

...

Domestic Abuse Awareness Programme For Schools:

PSHE Session Plans

Key
Stage
1



Primary School Version:

Based on Focus Group Discussion

AIM

To provide an awareness session for Key Stage 1 focusing on healthy friendships and relationships.

By the end of the session, children will have explored

- What makes a healthy/unhealthy friendship and relationship;
- Different types of behaviour and how these can make others feel;
- What it means to respect other people's views;
- A shared understanding of right and wrong behaviours;
- How to be a good friend.

Learning outcomes

- I can say who my friends are and identify some people I have relationships with
- I can identify different emotions and say how they play a part in friendships
- I understand that I can make choices about my friendships

Before the session starts

Refer to good practice guidance re introductions, ground rules, managing disclosures (question/suggestion box) etc. in order to set the scene and prepare the children for the session.

Discussions with pupils should be child led and they should be encouraged to reach their own conclusions with only necessary guidance from adults. Suggestions for questions have been included but teaching staff should be guided by the pupils to judge the pace and depth of discussions.

It is recommended that teaching staff carry out a baseline assessment before each session, then again at the end of the session, so that teaching can be adapted as necessary and 'distance travelled' can be assessed. At the beginning of the session write the answers to the question on the board and add the answers to the same question at the end of the session in a different colour so that pupils can easily see the learning that has been achieved. Base line sentence starters are at the beginning of each strand and can be used to inform and extend learning; for example, the focus could change from friendships to relationships, more complex emotions could be discussed ie anxiety, disgust and elation.

Group work in larger groups can be more exposing or inhibiting therefore smaller group learning opportunities may enable greater inclusion for all children and young people, especially those with any additional needs or SEND. You may wish to link the sessions to existing PSHE or SRE schemes of work/activities, using these materials where appropriate.

Key Stage 1 Session Plans

Ground rules and keeping safe, contract of behaviour, confidentiality.

Resources - Flip chart/white board/smart board, pens

Strand 1 Friendships and Relationships

'Do I know who my friends are and who I have relationships with?'

Activity 1

Large/small group - Facilitator writes down answers from the children or children can complete a Relationship Circle or Gingerbread man.

Resources needed:

- Flip chart/white board/ smart board, pens
- Friendship and Relationship circle
- Gingerbread man

See
delivery
note 1

Activity 2

Large/small group - 'What we like about our friends, are there things we sometimes don't like, is there anything we should do when we see things we don't like etc'.

Sort the words into things we like (Happy Heart) and things we don't like (Sad Heart). Discuss when some things might be right or the wrong in different circumstances.

Resources needed:

- Hearts

How to help someone

Large group - This is (name) and she/he is having friendship problems. What problems is she/he having? What do you think she/he could do about it? Do you need to tell someone else about it?

Resources needed:

- Puppet
- Facilitator list
- Question/statement box

Additional activity if needed

Large group – Children stand in the middle of the room. The facilitator reads out statements then asks is this kind or not kind? The children go to one side of the room or the other depending on what they think the answer is. Discuss with the children why they think this was kind or not kind. If it is not kind what can they do to make it kind? Is there ever a time when an action may be kind or unkind depending on the circumstances? Be prepared to challenge assumptions ie could Ali have taken Warren's sweets off him because he was allergic to them? What should happen next? What/who might help?

Resources needed:

- Facilitator list

Session evaluation

Summarise the session. Repeat the base line question and ask what the pupils have learnt in the session. Add to the baseline question comments from the start of the session. Ask the children if there was anything they didn't like/liked about the session.

Returning to a happy place

Tell me what you like doing with your friends.

