

Happy & Safe Relationships

Relationships Education in Primary School

(Oldham Safeguarding Children Partnership)



In partnership with Tough Cookies Education providers of quality and effective SRE and health education

In partnership with:



Relationships Education in Primary School (Oldham Safeguarding Children Partnership)

In partnership with Tough Cookies Education providers of quality and effective SRE and health education.

Oldham Safeguarding Children Partnership (OSCP)

Oldham Safeguarding Partnership has been developed by Oldham Council, Greater Manchester Police and the Oldham Clinical Commissioning Group to ensure that all children and young people in the area get the safeguarding and protection they need in order to help them to thrive.

The partnership will provide leadership and accountability for the promotion of children and young peoples' well-being and the prevention and protection from harm. The partnership will promote a child-centred approach to safeguarding, listening to children, empowering families and, where needed, providing services that are professional, evidenced-based and effective. The partners will continuously strive to improve and challenge each other to learn the lessons from daily practice.

Safeguarding is everyone's business and Oldham Safeguarding Partnership will provide lead responsibility in demonstrating what this means for all people and professionals living and working in the local community.



Contents

1 Introduction & acknowledgements	4
2 Relationships education	5
3 Planning or adapting your relationships education curriculum	6
4 Updating your policy	8
5 Relationships education planning tool	9
6 Engaging parents & carers	10
7 Teaching materials	12
8 Mapping to the RSHE statutory guidance	86

Key Stage 1

Our special families	14
Different families	16
Feelings & faces	18
Manners manifesto	20
Me & my friends	22

Key Stage 2

What is family	30
Different families	32
Love & marriage	34
Happy & safe relationships	40
Getting help	46
Respectful relationships	50
Respecting difference	53
What is a stereotype	56
Beat – bullying	58
All about consent	64
Making friends	66
Friendship cookies	74
Keeping safe	76





Introduction & acknowledgements

This relationships education in primary school resource supports children to live healthy, safe and fulfilled lives and to become confident, independent and responsible citizens.

The Happy & Safe Relationships pack aims to provide teachers with support to plan and deliver relationships education in line with the statutory guidance [Relationships and sex education \(RSE\) and health education](#). Additional support and training materials for schools to help train teachers on delivering relationships, sex and health education can be found here [Teaching about relationships, sex and health](#).

Teachers are important role models in the lives of the children they teach and schools play an important role in having a positive and sustained impact on children and young people's health and well-being and this resource aims to help them fulfil that role.

It has been created by Oldham Safeguarding Children Partnership with help from Tough Cookies Education. It is FREE to all Oldham schools and is available as a PDF free to download. As part of the development of this new resource views have been sought from the wider community in Oldham to ensure that the resource best meets the needs of our diverse communities. This was a key element of the process and we would like to thank all the members of the RSE task group for their time, commitment and dedication to getting this resource ready.

We would also like to give special thanks to Alexandra Park Primary school for allowing us to pilot some of the resources and gain valuable feedback from teachers, pupils, parents and carers.

Thanks must also go to Oldham Community Safety Services for funding this resource.

For more information about this resource please contact Ellen Weedon Training Officer for Children and Young People at Oldham Safeguarding Children Partnership ellen.weedon@oldham.gov.uk

Relationships education

Relationships education in primary schools focuses on teaching the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. This inclusive resource considers the diverse mix of families living in our communities for example, single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers and ensures that the needs of all of our pupils are appropriately met, and that all pupils understand the importance of equality and respect. Respect for others, consent and keeping safe are also included and taught in an age-appropriate way complying with the relevant provisions of the Equality Act 2010. Relationship education is made up of five themes, with specified learning objectives which pupils should know by the end of their primary school education. This resource provides learning materials which focus on three of the themes. The areas covered are:

Families & people who care for me

That families are important for children growing up because they can give love, security and stability.

The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

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.

Respectful relationships

The importance of respecting others, even when they are very different from themselves (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.

What a stereotype is, and how stereotypes can be unfair, negative or destructive.

The importance of permission-seeking and giving in relationships with friends, peers and adults.

Planning or adapting your relationships education curriculum

Many schools who are planning their curriculum for relationships education, relationships and sex education and health education will be doing so within a broader **personal, social, health and economic (PSHE) education framework**.

You could choose to teach the new compulsory content within the PSHE education framework if this model meets the needs of your pupils. The new curriculum and your PSHE education framework do not need to be seen as separate subjects.

PSHE education remains non-statutory in maintained schools although the new subjects in RSHE cover much of the content typically included in a PSHE education programme. PSHE education continues to be compulsory in independent schools, as set out in the **Education (Independent School Standards) Regulations 2014**.

Before you plan your new curriculum, you need to review your current curriculum plan in light of the statutory requirements. Your school may already have some provision in place that will support delivery. For example, a wider school ethos of inclusion and anti-bullying procedures.

You will need to decide the outline of your curriculum and consult with parents and carers on the policy before finalising it.



More Information

More information on planning or adapting your current relationships education curriculum can be found here:

- ▶ <https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum>



Updating your relationships education policy

All primary schools must have in place a written policy for Relationships Education. Schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

All schools must have an up-to-date policy, which is made available to parents and others. Schools must provide a copy of the policy free of charge to anyone who asks for one (some schools may charge a nominal fee for printing) and should publish the policy on the school website.

The policy should:

- ▲ Define Relationships Education
- ▲ Set out the subject content, how it is taught and who is responsible for teaching it.
- ▲ Describe how the subject is monitored and evaluated.
- ▲ Include information to clarify why parents do not have a right to withdraw their child.
- ▲ Confirm the date by which the policy will be reviewed.

For more information and support you might find the following site useful

- ▲ <https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum>



Relationships education policy planning tool

#1

Give details of the scheme of work you will be using and when each topic is taught.

#2

Who will deliver the relationships education in your school setting? Class teachers, teaching assistants, RSHE leads. Will you use outside agencies to support your programmes?

#3

Who will lead on developing the policy and how it will be kept under review, how will you include parents?

#4

How will you ensure the content will be made accessible to all pupils, including those with SEND?

#5

Write an explanation which clarifies why parents do not have a right to withdraw their child from relationships education. Will you teach any aspects of sex education, if so parents still have their right to withdraw from this. How will you let them know?

#6

Think about how you will manage tricky questions and explain this in your policy.

#7

Make reference to the policies, guidance and acts of law which support schools to deliver their RSE. Such as the Equality Act (please see The Equality Act 2010 and schools: Departmental advice)

#8

How often will this policy be updated? Who will review and approve the policy?

Engaging parents and carers in relationships education

A guide from the Department for Education for primary head teachers has been released to support primary and secondary schools to engage parents with the statutory Relationships Education and Relationships and Sex Education (RSE) curriculum.

The guide includes advice, tips and case studies on how to carry out effective parental engagement including where to go for help and the role governors and trustees can play in the engagement process.

Guides have also been produced for parents of primary and secondary age pupils that schools can use to communicate with them about teaching relationships and health education.

These guides are to help parents know more about these subjects and are related to the guidance Relationships education, relationships and sex education (RSE) and health education. They are available from the Department for Education website.

Further help and information on supporting parental engagement can be found from the PSHE association by following this link <https://www.pshe-association.org.uk/curriculum-and-resources/resources/relationships-education-and-rse-guides-supporting>



Happy Safe & Relationships

Date

Dear Parent(s)/Carer(s)

We are beginning our 'Happy and Safe Relationships' programme in school. This programme is part of the statutory relationships and health education curriculum. The focus in this programme is on helping your child develop their understanding of positive and healthy friendships and relationships.

The learning includes three themes; families and people who care for me, respectful relationships and caring friendships.

Over the coming weeks, the main themes we will cover include; learning about our feelings, different families in our community, being a good friend, keeping ourselves and each other safe, anti-bullying and gender stereotypes.

The emphasis of our learning is on supporting children to develop the life skills required to navigate their way through modern society leading to them living happy and safe lives.

Class Teacher

Relationships Education in Primary School
(Oldham Safeguarding Children Partnership)

In partnership with Tough Cookies Education providers of quality and effective SRE and health education

Happy Safe & Relationships

Teaching Materials



Key Stage 1

Our special families	14
Different families	16
Feelings & faces	18
Manners manifesto	20
Me & my friends	22



For this lesson you will need:

Paper, pencils and colours. If sharing the film, you will need access to the internet

Lesson 1.

KS1 Our special families



Circle time

Today we are going to be learning about families and the people who care for us. The word family can mean many different things to different people and not all families are the same. Let us watch together 'Our family', (see link at the bottom of the page) this is a programme which shows lots of different examples of families.

Who would like to share their example of family? Families are very special; families have a role to keep children safe and secure and to provide love.



Activities

We are going to create a wonderful classroom display which shows all of our special families. On your paper draw and write about your family. Each of the drawings will then be placed together to make an 'Our special families' collage.

Once the children have completed their task, allow them to walk around and look at each other's families and discuss again the role our families have to keep us safe and secure and to provide love.

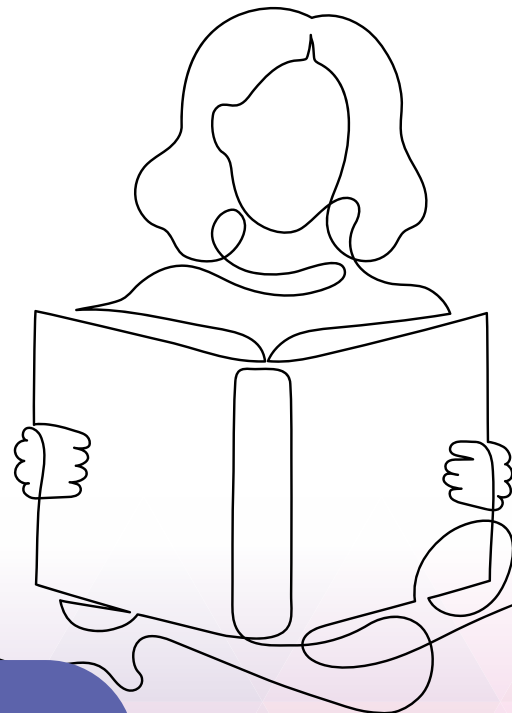
Things to talk about:

- ▲ Can you find any similarities and differences?
- ▲ How do families show that they care?
- ▲ What things do our families do to keep us safe?



Closing

Choose a story from your resource library at school about families to read and share with the children.



More ideas and additional resources

You may choose to use some or all of this resource either in KS1 or KS2.

- ▲ <https://www.bbc.co.uk/cbeebies/shows/our-family>

Our special families

Draw and write about your family, think about all the things that make your family special.





For this lesson you will need:

In advance of the lesson ask parents and carers to provide the children with a family photograph from home. Or you could print out some sample picture from the internet. You will also need a variety of shoes which represent different people and ages. (You could collect and print images of different shoes). Print copies of the whose shoes worksheet.

Lesson 2. KS1 Different families



Circle time

In today's lesson we are going to be learning about each other's different families. There are many different families in our communities, can you think about all of the different families you may have seen on TV or maybe you have read about them in books. I am so excited to learn about all of the different families we have in our class and communities.

Some families are big and have lots of aunties, uncles and cousins and others are very small. Some families have two parents and some families have one, some families live in houses with their grandparents, or foster carers. Some families have two mums or two dads and some families live in the same houses and others may live in different houses and have step-brothers and sisters too. There are many things that our different families have in common too; like love and caring for each other.



Activities

Today we are going to be using our imaginations to think more about all the different kinds of families we have in our world, communities and classroom. On each table you will find a selection of shoes. But whose shoes? Think about whose shoe this could be? What might their name be? What is their role in the family?

Each table also has a copy of our different family's key words to help support your thinking. Write down your ideas to share with the class. Whose shoes? For each table or group put together a selection of shoes which represent a family. For example, one group may have two women's shoes and a baby shoe. Another may have a man's shoe, a women's shoe, a school shoe and a baby shoe. You could include shoes which are from different cultures or traditions. If you can't supply real shoes you could use images from the web.

Things to talk about: 

- ▲ Facilitate the groups to feedback and support further thinking, to show the range of different types of families. Suggest ideas; this also could have been a family with two dads. This could have been a brother and sister and their adoptive parents. This could be a blended family where two families have come together to make one.



Closing

Focus on the importance of family and encourage the children to tell the story of their different families. The children can share their family photographs from home.

KS1 - When delivering this lesson with KS1 you may choose to ensure that different types of families are child led and come from the children themselves during the circle time discussion rather than introducing the key word cards.

