify that everyone makes mistakes in friendships and explain how people can get better at being a good friend'? *This lesson is based on Lesson 7 in “Love and Sex Matters” KS1 2012 Salisbury and Bristol DBE and Hopes Place*   *It would be good if this lesson was taught at the same time as focussing on the Value of Friendship*  <https://www.imaginor.co.uk/roots-fruits/> |

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| Lesson 3 : What is bullying? How to try to stop it. | | |
| Identify what bullying is  List the ways people can bully and how it makes the person being bullied feel.  Talk about what someone should do if they are bullied  Talk about what you should do if you see someone else being bullied  **Key words**: bullying, verbal, physical, ignoring, name calling  Standing up, telling an adult, walking away  **Key Values**: compassion, courage, forgiveness, justice  **Theological Drivers** Frail (Fall) Expansive (People of God) Included (Gospel) Forgiven (Salvation) | Recap - What we learnt last week about friendships and how they can make us all well. Start with the poems written at the end of last lesson.  We know that friendships can make us feel well; how do you think we will feel if people are being the opposite of friends?  <https://www.youtube.com/watch?v=nYTrIcn4rjg>  Watch “For The Birds” Pixar short film.  Do you think there is the hidden message of this film?  Who is being kind and who is feeling left out?  Are there some of the birds that are worse than the others?  Would they have been unkind if they were on their own? Why?  Why do you think they were unkind to that bird?  Can you think of any examples of people being picked on because they are different?  If the birds could talk, what might they have said?  What would the bigger bird have said?  If you were one of the birds not at the centre pecking and you thought what they were doing was wrong, what could you have done? What might have stopped you?  <https://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/KS1-lesson-activities.pdf>  Use the lesson labelled slide 20 **“Play the ‘What if…?’ Game”** and worksheets labelled appendix 2-4  **Reinforce Learning**  Considering the things that have been learnt this lesson from the “For the Birds” Film and our ‘what if…?’ activity  How does bullying make someone feel and why is that not good for their health?  • How can we make sure that everyone is included?  • How can we make sure that people are not bullied?  In small groups ask them to think about an answer to each question and put it on  a post-it note and then collect them in and discuss them.  What can  a) The individual child do?  b) The class do?  c) The school do (and what action might be needed for this)?  **Extension**  Write a letter/postcard/e-mail to the headteacher and governors of your school offering them some ideas to make yours a No-Bullying School  *You might be able to relate this to Collective Worship or RE.*  *The story of the Good Samaritan - who is my neighbour?*  *This lesson could be taught in anti-bullying week* | These activities will help pupils to  work towards achieving the following  expected outcomes:  Emerging   * Identify some ways that people bully   Expected   * List some of the different types of bullying * Identify how bullying can make someone feel and how this might affect their health * Identify some possible actions that can be taken if someone experiences or witnesses bullying   Exceeding   * Offer ideas about how an individual, a class and the whole school can work to stop bullying |

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