Key Stage 1 Delivery Notes

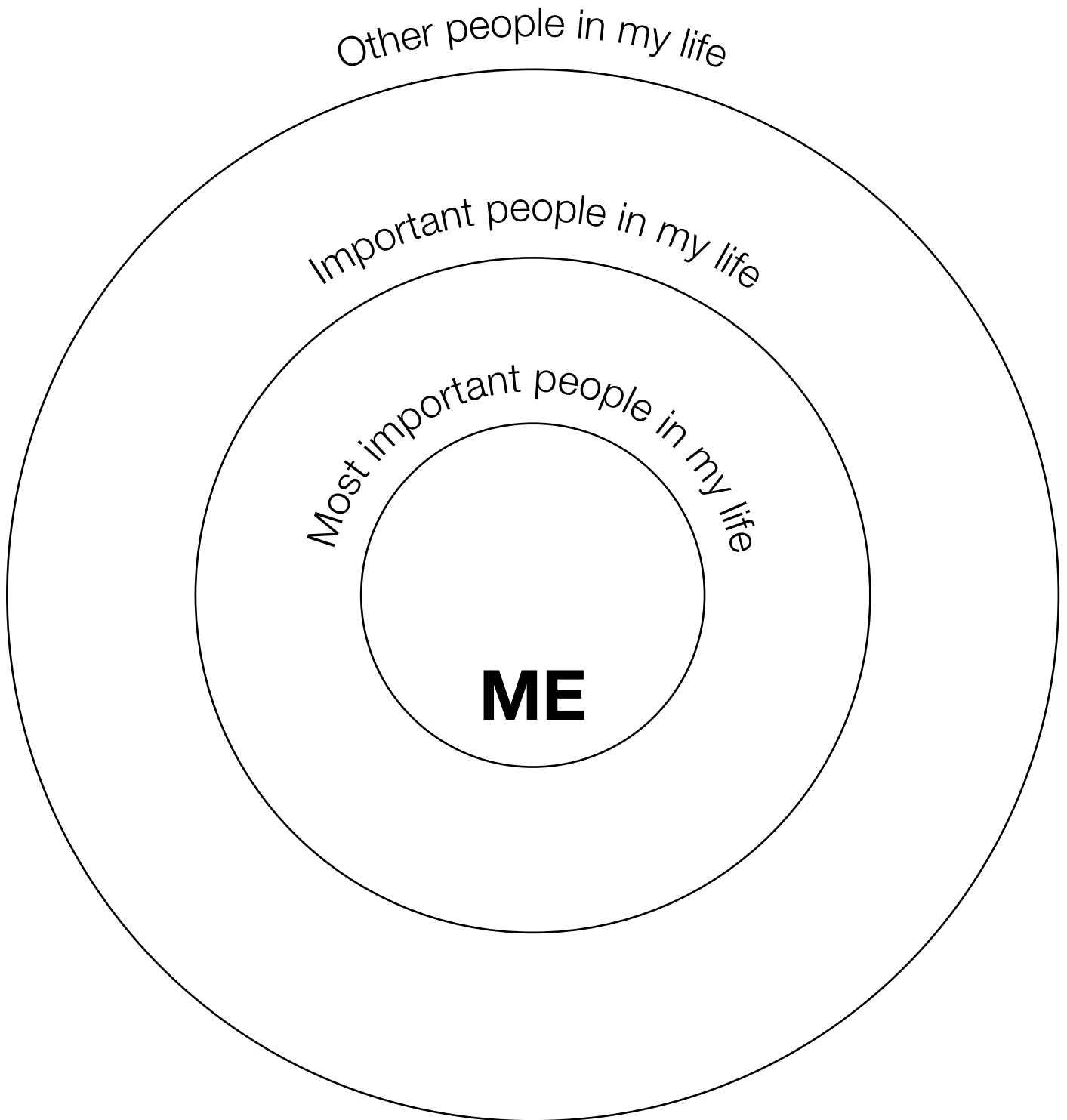
Delivery
note 1

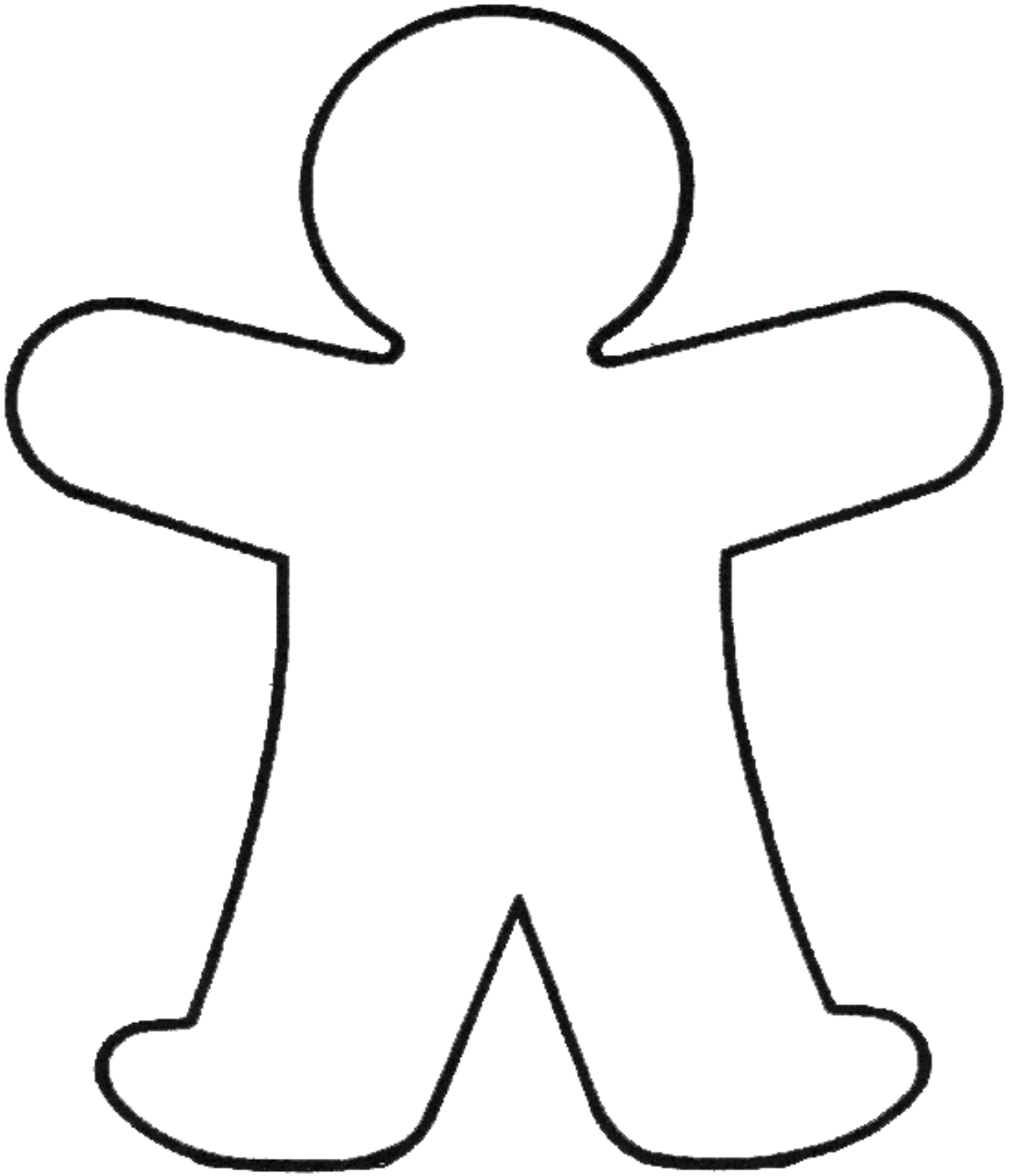
The activities in this strand can be done in large or small groups depending on the number of staff available to help and the literacy skills of the children.