KS2 - When delivering to KS2 you will need to ensure that ALL types of families are included in the discussion by using the key word cards as pupils must know about all these families by the end of primary school, being sensitive to the background of your pupils and also taking care to ensure that they should respect those differences be it faith, gender, sexuality etc. As per the Relationships Education Guidance 2019 and The Equality Act 2010



More ideas and additional resources

- ▲ <https://policy-practice.oxfam.org/resources/your-world-my-world-explore-the-lives-of-four-children-from-around-the-world-620677>

Whose shoes?



MUM	DAD	FOSTER CARER
SISTER	BROTHER	BIRTH PARENT
GRANDMA	GRANDAD	MUM AND MUM DAD AND DAD
AUNT	UNCLE	SINGLE PARENT
STEP-FATHER	STEP-MOTHER	ADOPTIVE PARENT/S
STEP-BROTHER	STEP-SISTER	MUM AND DAD



For this lesson you will need:
Copies of the feelings and faces worksheet and mask making materials. You will need to share the PowerPoint presentation.

Lesson 3.

KS1 Feelings and faces



Circle time

'Good morning/Good afternoon, today I'm feeling (insert feeling)' Let us take turns to say who we are and how we are feeling. (If you are short of time you could ask the children to pair with a friend and to share their feeling with each other)

Write the word 'Feelings' on the board and ask the children to help create a collection of all of the feeling words we can think of. They could use the feeling they chose in their introduction or think of something else.

Share the PowerPoint and work through the discussion prompts. Looking first at the sad face. Ask the children if they know which feeling this could be. When they have answered sad, ask them to think about how they recognise this. Now introduce the happy face and ask the same again, how do the children recognise that this is a happy face and feeling?

Allow the children time to complete the rest of the faces on the feelings and faces worksheet, this can be done as a group or individually.



Activities

Using the arts materials we are going to create a mask which shows one of the feelings we have discussed. When the masks are complete, we will share our mask and feelings.

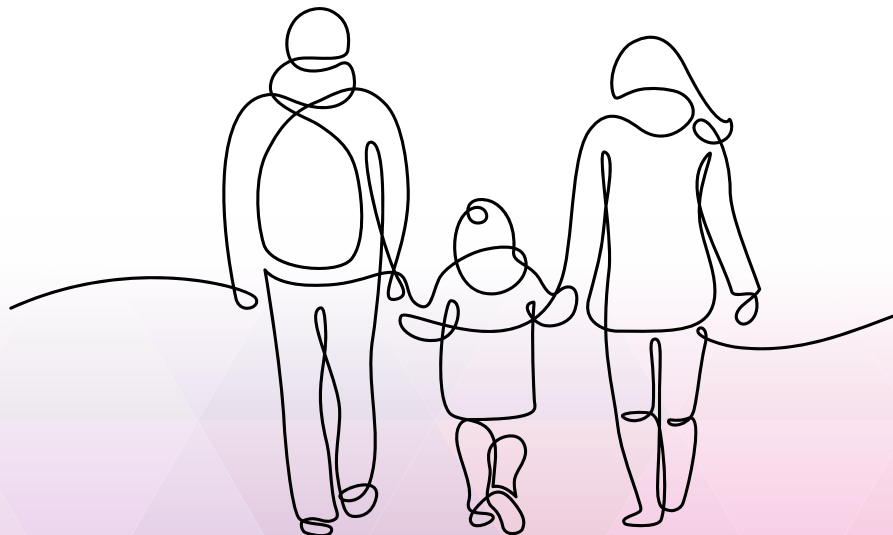
They can talk about a time when they felt like the feeling on their mask. Have them think about what happened and how they felt. When sad, scared or angry feelings are discussed, share information with the children about what they can do if they ever feel this way. Who can they speak to at school? You could also introduce a worry box.



Closing

To close ask the children to talk about some of the important people in their lives who make them feel safe and happy. Discuss what is it these people do to make them feel happy? For example: look after them, play with them, love them, help them to learn.

Write down the children's contributions and include these with the mask to create a classroom display.



Feelings and faces



Can you match the face to the feeling?



WORRIED

HAPPY

UPSET

ANGRY

SHOCKED

SILLY



Party food (sandwiches, fairy cakes, juice, paper plates and napkins) Two classroom puppets or mascots. Individual wipe boards and pens. Copies of the worksheet and be able to play this [Foldable book instructions](#) YouTube clip to the class to create their 'little book of manners'. You will also need to share the PowerPoint presentation.

For this lesson you will need:

Lesson 4.

KS1 Manners manifesto - My little book of manners



Circle time

Welcome the children and introduce the classroom puppets using your best manners - be over the top! Write the word 'Manners' on the board and ask the children to think, pair, and share what they think the word manners means? Share the Manners PowerPoint and work through the discussion prompts.



Activities

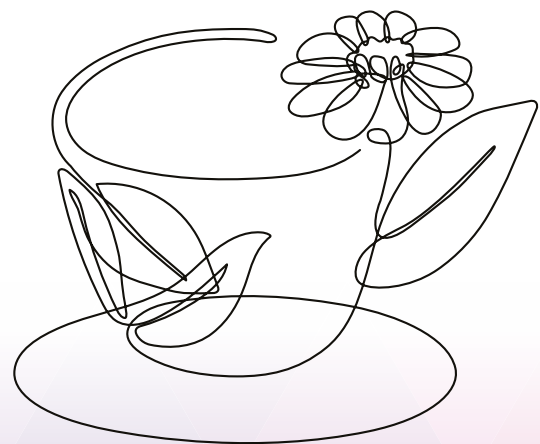
Using the puppets for role play, choose two children at a time, to come up to the front of the class and to act out how we can use our manners in real life situations. Read a situation from the PowerPoint slides and notes (you can add your some of your own too). And ask the children to think about what the puppets might say in this situation to show they have good manners. Discuss as a group before agreeing a response to act out.

- ▲ **My little book of manners:** we are going to create our very own booklet which says inside, all the good manners we will promise to use in our classroom and in our communities. On the board write a list of ideas of what could be included in the book, this could include: how we greet people, saying please and thank you, looking after our personal hygiene, using our manners for eating. Write a sentence and draw a picture for each page.



Closing

Celebrate good manners with a tea party. Discuss the manners that will be necessary at the party.



More ideas and additional resources

Choose a book to share about manners.

- ▲ [Sue Graves: behaviour matters series](#)

Little Book of Manners

Created by



For this lesson you will need:

A role of paper or flip chart paper. Traffic light coloured card (red/amber/green) for children to show their answers. You will need to print out the question cards and worksheets.

Lesson 5.

KS1 Me and my friends



Circle time

Everybody needs friends. You can feel very sad and lonely if you don't have someone to play with – this can happen to everybody sometimes. We are going to think about ways to help make friends. Having friends is also about being a good friend to others too. Let's begin by asking ourselves some questions. You can use your card to show your answer.

A green card represents yes/agree, amber is for not sure or maybe, and red is for no/disagree. *thumbs up can also be used for agree, thumb sideways moving up and down for not sure and thumb down for no disagree. Hold up and read out the question cards: 1. Am I a good friend? Can you give an example of being a good friend? How does having a good friend make you feel? 2. Am I a good listener? Can you think of a time when you were not listened to? How did this make you feel? How did you respond? 3. Am I a friendly person? How do we show that we are friendly? Can you show me with your face? Can you show me with your body language? Can you show me with your words and actions (the friendly things you might do)?



Activities

We are going to think about the instructions we need to follow which will help us remember how to be a good friend! Find a large floor or desk space and roll out the paper. Ask the children to draw or write all the things they can think of which show how to be a good friend. Answers could be; sharing, being helpful, playing together, listening, using your manners, saying sorry, being helpful, telling the truth, not arguing or falling out, laughing together, feeling happy, having fun, being safe.

Things to talk about: 

- ▲ What if someone doesn't want to be your friend? You can't expect everyone to be best friends, but we still have to treat each other with respect and be kind.
- ▲ What if you and your friend/s don't like the same things, for example you might support different sports teams? Is it ok to be different?
- ▲ What if your friend asks you to do something which makes you feel sad or unsafe? Real friends would listen when you tell them about your feelings. If a friend makes you feel sad or worried you should tell a trusted adult who can help.



Closing

Compliment carousel, print the "Write your own" worksheet, one per pupil and have children write their name in the box, pupils will then walk around the classroom writing a kind comment or compliment on every classmate's sheet. The children can take this home to keep and share with family.



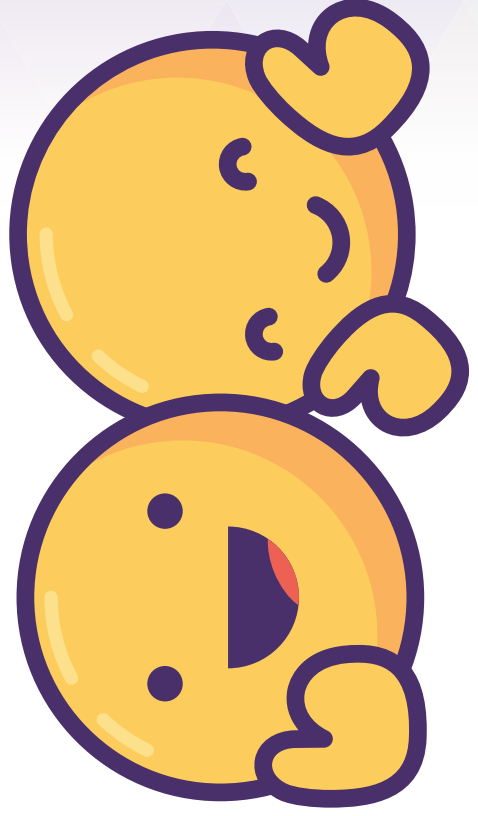
More ideas and additional resources

Choose a song or songs about friendship to listen to and learn.





Am I a good friend?





Am I a good listener?





Am I a friendly person ?





A large, empty rectangular box with a light purple border, intended for students to write their own responses.

Write your own.

Happy Safe & Relationships

Teaching Materials



Key Stage 2

What is family	30
Different families	32
Love & marriage	34
Happy & safe relationships	40
Getting help	46
Respectful relationships	50
Respecting difference	53
What is a stereotype	56
Beat – bullying	58
All about consent	64
Making friends	66
Friendship cookies	74
Keeping safe	76



For this lesson you will need:

Flip chart paper, markers, sticky notes, pens and art materials (depending on how much time you have). Before this lesson you will need to do some prior research into different mottos or logos with the class. You could research your own or use your school's logo or values to help introduce the activity.

Lesson 1.

KS2 What is family?



Circle time

In our lesson today, we are going to be learning more about families. I will need the help of two assistants, who will be our live note takers. Your task will be to take notes of the class discussion using key words, quotes and pictures. This could be done on the board or on flip chart paper.



Activities

On your sticky-note, I would like you to write one thing that you feel makes your family special or unique. Bring up your answers and stick them onto the flip chart.

- ▲ Share what the students have contributed and talk about.
- ▲ Are there any similarities and/or differences in our families?
- ▲ How might it feel when someone's family is not the same as ours?

Differences make our class special it means we all have something special to offer because of this. Some families are different because they live with their grandparent, this may mean they know more about older people and family traditions.

All schools have their own special values or motto, (include a discussion about your school's values or motto). Today we are going to make our own family motto or logo. Show some examples of different school's mottos or logos then give every child a copy of the 'My family logo' template (this could be used to plan ideas, or can be used for the final artwork, depending on time and resources). Use the sections on the shield to show what makes your family unique. Think about your family's traditions and values (values are the rules and beliefs which families live by).

Things to talk about: 

- ▲ What is a family?
- ▲ What makes families unique?
- ▲ How brilliant is it that we have so many different families? This makes our class a more interesting place.



Closing

When the family logo activity is finished, hang them in the classroom to show a gallery. Encourage the children to look at their classmates' logos and discuss the diverse, and interesting backgrounds we all come from. Come back together and discuss the questions the lesson started with. How did learning about all the different families change our understanding?



More ideas and additional resources

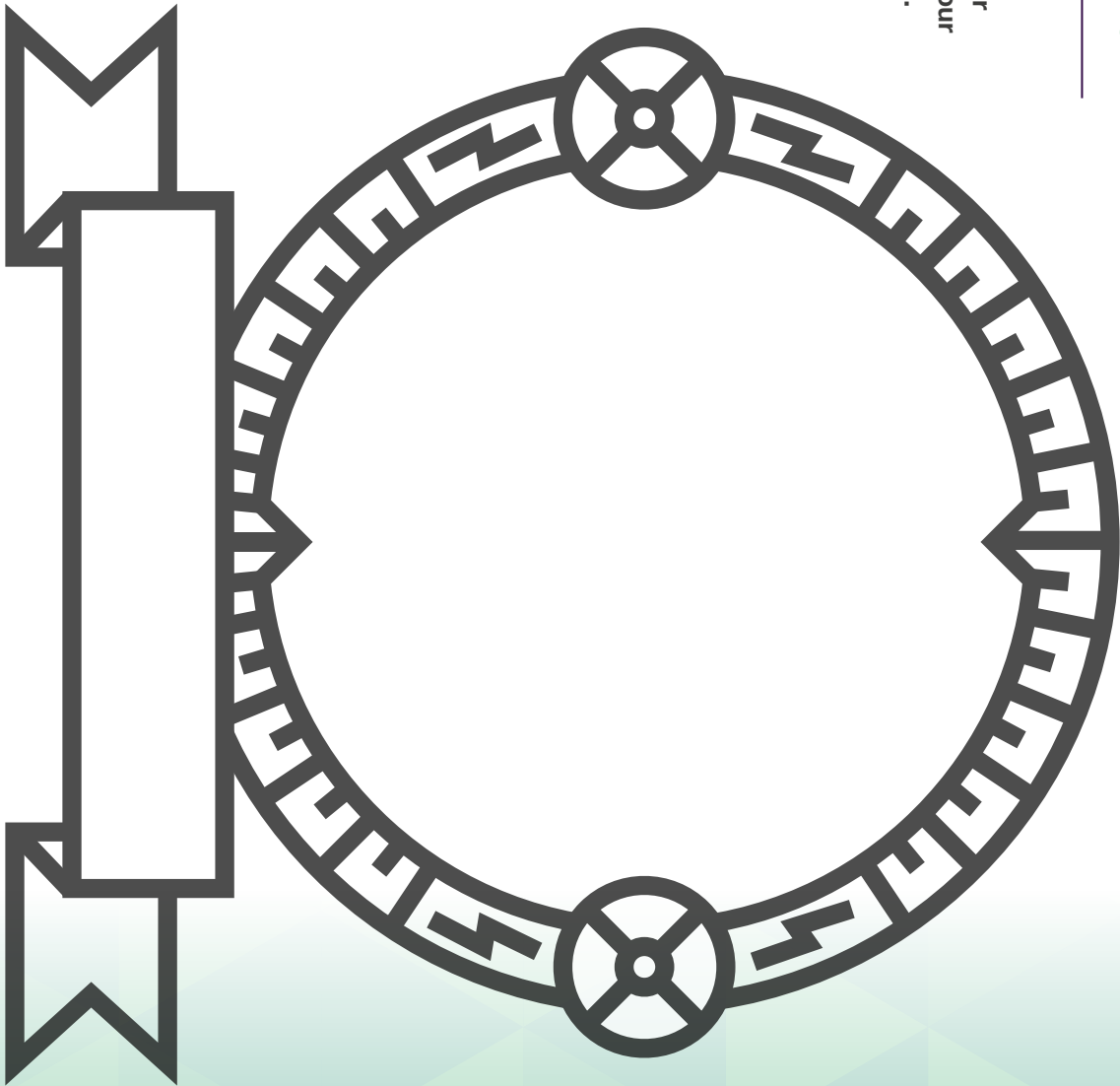
There are many children's books which share stories of different types of families, you may already have a selection in your school library. There are many resources online too.

My Family Logo



Draw your own family logo thinking about what makes your family unique. Describe what your family traditions and beliefs are.

Seven horizontal lines for writing a description of the family logo.





For this lesson you will need:

In advance of the lesson ask parents and carers to provide the children with a family photograph from home. Or you could print out some sample picture from the internet. You will also need a variety of shoes which represent different people and ages. (You could collect and print images of different shoes). Print copies of the whose shoes worksheet.

Lesson 2. KS2 Different families



Circle time

In today's lesson we are going to be learning about each other's different families. There are many different families in our communities, can you think about all of the different families you may have seen on TV or maybe you have read about them in books. I am so excited to learn about all of the different families we have in our class and communities.

Some families are big and have lots of aunties, uncles and cousins and others are very small. Some families have two parents and some families have one, some families live in houses with their grandparents, or foster carers. Some families have two mums or two dads and some families live in the same houses and others may live in different houses and have step-brothers and sisters too. There are many things that our different families have in common too; like love and caring for each other.



Activities

Today we are going to be using our imaginations to think more about all the different kinds of families we have in our world, communities and classroom. On each table you will find a selection of shoes. But whose shoes? Think about whose shoe this could be? What might their name be? What is their role in the family?

Each table also has a copy of our different family's key words to help support your thinking. Write down your ideas to share with the class. Whose shoes? For each table or group put together a selection of shoes which represent a family. For example, one group may have two women's shoes and a baby shoe. Another may have a man's shoe, a women's shoe, a school shoe and a baby shoe. You could include shoes which are from different cultures or traditions. If you can't supply real shoes you could use images from the web.

Things to talk about:

- ▲ Facilitate the groups to feedback and support further thinking, to show the range of different types of families. Suggest ideas; this also could have been a family with two dads. This could have been a brother and sister and their adoptive parents. This could be a blended family where two families have come together to make one.



Closing

Focus on the importance of family and encourage the children to tell the story of their different families. The children can share their family photographs from home.

KS1 - When delivering this lesson with KS1 you may choose to ensure that different types of families are child led and come from the children themselves during the circle time discussion rather than introducing the key word cards.

KS2 - When delivering to KS2 you will need to ensure that ALL types of families are included in the discussion by using the key word cards as pupils must know about all these families by the end of primary school, being sensitive to the background of your pupils and also taking care to ensure that they should respect those differences be it faith, gender, sexuality etc. As per the Relationships Education Guidance 2019 and The Equality Act 2010



More ideas and additional resources

- ▲ <https://policy-practice.oxfam.org/resources/your-world-my-world-explore-the-lives-of-four-children-from-around-the-world-620677>

Whose shoes?



MUM	DAD	FOSTER CARER
SISTER	BROTHER	BIRTH PARENT
GRANDMA	GRANDAD	MUM AND MUM DAD AND DAD
AUNT	UNCLE	SINGLE PARENT
STEP-FATHER	STEP-MOTHER	ADOPTIVE PARENT/S
STEP-BROTHER	STEP-SISTER	MUM AND DAD



Print the agree/disagree activity, one per table. You will also need a copy of a book that describes love and marriage which you may already have in your school library. There are also a wide range of ideas and resources online too. Create a display which shows different types of weddings. You can use free images from the web. Make sure to include different faiths and sexualities. You could also encourage parents to share copies of any photographs they have of their wedding which could be added to the classroom display.

For this lesson you will need:

Lesson 3.

KS2 Love and marriage



Circle time

What do we know about love? What things do you love? Who are the people you love? How do we show our love? We often show our love through kindness and affection. Some adults show their love through marriage and others show their love by co-habiting and living together.

Marriage is when two people make a commitment to each other. They may have a wedding too. A wedding is a ceremony where the two people agree to love and care for each other. Sometimes there is a celebration afterwards, with dancing and special foods. Has anyone in our class been to a wedding? Would they like to share their story about this? Let's look at the wedding display together. Look at all the different kinds of weddings we have.



Activities

We are going to think some more about the reasons people get married – some you might agree with, disagree with or are not sure about. On each table you will see a continuum of cards starting with disagree, not sure and agree and a pile of statement cards. One at a time take a card and read this to your group, tell the group what you think about the statement and say whether you agree or disagree placing the card on the correct place. Once all of the cards have been placed, move around the group again and say if there is a card which you disagree with or maybe strongly agree with and if you would like to move this.

At the end of the activity we will talk about:

- ▲ Which of the cards were moved?
- ▲ Why did they get moved?
- ▲ Did everyone in the group agree?
- ▲ Is it important that we all have the same opinion?

Things you may want to talk about:

- ▲ The different types of wedding ceremonies – you could also share a video. BBC Teach – a Hindu wedding ceremony
- ▲ What are the different traditions?
- ▲ What different faith perspectives say about love and marriage – are they different? What do they have in common?
- ▲ Can people who don't have a particular faith still get married?
- ▲ **Marriage laws**, including civil marriage for LGBT couples. www.parliament.uk/about/living-heritage/transformingsociety/private-lives/relationships/overview/lawofmarriage
- ▲ The reasons people get married and the most important reasons.
- ▲ Why some marriages and partnerships break up – this is never a child's fault, many families that break up still love and respect each other very much.



Closing

Together we are going to read a story book about a wedding and marriage. After reading the story the students could make a poster or draw illustrations from the story. Upper KS2 could use the story as a stimulus for creative writing.



More ideas and additional resources

Should you feel you need any help when discussing same sex marriage as part of The Marriage (same sex couples) Act 2013, as per the Relationships Education Guidance, you may find the following useful.

- ▲ <https://www.theproudtrust.org/product/happily-ever-after-a-fairy-tale-exploration-of-same-gender-relationships-and-equal-marriage-for-ks2/>

1. Love and marriage: agree and disagree statement cards



**So you can
wear special
wedding
clothes**

**So that you
can have
children**

**So you can
have a hen or
stag party**

**To show
that you are
committed to
your partner**

2. Love and marriage: agree and disagree statement cards



**Because
everybody
gets married**

**So you can
go on a
honeymoon**

**So that you
can receive
wedding gifts**

**So you will
have legal
rights**

3. Love and marriage: agree and disagree statement cards



**So that you
can honour
your religion**

**Because you
love your
partner**

**So you
can have a
celebration
with friends
and family**

**Because all
your friends
are married**

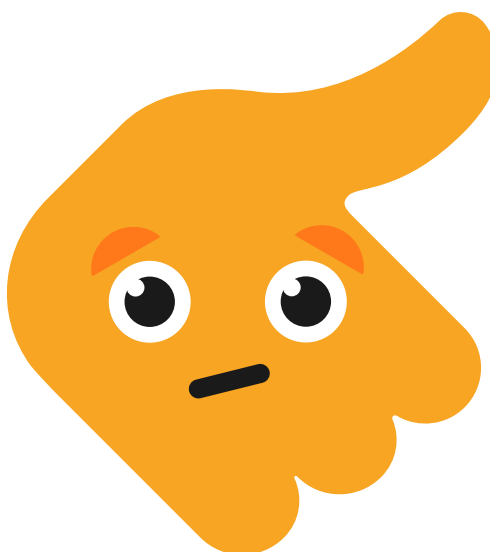
Agree and disagree continuum cards



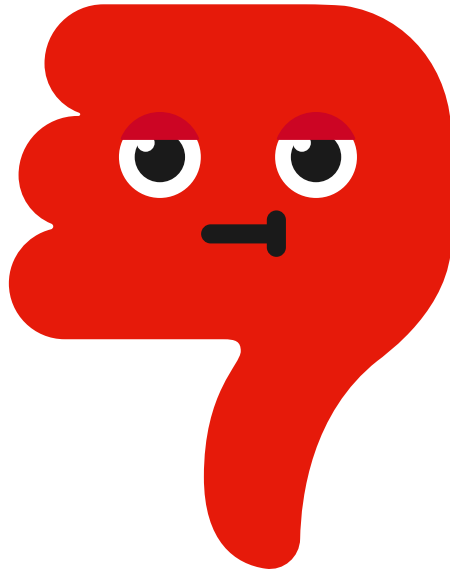
I AGREE



I AM NOT SURE



I DISAGREE





For this lesson you will need:
To share the PowerPoint presentation. There are also cards and worksheets to print. You will need sticky notes and pens.

Lesson 4.

KS2 Happy and safe relationships

Task

Today we are learning about happy and safe relationships. Think about the different people you have relationships with, family, your friends at school and at home, groups you attend, online or other people (acquaintances) that you know. List all of the people you have relationships with on the worksheet. We have relationships with many people. We have relationships with our parents, siblings, extended family members, and even our friends at home and at school.


Having relationships with other people is important, because these connections with other people can make us feel good about ourselves. Good relationships make us feel happy and safe.

One of the ways that relationships make us feel happy and safe is by giving us someone to talk to. This is important because it makes us feel like we are not alone. There are many other reasons why relationships make us feel happy and safe. Can anyone give me an example of why relationships are a good thing?

Activities

We now understand more why having positive relationships can make us feel happy. In order to have positive relationships, we need to understand the basic characteristics of being a good friend. Use the relationship characteristics cards to discuss and decide which are the most important characteristics needed for a happy and safe relationship. You can also add your own ideas and make some of your own cards too.

Working with a partner, place the cards in a diamond shape putting the most important characteristic at the top, followed by the next 2 most important, then next 3, then another 2 which are less important and the least important at the bottom, creating a diamond shape.

Things to talk about: 

- ▲ What are your reasons for ranking the cards this way?
- ▲ Why are some characteristics more important than others?
- ▲ What makes a relationship happy/safe?
- ▲ How do happy relationships make us feel?
- ▲ Why are healthy relationships important?