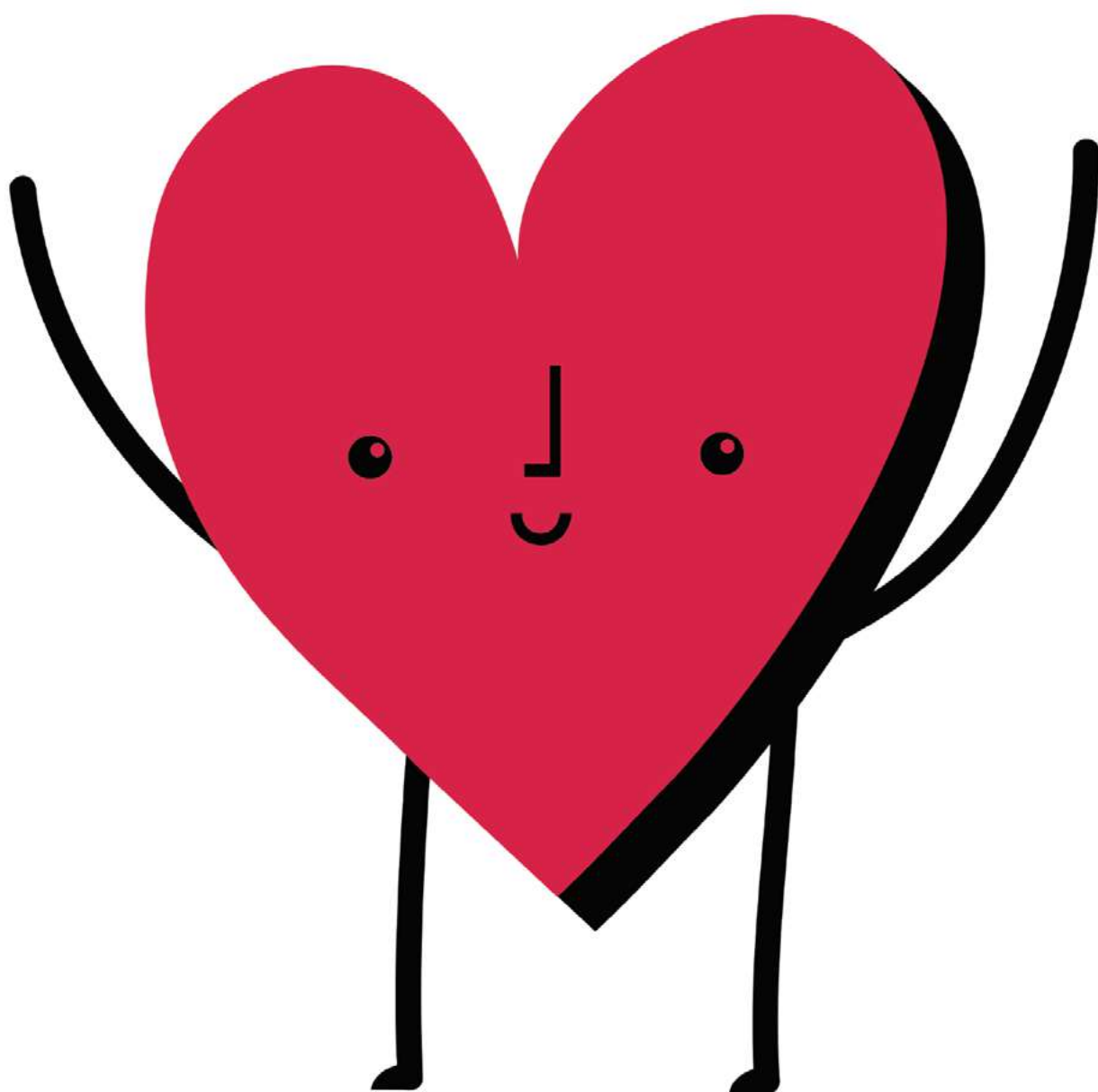
Working from the premise that what feels good and what we value in a friendship will be what feels good and valuable in a relationship, this is a discussion about 'Who are our friends, who do we have a relationship with?' ie friends at school, friends at home, friends at after school activities etc and relationships with parents, teachers, lunch time supervisors, Brownie leader, crossing guard etc. Briefly talk about what it feels like when a friendship isn't working.

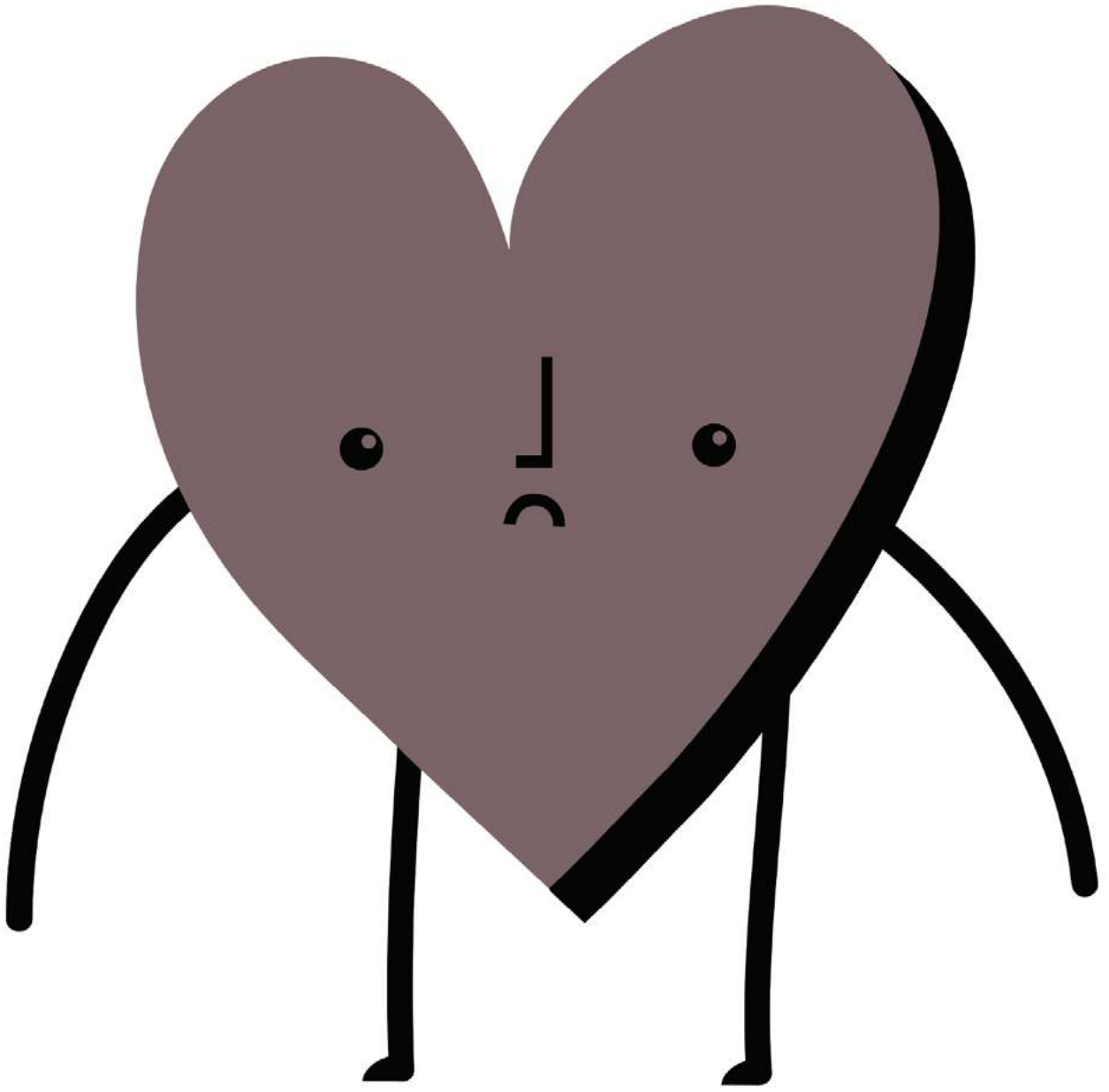
Using the 'Friendship and Relationship Circle' involves placing yourself in the 'inner circle' of the map; the second circle then represents the people who are closest to you, support and love you and the outer circles represent people who care about you and are present in your life, such as teachers and friends. This can also form the start of developing a personal 'support network' as it identifies who is important to you and who can help and support you. This could also facilitate exploration of keeping something confidential in terms of who you may feel is appropriate to tell or not tell in a range of different situations.