Closing

On your sticky note write your ending to this statement: A happy and safe relationships is...



More ideas and additional resources

- ▲ <https://learning.nspcc.org.uk/research-resources/2019/agenda-promoting-positive-relationships-schools-communities>

1. Relationship characteristic cards



considerate

strict

funny

moody

friendly

confident

2. Relationship characteristic cards



clever

leader

fair

polite

giving

kind

3. Relationship characteristic cards



lazy

shy

talented

respectful

unfair

dishonest

4. Relationship characteristic cards



rude

honest

calm

adventurous

caring

forgetful

Happy and safe relationships

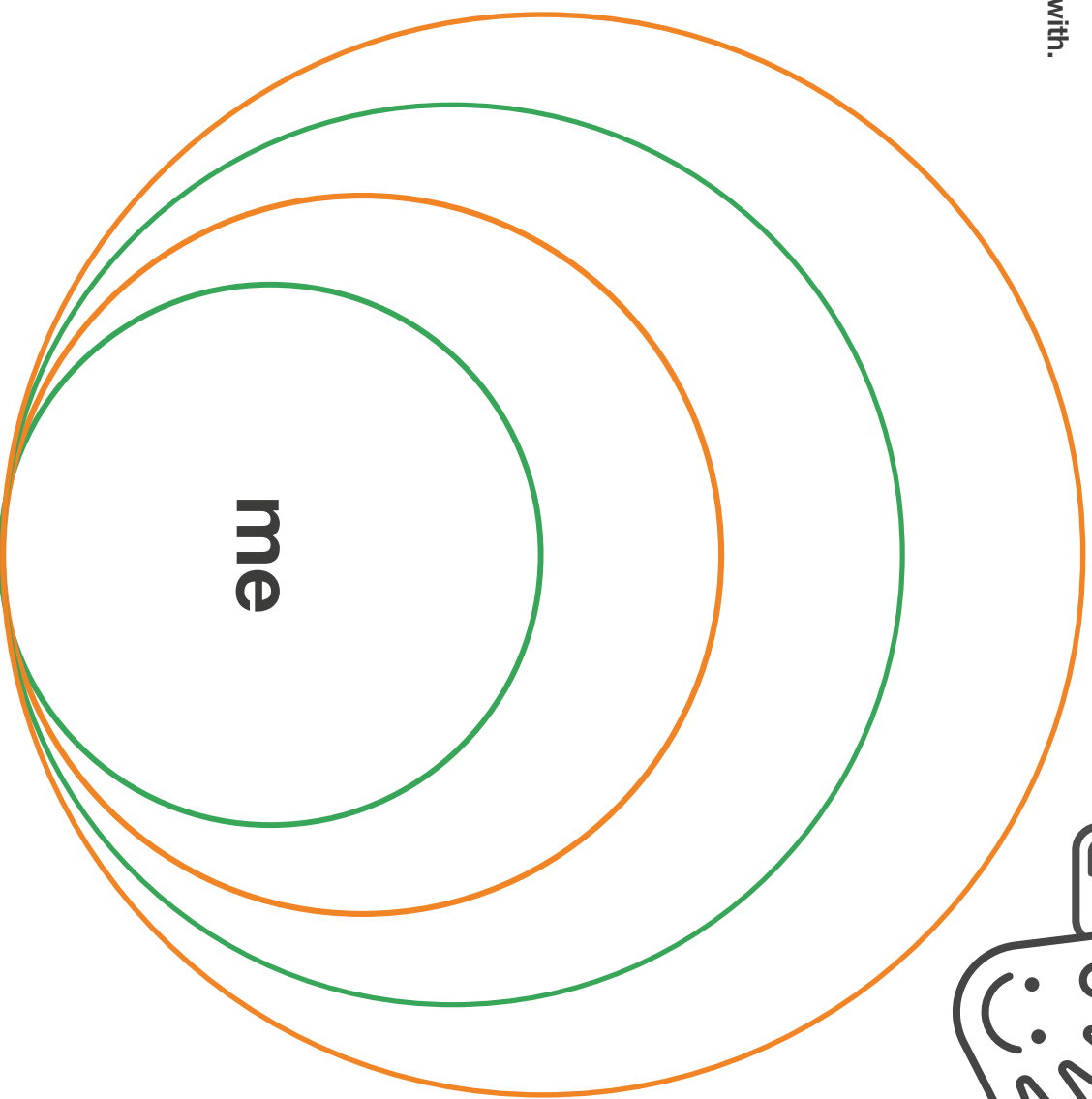
Think about the different people you have relationships with.

This could include your family, your friends at school or at home (peers), any groups you attend, your online friends or other people (acquaintances) that you know.

List all of the people you have relationships with on the worksheet.

Now answer the starter question:

A happy and safe relationship is...





For this lesson you will need:

A puppet or teddy. For older key stage 2 children you could create a character to depersonalise the situations under discussion. Print the getting help scenarios and quizzes. You will need one per student. Download and print posters from ChildLine and CEOP, see links at bottom of page 47.

Lesson 5.

KS2 Getting help

Task

Complete the quick quiz worksheet 'Is this a happy and safe or unhappy and unsafe relationship?'

Today we will be learning about relationships and learning how we can recognise when a relationship is unhappy or unsafe. Let's begin by looking through the answers to the quick quiz.

Circle time

Introduce the puppet or character. Explain that the puppet or character is feeling worried.

Can you think of what might be worrying them?

They might be worried about school and a piece of work they don't understand. Even though they are worried about their situation, they have not told anyone. Why might they be worried about telling someone?

It could be that someone has been bullying them. Even though they are worried about their situation, they have

not told anyone. Why might they be worried about telling someone?

They may be worried about someone they care about such as their mum and brother or sister. Even though they are worried about their situation, they have not told anyone. Why might they be worried about telling someone?

Sometimes when people are in unhappy or unsafe situations, they find it difficult to get help. They may not know who they can speak to, or they may try to tell someone and are not being heard

Activities

We are going to work in small groups of three to create our very own 'getting help' role plays. There will be three roles, the person who needs to get help, a friend/helper who is giving support and the person who you tell.

You can create your own ideas or use the getting help scenario cards for stimulus. Think about what the situation is and how the person who needs help might be feeling. What would the friend or helper need to do? How might the person who is being told show that they are listening and that they care?

It would be good to think about the different people we can get help from, and the different ways we can tell someone we need help. We could tell them, we could write a letter or draw a picture. We could ask our friend or

helper to speak for us. We could tell someone at school, a parent or family member or a helpline for children. There are lots of different ways that we can seek help. Allow time for groups to act out their role plays. Discuss how might the child feel once they have received help, such as happy, safe, loved, cared for, listened to.

Things you may want to talk about: 

- ▲ How do happy and safe relationships make us feel?
- ▲ How do unhappy and unsafe relationships make us feel?
- ▲ Is it ever OK to disagree with other people?
- ▲ Is it ever OK to argue and shout?
- ▲ How can we ensure we are keeping safe when we are speaking to friends online?

Closing

On the board draw a table with columns at home, at school, in my community, online/phone.

We are going to think about the people who care for us and the people and places we can go to if we need help. Can you help me to fill in the columns to list all of the people and places we can go to for help?

If you have time look at the websites together, share the posters with the children and let them know where they can find them in school



AT HOME	AT SCHOOL	IN MY COMMUNITY	ONLINE/PHONE
Parents Carers Aunties/Uncles Siblings Grandparents Neighbours	Class teacher Head teacher Lunch time assistants Teaching assistants At the office	Doctors Youth club Sports group Church/mosque Local police, community officer	Childline CEOP NSPCC



More ideas and additional resources

- ▲ <https://learning.nspcc.org.uk/media/1618/childline-poster-primary-schools-english.pdf>
- ▲ <https://learning.nspcc.org.uk/research-resources/childline-posters-wallet-cards>

Is this a happy and safe or unhappy and unsafe relationship?



Please read each statement and decide if you think this is a happy and safe relationship or unhappy and unsafe. Tick the box and say why.

My sister walks home from school with me. She is there to help me cross over the busy roads.

- Happy and safe
- Unhappy and unsafe

Why?

My friend dares me to do silly things to prove I can become part of his group.

- Happy and safe
- Unhappy and unsafe

Why?

My dad gets mad if my mum wants to go somewhere without him.

- Happy and safe
- Unhappy and unsafe

Why?

I play games online with my friend. She is from another city.

- Happy and safe
- Unhappy and unsafe

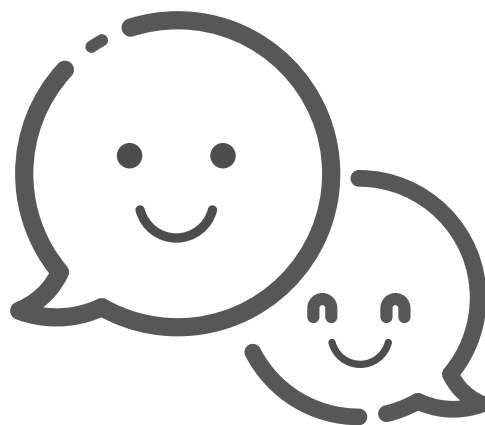
Why?

My mum and her girlfriend argue all the time and we have to leave our home.

- Happy and safe
- Unhappy and unsafe

Why?

Getting help scenarios



#1

Stacey overhears a discussion about two people who are fighting after school. She is worried that they might get hurt.

#2

Janine's friend is not feeling very well, and he throws his lunch in the bin. Janine notices that he is always feeling poorly and never eats his food, but he doesn't tell an adult about this.

#3

Saria has been threatened by an adult. The person said she must not tell anyone about this or they will hurt her and her sister.

#4

Mo loves being online. He is very popular and gets lots of likes on his post. Someone else who is also online and who is very popular said they should meet up and post together.

#5

Ashley is home alone. He usually likes this because he gets to play video games. But his parents stay out late and he sometimes feels scared.

#6

Sam is worried about his mum; she is often feeling very sad and cries a lot. She argues with her boyfriend and Sam does not like it when he comes to visit.



For this lesson you will need:

Print the worksheets, one per pupil.
Colouring materials and colouring pages.

Lesson 6.

KS2 Respectful relationships


Task

Every relationship is different, but no matter who your relationship is with, it's important to first have a good relationship with yourself. Take some time to explore what makes you - YOU! Think about the things that are important. Think about what kind of friendships and relationships you want, and what those relationships might mean to you. When we learn about the relationships, we want for ourselves (and our right to have respectful relationships) it helps us understand our relationships with other people (and our responsibility to treat others with respect). Fill in the 'what makes me, me!' cloud worksheet. What are your favourite things? What are you proud of? What do you feel strongly about? Write all the words in the cloud. Invite children to share their word clouds.



Activities

One of the things mentioned in your word cloud may be 'respect'. Respect means different things to different people – it's important to identify what respect means to you, and to know how you want to be treated in your friendships and relationships. Talk with a partner and discuss what respect means to you. Respect examples: being listened to and being heard, being able to say what you are feeling and thinking, without worrying that you will get in trouble. It could be about having honesty and trust in your relationship or feeling safe and making sure the people around you feel safe. Complete the 'What is respect?' worksheet and discuss the answers.

Things to talk about: 

- ▲ Respect online - Lots of people use social media. We use it to communicate with people that we know in person like friends, family, and schoolmates but we also use it to make new friends. It's important that we're just as respectful online as we are in person. It's also important to understand some of the consequences of our online behaviour.
- ▲ Respecting diversity - No two people are ever the same – and being different is something that we should celebrate. There are some differences that can result in people being discriminated against. People from different cultural backgrounds, people in a same-sex relationship, people living with a disability are just some of the groups who experience discrimination based on their differences. Being respectful of diversity means being inclusive, celebrating difference, and making sure that everyone's voice is heard.



Closing

Print and colour respect colouring pages or design your own!

- ▲ <https://www.twinkl.co.uk/resource/consent-and-respect-mindfulness-colouring-pages-t-lf-1636371970>



More ideas and additional resources

Unicef provide a wide range of resources to support teaching and learning about children's rights in your classroom

- ▲ <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

What is respect?



Having respect in relationships is very important because respect means relationships are safe and healthy.

Read the statements below and think about what is and isn't respectful behaviour in a friendship or relationship

.....

When I don't want to go out to play, my best friend tells me I'm being a bad friend, and makes me feel guilty.

Respectful

Disrespectful

.....

My boyfriend/girlfriend sometimes laughs at me when I fail a test at school, and tells me I'm stupid.

Respectful

Disrespectful

.....

When we disagree, my best friend always listens to my point of view, and tells me how they are feeling.

Respectful

Disrespectful

.....

Sometimes I need some time alone, when I feel this way, I tell my boyfriend/girlfriend and they understand.

Respectful

Disrespectful

.....

My boyfriend/girlfriend never pressures me to do anything I don't want to do- I make decisions about me and my body.

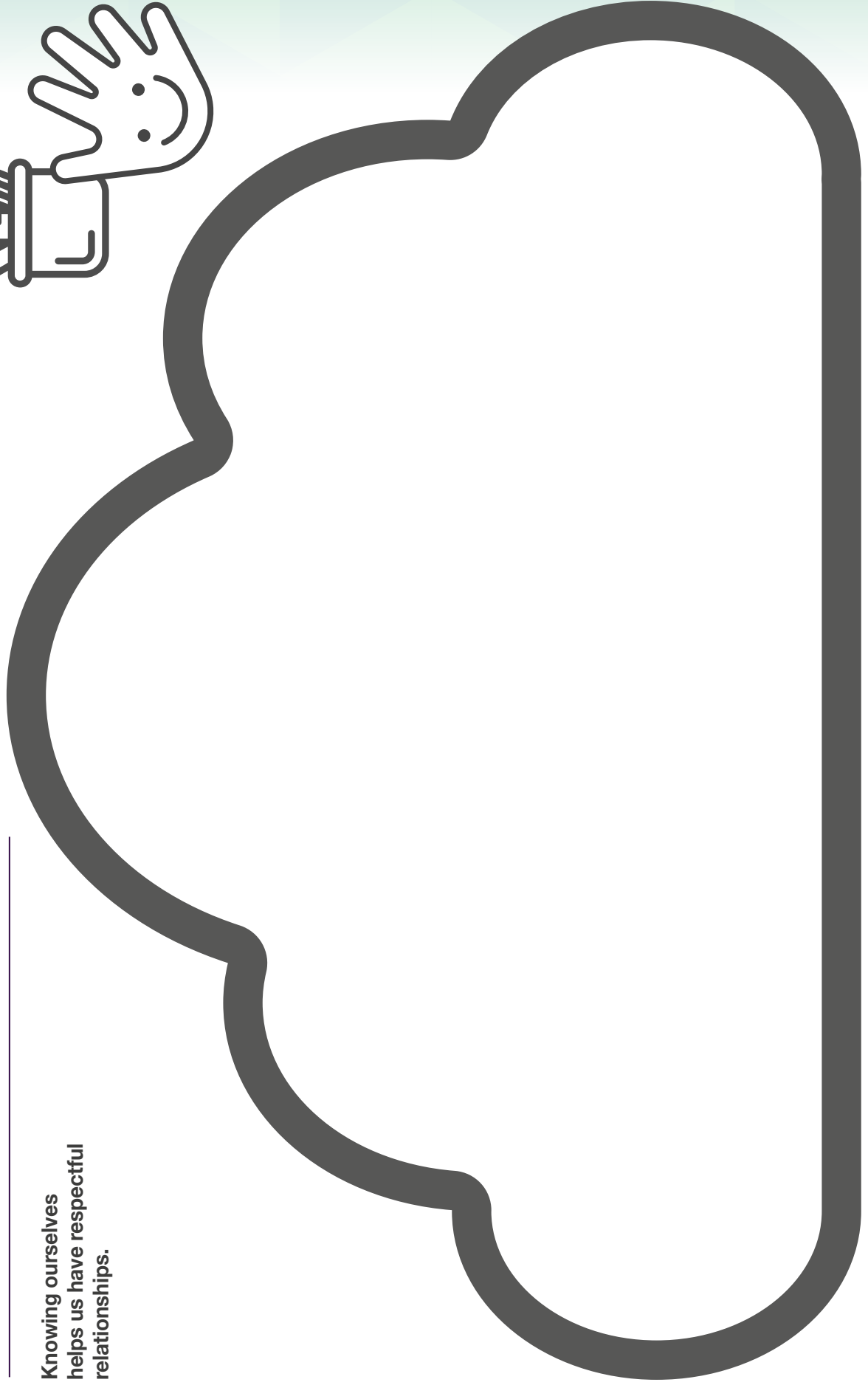
Respectful

Disrespectful

.....

What makes me, ME!

Knowing ourselves
helps us have respectful
relationships.





For this lesson you will need:

You will need a 'wonky veg box' - a collection of difference vegetables (fruit can be used too). Each student will need a copy of the worksheets and a video will be shared.

Lesson 7.

KS2 Respecting differences

Task

We are all unique. There are no two people exactly the same. Recognising and accepting our differences strengthens our uniqueness and helps build self-esteem. Have the children work in group and provide each table with a variety of different vegetables. Explain that these vegetables are all the same (they are vegetables) but they also have many differences. Encourage the children to explore and compare the vegetables and consider their similarities and differences. (shape, colour, texture, taste, where they grow, how they are used).

Activities

We are also like vegetables! We have some things which are the same, we are human beings, and we all belong to the same community, our school and are in the same group too, our class. But we too are all very different. In pairs work with a partner to complete the Venn diagram recording three things which make you different or unique and three things which are the same. Share examples.

No two people are ever the same – and being different is something that we should celebrate. There are some differences that can result in people being treated unfairly. Discuss the terms prejudice fair and unfair. What do pupils already understand about these terms?

Prejudice is when a person has negative feelings about someone else without actually getting to know them.

[Read this page: Help me out: prejudice.](#)

People from different cultural backgrounds, people in a same-sex relationship, people living with a disability are just some of the groups who may experience unfair treatment based on their differences. Being respectful of diversity means being inclusive, celebrating difference, and making sure that everyone's voice is heard.

Closing

In our school we want to celebrate our differences. Discuss and note down the positive things that can happen when people from lots of different backgrounds, ages and life experiences come together. Create a social action plan to share your understanding of respecting differences by hosting a diversity event at your school. (Idea: Each class will learn a dance from around the world. At the end of the day host a multi-cultural food market in the playground with food made by local families and community groups.)



More ideas and additional resources

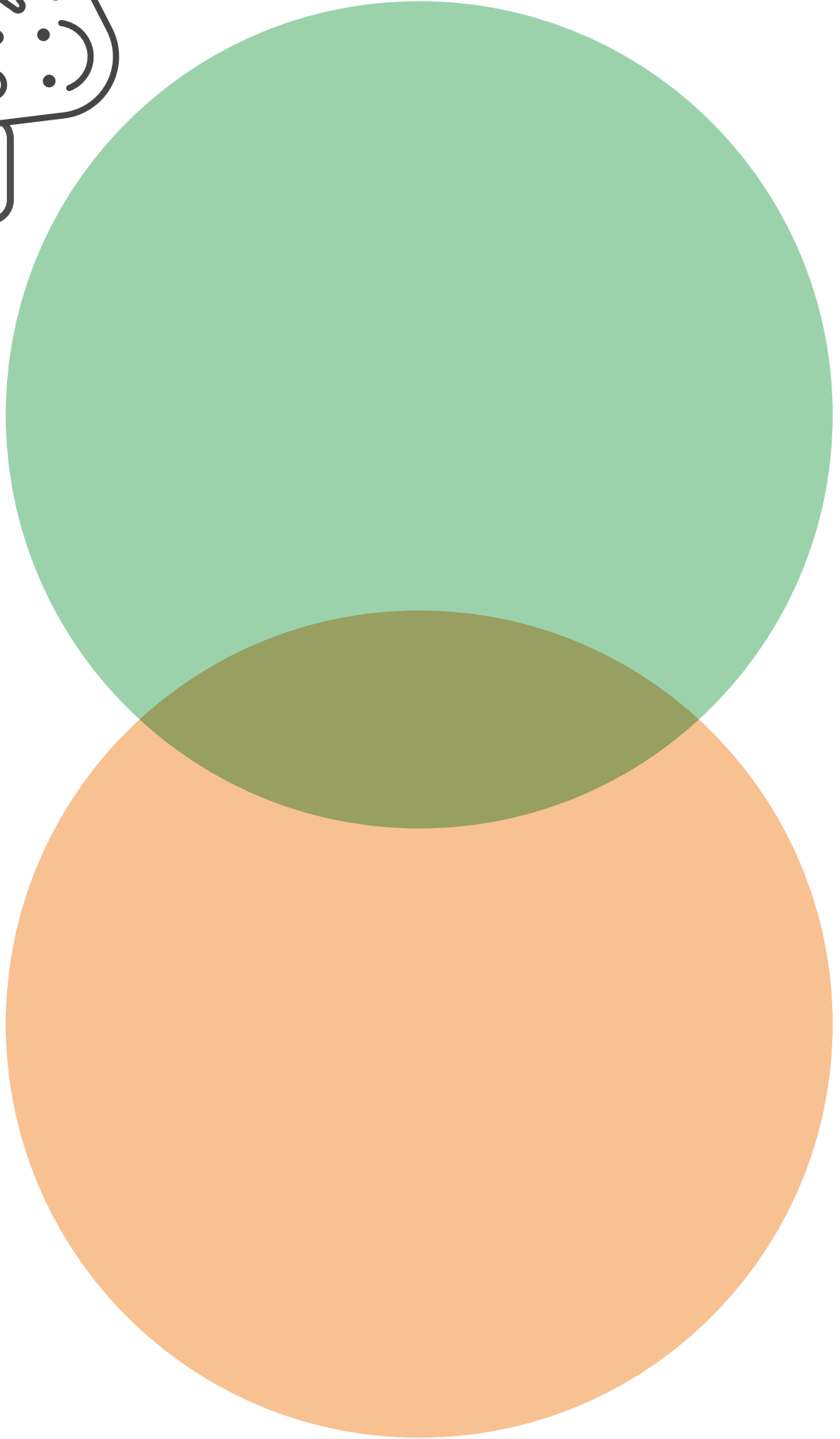
▶ <https://www.stonewall.org.uk/resources/celebrating-diversity-through-pupil-voice>



Venn Diagram



Respecting differences.



What do we need to make it happen!

What ideas do we have to celebrate diversity in our school and community?

What is our final idea?

Who does what?

When and where will we hold our event?



For this lesson you will need:

Flipchart markers and pens. Space to run! Print the worksheets one per student. (you could also use computers). Gather a selection of children's magazines to show examples which are aimed at girls and those for boys. (good examples are; Jaqueline Wilson, Beano, Playstation/Xbox and animals).

Lesson 8.


KS2 What is a stereotype?



Playground Game

Clearly mark one side of the playground with boys and the other side girls and ask the children to stand somewhere in the middle. I am going to read out a list of words and when you hear the word, I want you to decide if you would like to go to girls or boys. You have to make your own choice in a split second. Are you ready? Let's go!

- ▲ Dolls, bike, football, blue, pink, green?
- ▲ Strong, fast, cute, fairy tale, doctor, nurse, teacher?
- ▲ Burps, squeals, shouts?

Things to talk about: 

- ▲ Did the children notice anything about the choices they made?
- ▲ Were there any disagreements or children that wanted to challenge others ideas?
- ▲ What information were our judgements and choices based upon?
- ▲ Were our choices fair?



Circle time

The warm up game we played is a fun way for us to introduce our topic for discussion today which is... stereotypes. Have any of you heard this word before? Can you share an example?

Write the definition on the board: Stereotype "a set idea that people have about what someone or something is like, especially an idea that may not be true." Stereotyping people is a type of prejudice.

Can you think of any more examples of stereotypes? Some example stereotypes may be:

- ▲ Girls – Activities: drawing, dolls, singing, reading
Colours: pink, purple, Professions: teacher, nurse, mum

- ▲ Boys – Activities: trucks, Lego, maths Colours: blue, green Professions: doctor, builder, firefighter
- ▲ Stereotypes need to be challenged to help us to prevent and tackle bullying and to work towards equality. Stereotypes do not represent our world today and they can be unfair and hurtful.

How can we challenge stereotypes in our school?

- ▲ We can stop using terms like boys sports/girls colours
- ▲ We can challenge stereotypes when we hear them
- ▲ We can be positive role models



Activities

We are now going to do our own independent project to combat gender stereotypes. We will become graphic designers and will work to design a magazine cover that is either for girls or boys, you can choose. Look at these traditional covers and how they conform to the stereotypes we have learned about today. Can boys like animals? Do girls play computer games?

Think about ways you can make your magazine for children different. Use the worksheets (or computers) to plan and create you own design. Share and display the finished magazine covers



Closing

Come back together and discuss the game we started with. How did learning about stereotypes change our understanding?