Friendships and Relationships









rude to me

unkind

nice

selfish

break things

shares

ignores me

gentle

caring

hurts me

fun

bossy

unhelpful

helpful

hurts my feelings

says unkind words

plays with me

leaves me out

looks out for me

doesn't let me play

thoughtful

funny

interesting

kind to me

How to help someone

You may wish to use a question/statement box containing the scenarios for the puppet to solve rather than them being his personal issues.

- (puppet) spent ages drawing a lovely picture but someone scribbled all over it and ruined it. What should (puppet) do? How can you help (puppet)?
 - (puppet) is upset because her/his friends aren't talking to her/him and she/he doesn't know why. What should (puppet) do? How can you help (puppet)?
 - (puppet) is playing with a ball in the playground when another child takes the ball from him/her. What should (puppet) do? How can you help (puppet)?
 - Someone called (puppet) stupid because she/he didn't get anything right in the spelling test. What should (puppet) do? How can you help (puppet)?
 - Someone hit (puppet) in the playground and called him/her a mean name. What should (puppet) do? How can you help (puppet)?
 - No one will play with (puppet) even though she/he asked to join in the games. What should (puppet) do? How can you help (puppet)?
-

Additional activity

You may wish to add scenarios which are pertinent to the children you are working with.

- Amal won't let Eve play with him. Is this kind or not kind?
- Jack fell over and Jordan helped him up. Is this kind or not kind?
- Elizabeth's pencil breaks so David lends her his. Is this kind or not kind?
- Rachel hurts her finger and Kieran laughs at her. Is this kind or not kind?
- Riley scribbles on Sam's picture. Is this kind or not kind?
- Ali took Warren's sweets off him. Is this kind or not kind?

Key Stage 1 Session Plans

Ground rules and keeping safe, contract of behaviour, confidentiality.

Resources - Flip chart/white board/smart board, pens

Strand 2 Emotions and Empathy

'How do emotions play a part in friendships?'

Activity 1

Large group - Observational game exploring friendships. Discuss 'What is a friend?'

Resources needed:

- None

See
delivery
note 2

Activity 2

Large group - Show the emotion cards to the children and ask them to describe what emotions they think are shown. Read out the statements in the facilitator list and, if space allows, children can stand up to indicate that they believe the statement is kind or remain seated to indicate they believe the statement is unkind. Children are to be allowed to opt out. How does it make us feel if they are said to us? How does the person feel who says it and what can we do if we hear them said to someone else? The children can use emotion cards to help describe feelings.

Resources needed:

- Emotion Cards
- Facilitator list

How to help someone

Large group - Discuss with the children what they should do if they see someone on their own in the playground. Do they need to tell someone else about it?