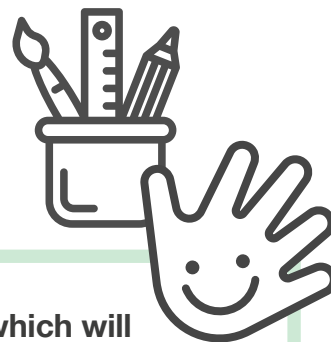


More ideas and additional resources

Lesson plans on challenging stereotypes around visible differences

- ▲ <https://www.pshe-association.org.uk/curriculum-and-resources/resources/changing-faces-world-difference>

My magazine planning sheet



What will my magazine name be? Think of three possible ideas...

List three words which will help me to write my slogan or tag line...

Which two colours will represent my magazines design?...

Chose two topics which could feature on my magazine front cover....

Choose or draw one image for the front cover...

Add any other ideas you have here....



For this lesson you will need:

Copies of your schools antibullying policy, worksheets and role-play cards. You will need flip chart paper and markers, and colouring pens, and copies of the antibullying awareness certificates.

Lesson 9.

KS2 Beat bullying



Introduction

Create a Character: This very simple distancing technique that is a great way to engage pupils into talking and thinking about a difficult issue. Facilitate working together to create a realistic character. The aim is to build a realistic character that can be used to discuss and explore the bullying topic. On a sheet of flipchart paper draw a stick figure. Give the stick figure a name (not the name of anyone in the class), agree the characters age and gender and write these at the top of the sheet. Usually, the character is similar in age and background to the group to allow them to connect quickly and relate to the character's situation and feelings.

Now build on the things you know about the character; what are their hobbies, who do they live with, what kind of house is it, what is their favourite food, hair colour, glasses or no glasses, favourite music, do they have pets. What three words would people use to describe them? (If you have extra time; each pupil could draw and colour their own portrait of how they see the character.)



Activities

Imagine our character is new to the community and our school, and they want to learn more about bullying. Discuss; What is bullying? Sometimes the word "Bullying" can be a little confusing. Some people think that it is 'part of growing up', but is it?

Have a think about the following statements and questions. Some of us may have bullied someone in the past but didn't realise it. Sometimes, what starts out as being a joke or a bit of fun, can turn out to be unkind. If you are ever unsure if your behaviour could be bullying, you can ask yourself the following questions.

- ▲ Are my words, or something I am doing, making someone else feel upset?
- ▲ Are my words, or actions, making someone feel scared?
- ▲ Would I like someone to behave this way towards me?

To help our character learn about bullying we are going to try and write our own definition; work with a partner to write a sentence which explains what bullying is.

Listen to any responses and then explain what bullying is in more detail.

- ▲ Bullying is deliberate behaviour (on purpose) – with the intention of hurting someone.
- ▲ Bullying can be done by one person, or by a group of people.
- ▲ Bullying is behaviour that is unwanted by the target (victim of bullying).
- ▲ Bullying is often repeated over time, not just a one-off incident.
- ▲ In bullying incidences there is often a power imbalance. (may need to explain this)



More ideas and additional resources

- ▲ <https://www.bbc.co.uk/teach/live-lessons/anti-bullying-week-2022-live-lesson/zpw6nk7>

Definition

Bullying - a definition bullying is often defined as behaviour that is:

- ▲ repeated
- ▲ intended to hurt someone either physically or emotionally
- ▲ often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- ▲ physical assault
- ▲ teasing
- ▲ making threats
- ▲ name calling
- ▲ cyberbullying - bullying via mobile phone or online (for example social media, instant messenger and gaming)

Our school has its own policy to stop bullying. Let's take a look at what it says. (Does the policy need updating? How can students get involved? For more information see <https://diana-award.org.uk/our-programmes-and-initiatives/anti-bullying> by the Diana Award)

Draw a table on the board with these headings: Physical, Mental and Emotional, Verbal and Cyber, ask pupils to discuss and write down on their worksheets what they think each of the terms mean and give examples;
Physical: This is all to do with contact from one person to the other, things like hitting, slapping, kicking.
Verbal: This is all to do with speaking and using words, it involves what people say to or write about others.
Mental & Emotional: This is best described as the silent type of bullying. It is about how bullying can make someone feel and think about people and situations.

Cyberbullying is the use of technology to intentionally bully. Cyberbullying can include;

- ▲ Sending threatening, nasty texts or picture messages, prank calling
- ▲ Posting hurtful comments on someone's profile, faking profiles, uploading photos.
- ▲ Instant messaging hurtful comments, ganging up on someone, excluding someone, sending threats, intimidation, constantly messaging.
- ▲ Gaming, being verbally abusive or threatening on live feed or deliberately isolating a player, destroying things they have created.
- ▲ Sexting: discuss depending on the maturity of the group.

Activities

Bystanders and upstanders role-play: A bystander is someone who sees or hears bullying or any other form of inappropriate behaviour such as an act of sexism, harassment or discrimination. People who witness inappropriate behaviour, but aren't involved in the incident, are recognised as having the potential to be powerful allies and can help change behaviours and attitudes.

Break the children into groups of four/six and allocate role-cards. Get them to think of a bullying situation, and to create a short role-play which shows the situation, make sure everyone in the group as a role and decide in which way the role-play will stand up to bullying.

The roles you can include are; a person/s who is bullying someone, a person/s who are being bullied. A person or persons who are the bystanders (people who witness/see the bullying) and the upstander/s – a person who stands up to bullying, and a trusted adult, a person you can tell.

Remember there are four ways to be an upstander:

- ▲ 1. Be a buddy/friend
- ▲ 2. Interrupt
- ▲ 3. Speak out (make sure you are safe and you so this assertively (not aggressively).
- ▲ 4. Tell someone (who could this be? A parent/teacher/trusted adult)

Perform the role-plays.

Closing

Host a antibullying awareness graduation ceremony. Thank the students for taking part in the awareness and give certificates, students can come up to the front of the class to collect their certificate and receive praise, and a round of applause.

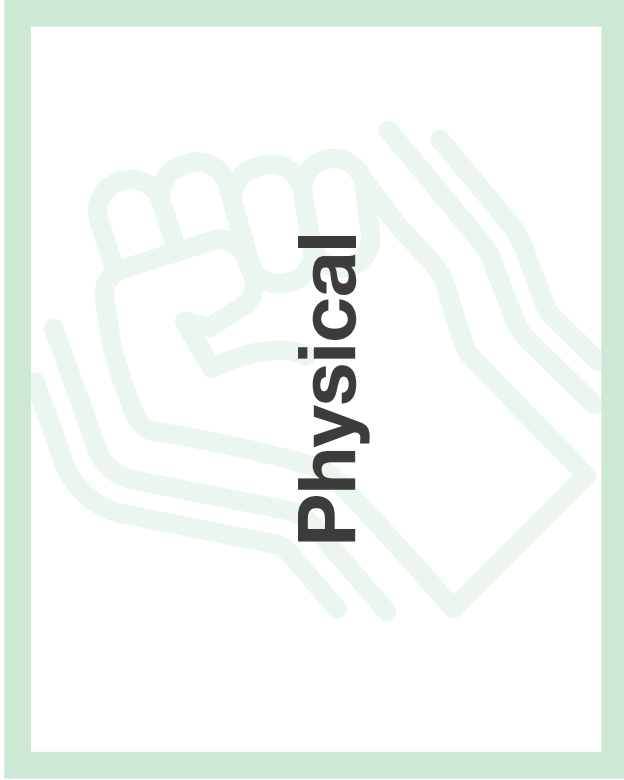
Draw the character

Draw and colour a portrait of the character we created, write a short introduction to tell the reader all about them.

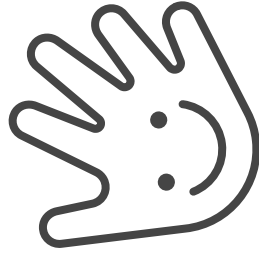


A large, empty rectangular area with rounded corners, outlined in a light green color, intended for drawing and writing.

Different types of bullying



Stand up to bullying role-play



Think of a bullying situation, and create a short role-play which shows your scenario. Make sure everyone in the group is included and as a role. Decide how you will stand up to bullying. Be a buddy, interrupt, speak out, tell someone.

A person or persons who are the bystanders

Upstander/s – a person who stands up to bullying

A trusted adult, a person you can tell

A person/s who is bullying someone

A person/s who are being bullied



Certificate of Participation

This is awarded to

.....

for taking part in our anti bullying awareness workshop

Name: _____

K Cabbin

K Cabbin

School: _____

Tough Cookies Education



For this lesson you will need:

Flipchart, makers and pens. There is a PowerPoint presentation, which includes a video to share

Lesson 10.

KS2 All about consent



Circle time

We are going to begin with a quick game of this or that. The game will give you two options and you will need to choose one. It's nice to be given a choice. When we are able to choose what we would like we feel empowered.

- ▲ But what happens when we are not given a choice?
- ▲ Can you think of a time when you haven't been given a choice? What happened?
- ▲ How did it make you feel?

The examples we discussed helped us to understand how we might feel when we are not given a choice, or not asked for our permission. Seeking permission is an important aspect of happy and safe relationships. Another word for permission seeking is consent.



Activities

On the flipchart write all about consent. Follow the discussion prompts on the power point to explore the learning around consent and document the discussion.

- ▲ What does it mean to give consent? To give permission. To say yes or no. To be allowed to do something.
- ▲ What does consent sound like? Yes, sure, Yes please, Of course, Okay – consent should be verbal and enthusiastic.
- ▲ When do we need to ask for consent? Borrowing things, hugs, touching, kissing, sharing,
- ▲ Share the [consent sandwich video](#), there are other alternatives which might work with your group, such as [Consent for kids](#), or [Consent and communication](#).
- ▲ What can you say if you do not give consent? No, Maybe another time, I don't want to, No thank you.



Closing

Create posters for the school that raise awareness of consent and permission seeking.



More ideas and additional resources

Use this newsround clip to explore consent in relation to the online world. More resources for this can be found at <https://saferinternet.org.uk/blog/new-resources-for-3-18-year-olds-looking-at-consent-online-for-safer-internet-day>

All about consent poster



A large, empty rounded rectangular box with a light green border, intended for students to draw or write their consent poster.



For this lesson you will need:

Lots of different coloured sticky notes and pens, one large cookie jar (or one small jam jar, per student if making to take home). Print the feelings cards and download and print 'The Kindness Kit (Throw Kindness Like Confetti)' to decorate your classroom space prior to the lesson.

Lesson 11.

KS2 Making Friends



Circle time

Today we are talking about friendship and learning about what friendship means to you, what makes a good friend and what makes a bad friend.

Use some of the questions below to explore the pupils understanding of friendship. You could use the character you created in lesson 9 if you want.

- ▲ Who has a friend in this room?
- ▲ Why is it important to have friends? To have something in common with, so that you're not alone, etc.
- ▲ What makes someone a good friend? Good sense of humour, fun to be with, honesty, etc.
- ▲ What makes someone a best friend? Kind, funny, trustworthy, etc.
- ▲ What makes someone a bad friend? Gossiping, fighting, etc.
- ▲ How would you feel if you didn't have any friends?
- ▲ How can you make friends in school?



Activities

Explain to the children that we are now going to talk about feelings and that we feel a range of different feelings from time to time. We might feel happy, sad, angry, confused, nervous, scared and many more.

These are normal feelings but it's important to know that our feelings can affect other people. Make sure the room is laid out in a practical way where there is space to move around. Use 4 areas of the room that will each display a feeling card and explain to the children that this area represents this feeling.

Encourage the children to stand in the middle of the room and explain that we will now read out a selection of statements to them. Once they have heard the statement, they now need to stand in the area that best represents how they feel.

Statements:

- ▲ You find out that all your friends have been invited to a party, but you haven't.
- ▲ Your parents have been arguing a lot recently and are now living separately, they are happy about this.
- ▲ You walk into a classroom and everyone stops talking and looks at you.
- ▲ You feel upset and annoyed, however when your best friend sees you, they give you a hug.
- ▲ Your teacher has just blamed you for something which wasn't your fault and won't listen to you try to explain that it wasn't you.



More ideas and additional resources

Use British Red Cross resources to learn about the power of kindness.

- ▲ <https://www.childline.org.uk/toolbox/games/friendship-quiz2/>



Things to talk about:

As you go through the activity, discuss with the children why they chose that feeling, explain how we might respond differently and show a variety of different feelings in the same scenario.

When you understand how other people might feel and start putting yourself in someone else's shoes, this is called empathy. Empathy is a great skill to have for developing friendships.

What other skills are required for friendship? How should friendship make you feel.

Lead the discussion to kindness before moving on to the next activity.

Kindness jar

(Before the lesson create a kindness confetti display. You can [download free posters and banners here](#))

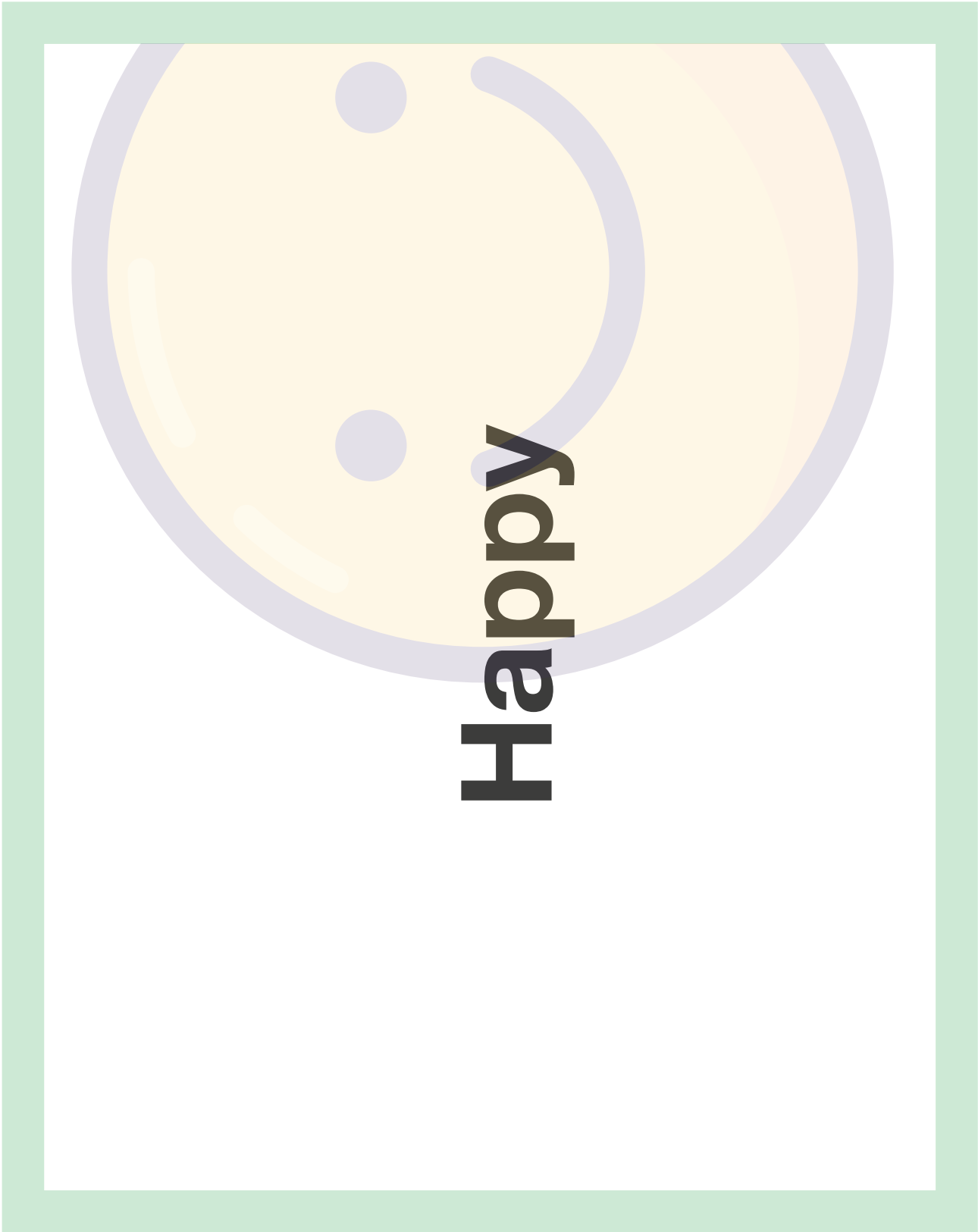
There are a number of ways to use the kindness jar.

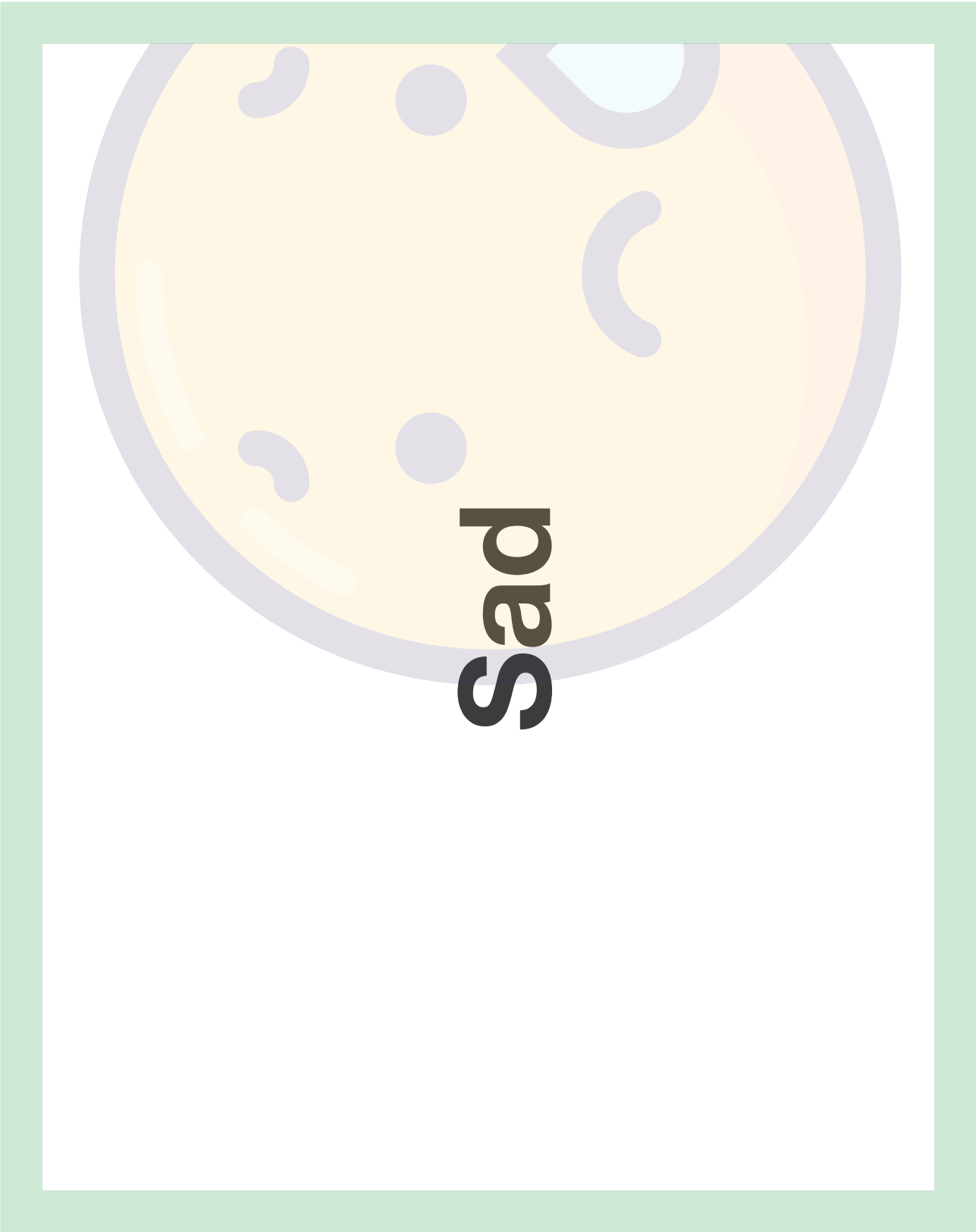
Choose the best option for your class.

1. Kindness confetti, have the children write kind words and messages on their sticky notes, these are placed in the jar and can be used to remind the class of their commitment to kindness by reading one aloud each school day.
2. Random acts of kindness, each child contributes an idea of something they can do to spread around kindness, their idea is added to the jar and the class take part in the activity each week.
3. Each pupil makes their own jar to take home, they can decorate their own label. The jar is filled with kindness notes made by pupils in the class.