Resources needed:

- Facilitator list "How to help someone who may be feeling left out"

Additional activity if needed

Read an appropriate book to the class e.g. "Millie Fierce" by Jane Manning, "The way I feel" by Janan Cain and "Angry Ninja" by Mary Nhin. Discuss.

Resources needed:

- Selection of books

Session evaluation

Summarise the session. Repeat the base line question and ask what the pupils have learnt in the session. Add to the baseline question comments from the start of the session. Ask the children if there was anything they didn't like/liked about the session.

Returning to a happy place

Pass the squeeze.

All the children and facilitators stand in a circle and hold hands. One facilitator starts by gently squeezing the hand of one of the children who then squeezes the hand of the child next to them until it goes all round the circle.

Key Stage 1 Delivery Notes

Delivery note 2

Half the class walk round the room as if they are someone who has no friends and don't know anyone. Other half watch. How do they feel? Where do they look? How do they move? Swap over. Next walk round like you have just seen some friends. How do they feel/move, where do they look? Which feels better? Talk about what the children can do to help people who may be struggling to make friends.

School staff should consider asking for volunteers for this activity which will give vulnerable pupils an 'opt out'.

At the end of the session de-brief the pupils so they can come out of role. This could include asking the children to name one thing they like most about their best friend.



















Activity 2

Children can stand up or sit down to indicate whether they think it is a kind thing to say or not.

- Come and play in our game
- I like your hair
- If you come round to my house we can play on my new computer game
- Do you want to share my lunch?
- Have you got any pets?
- Would you like to play with us?
- Can I sit with you at lunch time?
- Give me your sweets and I'll be your friend
- I want you to just be friends with me
- If I tell you a secret you have to tell me one back and then I'll be your friend
- Can I try some of your crisps?
- Where did you get those trainers?
- If you want to play you have to use our rules
- How much pocket money do you get?
- If you want to be friends with me you can't talk to Sam

How to help someone

- Ask if they would like to join your group
- Ask someone if they can help you with a task
- Ask if they want someone to talk to
- Look out for people who sit on their own at lunch time and ask if you can sit with them
- Ask if they need help and offer to go with them to see a trusted adult
- Keep an eye out for them if you are worried they are being bullied
- Sit next to them in class/on the bus
- Offer to be their partner in tasks/sports
- Ask for their opinion

Key Stage 1 Session Plans

Ground rules and keeping safe, contract of behaviour, confidentiality.

Resources - Flip chart/white board/smart board, pens

Strand 3 Rules and Expectations

'What choices can we make?'

Activity 1

Large group - Discussion looking at choices.

Resources needed:

- Selection of small gender specific and neutral toys. The children can be asked to bring in some of their own, or use some at school
- Facilitator list

See
delivery
note 3

Activity 2

Large/small group - Use the job uniform cards and ask the children to give a name for each of the people. Write the names down. When all the people have a name discuss which ones have a girls name and which ones have a boys name. Discuss if all these jobs could be done by girls and boys.

Resources needed:

- Uniform cards

See
delivery
note 4

How to help someone

Large group - Discuss with the children the importance of respecting other's choices and still being friends with them.

- If you are playing with your friend, and you want to do different things, how do you decide what game you are going to play?
- Why do you think it is important to take it in turns to choose what game to play?
- What might be 'good' about doing things that other people want to do?

Resources needed:

- School question/statement box

Additional activity if needed

Read an appropriate book to the class. E.g "How do you feel" by Anthony Browne, "Millie Fierce" by Jane Manning, "The way I feel" by Janan Cain and "Angry Ninja" by Mary Nhin. Discuss.

Resources needed:

- Selection of books

Session evaluation

Summarise the session. Repeat the base line question and ask what the pupils have learnt in the session. Add to the baseline question comments from the start of the session. Ask the children if there was anything they didn't like/liked about the session.

Returning to a happy place

Sit the children in a circle and ask them what job they would like to do and why.

Key Stage 1 Delivery Notes

Delivery note 3 Bring the children together in a circle. Allow them to choose a toy and play with it for up to 10 minutes suggesting they can share if they want to. Ask them for different ways we can sort them. Eventually aim for 3 piles – girls, boys and neutral. Discuss whether anyone played together with the same toy? Are the piles different? If so how? Can anyone play with any toy that they want to?

Focus on the positive comments that everyone can play with any toy regardless of gender. Remember to challenge assumptions head on ie it's a doll so it must be a girls toy. Challenge the children by asking 'What's wrong with boys playing with dolls?' Ask the children 'What would you tell someone who told you you could only play with toys that they thought you should play with, not what you want to play with?'

Delivery note 4 After the children have given names to all the uniform people go back to the toys and ask, after the discussion can we move any of the toys into the 'neutral' pile? Aim to get as many in the 'neutral' pile as possible. Look at the new piles and remind the children where we started. Ask the pupils "Who would choose to do these jobs and why? Can anyone do these jobs? What jobs would we like to do when we are older?" Talk about the fact that although boys and girls are different in some ways they can still share and enjoy the same things and do the same jobs in the future.

Activity 1

- Did girls and boys mix (or not) when we were playing just now? What (if anything) did you play with together?
- How might you distinguish girls' and boys' toys? Or can they all be for anyone?
- If they are different, how are they different? Why do you think they are different?
- Are there any boys' toys here that any of the girls ever like to play with (or – think about the female characters in what might be seen as boys' toys)?
- Do any of the boys ever play with any of the girls' toys (or – think about times that men might look after babies or children, and so on)?
- Can you think of what grown-ups do? Discuss the role of some grown-ups that you know. (e.g. Do women drive cars? Do men look after babies?)

Police Officer



Fire Fighter



Nurse



Doctor



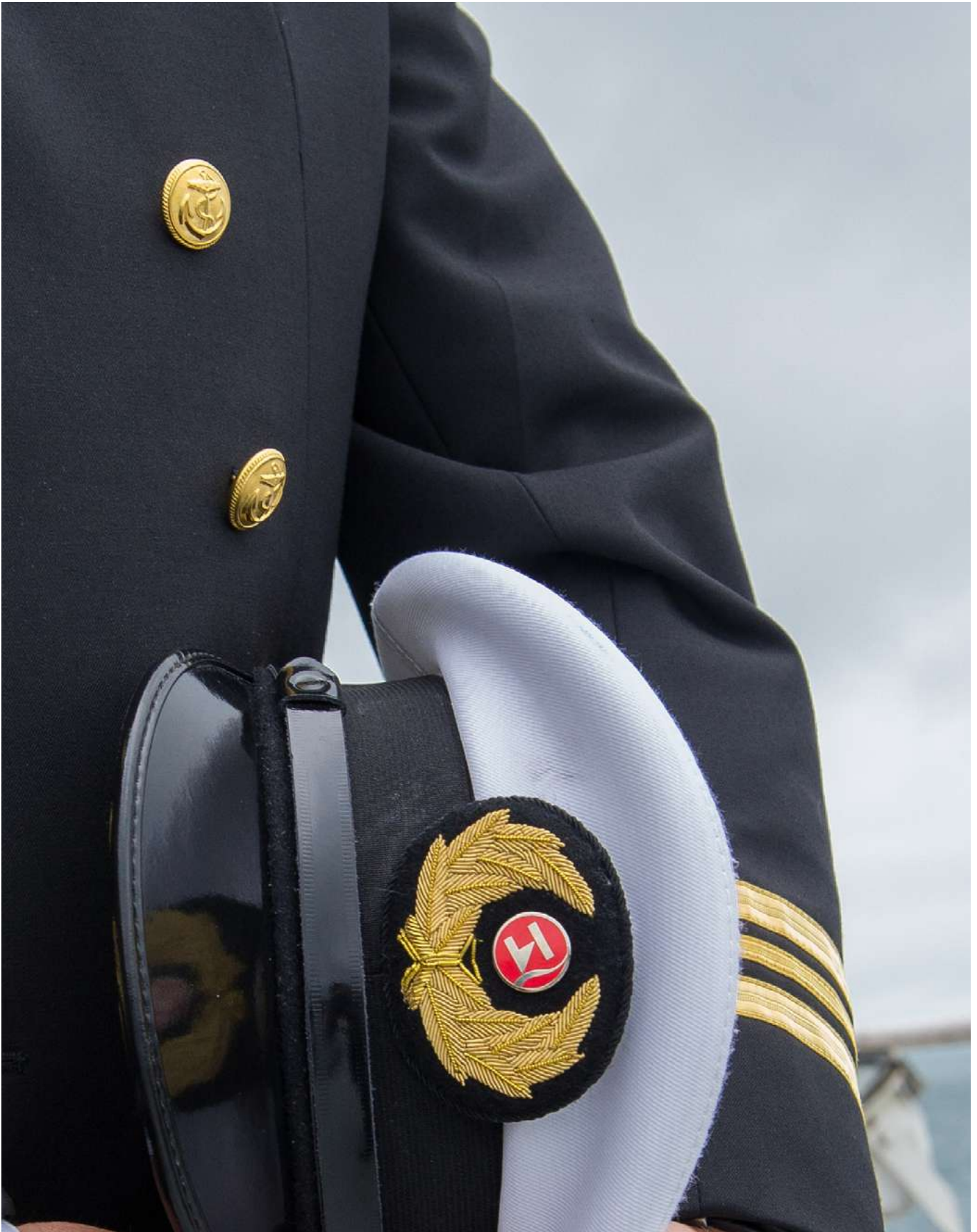
Paramedic



Soldier



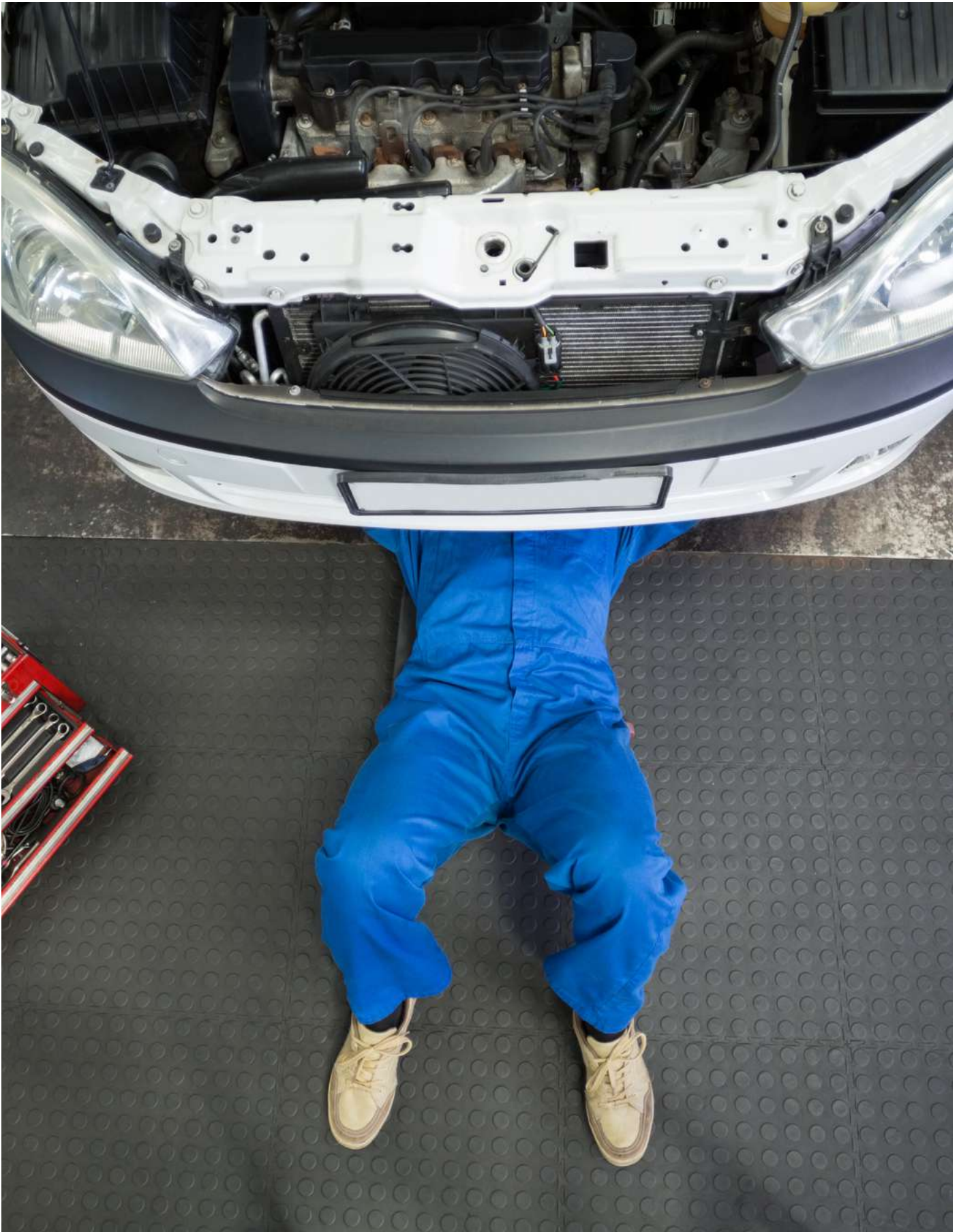
Sailor



Dentist



Mechanic



Chef



Waste & recycling collector



Astronaut



Racing driver



Footballer



Plumber



Bus/Train driver



Builder



Pilot