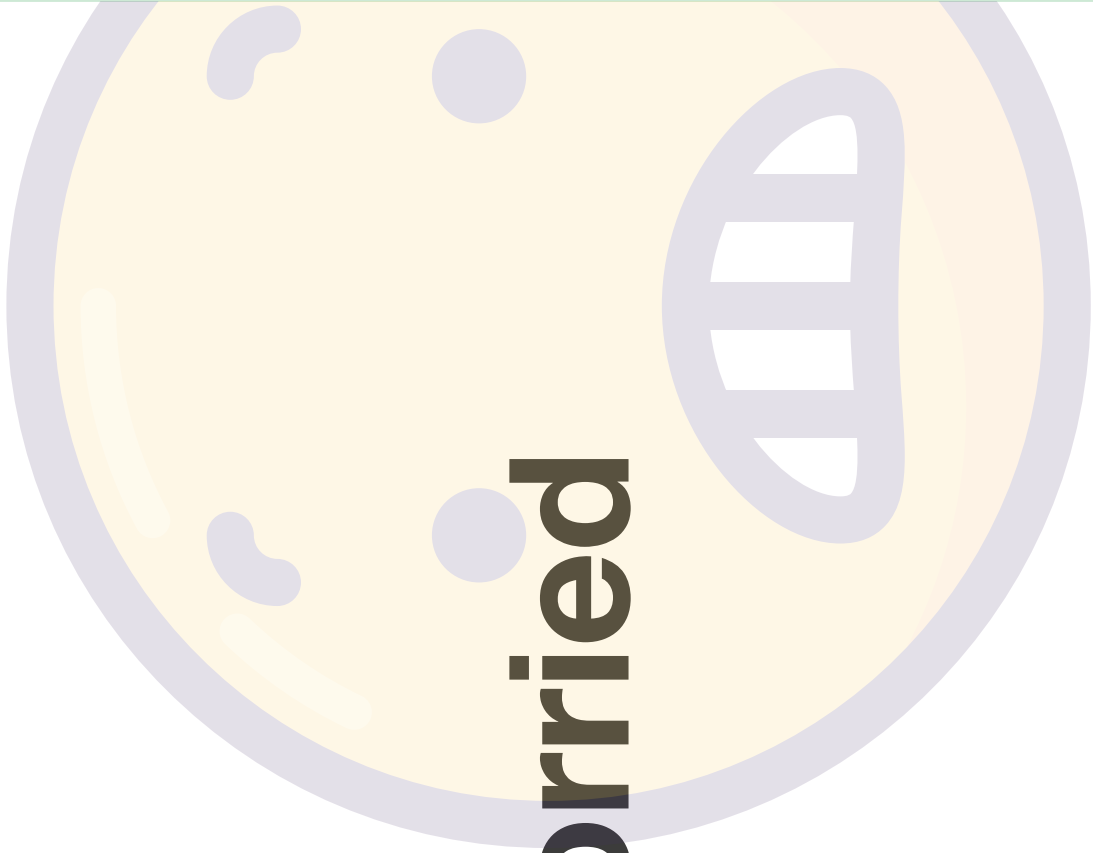
Closing

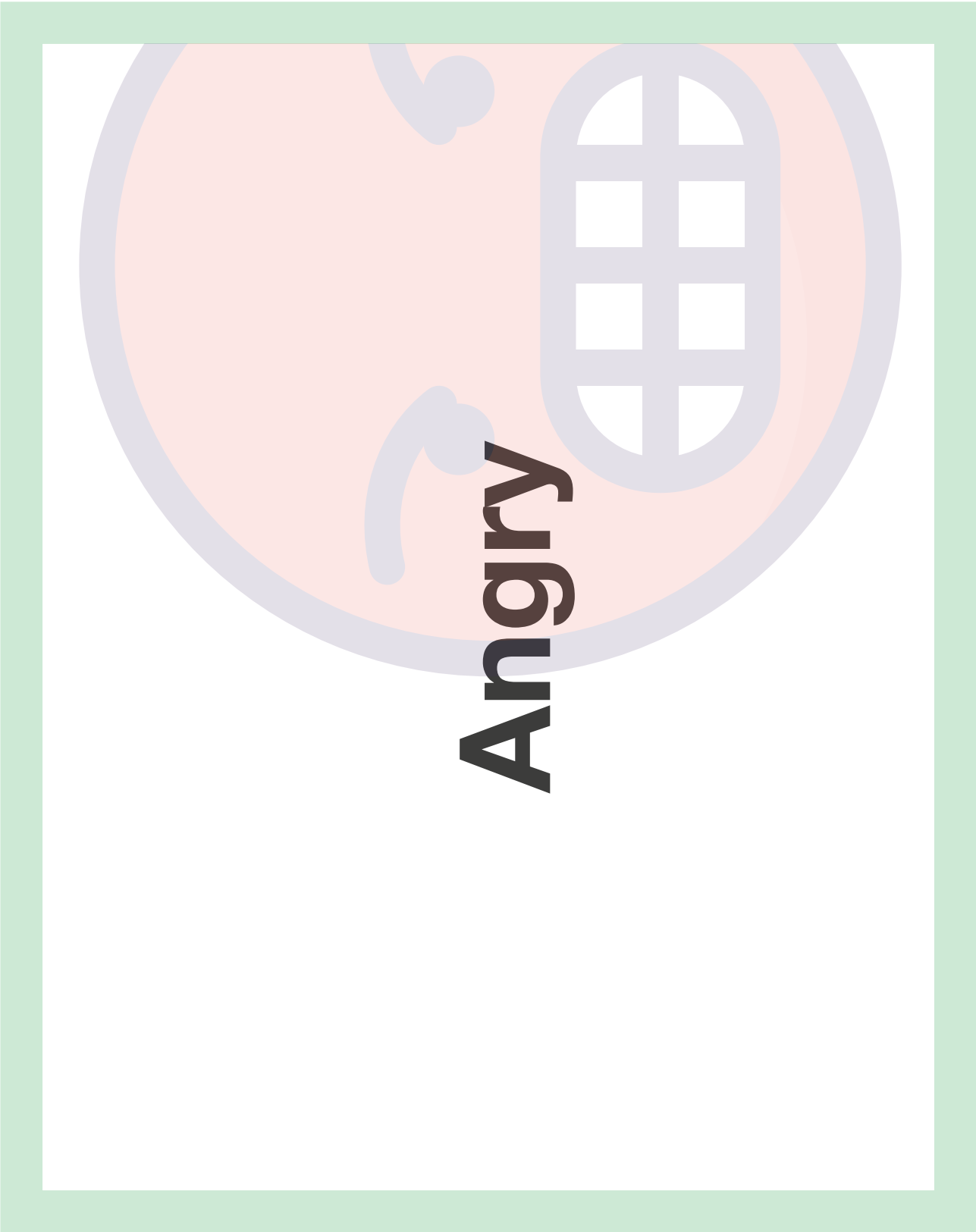
The children can think about how they can spread their kindness further, across the whole school or even in the community. They will come up with an idea to run their very own friend campaign, which helps people make friends, combats loneliness and spreads kindness around like confetti.





Worried





Friend campaign



Think about different ways that you can spread your kindness further - across the whole school or even in the community. Write down your ideas for a friend campaign; which will help people make friends, combats loneliness and spreads kindness around like confetti

A large, rounded rectangular area with a light green border, containing 20 horizontal lines for writing ideas.

A large, rounded rectangular box with a light green border, designed for writing. It contains 20 horizontal lines, providing a space for students to write their responses.



For this lesson you will need:

Cookie dough mix and lots of fun extras, marshmallow, smarties, jelly beans, raisins, chocolate chips, cherries. (If you are unable to bake, you can purchase ready made plain cookies and use the ingredients to decorate, you will need icing sugar for this). Prepare the ingredients before hand in containers, labelling each with a friendship quality (cherries – love, raisins – honesty, jelly beans – fun, marshmallow – kindness etc) You can set up per table/group or make a ‘pick & mix station’. If you wanted to you could also add lonely and excluded and include something in these bowls which doesn’t work well with cookies, maybe frozen peas or pulses. Paper and colouring pens.

Lesson 12.

KS2 Friendship Cookies

Introduction

Write the words healthy friendships on the board – ask the children to consider the words they would use to describe a friendship that is healthy. *Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.* Consider ways in which friendships are welcoming and ways in which they can make others feel lonely or excluded.

Activities

Working in pairs think about the characteristics or ‘ingredients’ that would be needed to make a great, healthy friendship! List all the words (respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust) Feedback and share ideas.

Developing our ingredients further, we are now going to use them to create a recipe for a friendship cookie. Work together to think of words we can use in our recipe such as; dollop, pinch, sprinkle – can you think of anymore?

We will use these works to write our own friendship cookie recipes and include instructions of how to be a good friend. The recipes could be made into poems. Write your recipes on the paper and use colouring pens to decorate.

Once complete, allow time for the children to share their recipes

Closing

To end the lesson have the children will bake or decorate their own cookie to take home. If baking you can give each pupil cookie dough which they can add their own ingredients too before baking. If decorating, provide each pupil with a cookie and icing sugar, they can use the ingredients to decorate the biscuit.



More ideas and additional resources

You could share a story about friendship such as [The boy at the back of the class](#) or [Wonder](#).

Friendship cookie



Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.





For this lesson you will need:

A copy of the traffic light and situation cards, you will need access to the internet to look through websites. Flip chart paper or a white board.

Lesson 13.

KS2 Keeping safe

Introduction

Learning about safe and unsafe relationships is a very important skill. If we have good knowledge of this, it can help us keep ourselves and each other safe. Do a round robin asking the pupils to share one word in answer to:

- ▲ Unsafe relationships or friendships make us feel? Worried, scared, upset, angry, frightened
- ▲ Safe relationships or friendships make us feel? Cared for, respected, happy, included

Activities

Break into small groups and provide each group with a copy of the relationships and traffic light card activity.

The traffic light cards represent your answers to the situation on the card. A red situation means this would worry you, you feel this could be an unsafe friendship or relationship. The green card represents safe, that you feel that this situation is ok, healthy and happy. Orange means that you are unsure. Not everyone in your group may have the same opinion, and so you will have to discuss each card and share your different views. We may have to agree to disagree, and sometimes we may have to deal with our differences of opinion.

Allow time for the children to work through the cards and talk through the answers as a class.

You know when you're in a healthy friendship or relationship because you feel happy to see them and enjoy spend time together. No relationship is ever perfect, and in every friendship, there will be moments when people have minor disagreements. This is all part of managing our relationships with people around us. How should we manage situations when we disagree? How did you manage this when it happened in the activity? What skills did you need to deal with the situation so that you could continue to work together?

Healthy and unhealthy relationships are often seen in the media, in magazines, newspapers, tv shows and films. Many teenagers say that the media is often where they learn about romantic relationships, and where they build up an idea of how they expect their future relationships to be (or not to be!).

Things to talk about: 

There is a concern that the media 'normalises' unhealthy relationships. What do you think this means? Can you think of a TV show, a movie, or celebrity couple or friendship, who are the characters/people you choose? what is their relationship? Can you give an example of how their relationship is healthy? Can you give an example of how their relationship is unhealthy?



Closing

When learning about safe and unsafe relationships, it is important to know where to go, and who we can ask for help. We are going to think about the people who look after us and care for us at home and the people and places at school, where we could go to, if we needed to get help.

Create a flipchart list of all the people and places the pupils suggest they can go for help. Ensure you mention the places and people you have in school.

One place, where some people may go for help is online. Some spaces online are safe spaces and are there to provide support other places online could be unsafe. Can you name a safe space online? [Childline](#) , [NSPCC](#) | [The UK children's charity](#), [Thinkuknow](#) and [CEOP](#). (Look at each of the websites with pupils, look at how you can access help.)

It is good practice to allow some time at the end of this lesson for lighter activities or play, to move away from the difficult topic. Allow yourself to be available during this time for any further questions the children may have.



More ideas and additional resources

Use the resources, videos, lesson plans and activities provided by [ChildLine](#), the [NSPCC](#) and CEOPs [Thinkuknow](#).

**Someone you can rely on
and trust.**

**Someone who doesn't hurt
you.**

**They talk to you and listen
to you.**

Someone who respects you.

**Makes an effort to make you
feel included and not left
out.**

Someone you have fun with.

**Makes you do things that
you don't want to do.**

**Tries to decide what you do
and how you spend your
time.**

**Wants to be with you all of
the time.**

**Is suspicious about people
you speak to.**

**Expects you to forgive them
and forget their unhealthy
behaviour immediately.**

**Is very sensitive and
becomes easily insulted.**

Blames you for things that go wrong.

Makes you feel stupid.

Tries to turn you against your family or friends.

**Breaks or strikes objects
near you in order to frighten
you.**



Tries to decide what you do and how you spend your time.

Makes you feel stupid.

Expects you to forgive them and forget their unhealthy behaviour immediately.

Blames you for things that go wrong.

Tries to turn you against your family and friends.

Breaks or strikes objects near you in order to frighten you.

Is suspicious about people you speak to.

Makes you do things you don't want to do.

Wants to be with you all the time.

Is very sensitive and becomes easily insulted.

Someone you can rely on and trust.

Someone who doesn't hurt you.

They talk and listen to you.

Someone who respects you.

Makes an effort to make you feel included and not left out.

Someone you have fun with.

How do Oldham Safeguarding Children Partnership Happy and Safe Relationships Learning Resources Meet the Requirements for Primary Relationship Education?

This resource can be used flexible to suit the needs of your pupils. As such, you may choose to differentiate the lesson plans accordingly so they can be used across different key stages.

Caring friendships

Pupils should know:	Do OSCP resources programmes meet the requirement?	Where is this covered in the programme?
Caring Friendships		
how important friendships are in making us feel happy and secure, and how people choose and make friends.	✓	<ul style="list-style-type: none"> ▶ Lesson 5 KS1 - Me and my friends ▶ Lesson 11 KS2 - Making friends
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	✓	<ul style="list-style-type: none"> ▶ Lesson 5 KS1 - Me and my friends ▶ Lesson 12 KS2 - Friendship cookies
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.		<ul style="list-style-type: none"> ▶ Lesson 11 KS2 - Making friends ▶ Lesson 12 KS2 - Friendship cookies
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	✓	
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.	✓	<ul style="list-style-type: none"> ▶ Lesson 6 KS2 - Respectful relationships
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.	✓	<ul style="list-style-type: none"> ▶ Lesson 13 KS2 - Keeping safe

Respectful relationships

Pupils should know:	Do OSCP resources programmes meet the requirement?	Where is this covered in the programme?
Respectful relationships		
<p>the importance of self-respect and how this links to their own happiness.</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	✓	<p>▶ Lesson 6 KS2 - Respectful relationships</p>
<p>the conventions of courtesy and manners</p>	✓	<p>▶ Lesson 4 KS1 - Manners Manifesto</p>
<p>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.</p> <p>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.</p>	✓	<p>▶ Lesson 7 KS2 - Respecting differences</p>
<p>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	✓	<p>▶ Lesson 8 KS2 - What is a stereotype?</p>
<p>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</p>	✓	<p>▶ Lesson 9 KS2 - Beat bullying</p>
<p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	✓	<p>▶ Lesson 10 KS2 - All about consent</p>

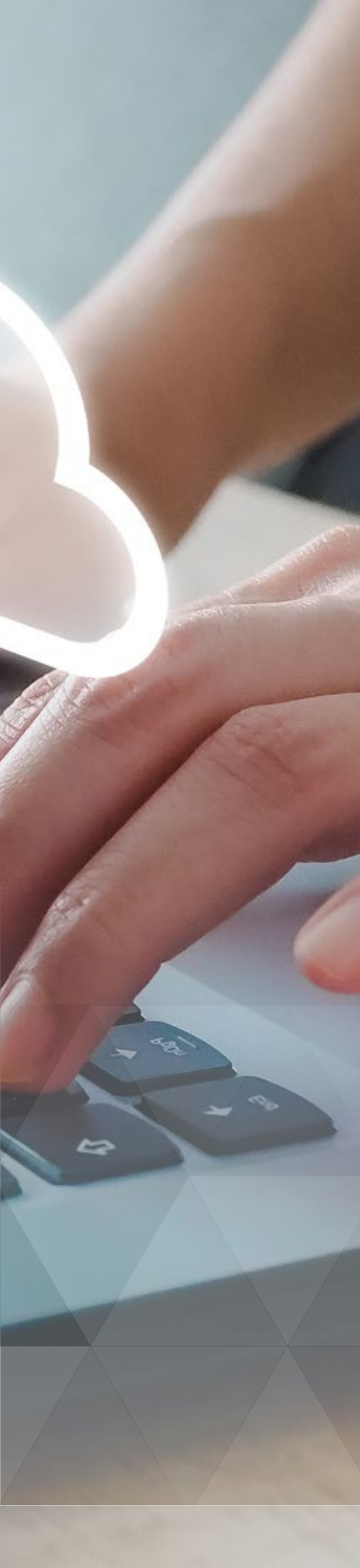
Families and people who care for me

Pupils should know:	Do OSCP resources programmes meet the requirement?	Where is this covered in the programme?
Families and people who care for me		
that families are important for children growing up because they can give love, security and stability.	✓	▲ Lesson 1 KS1 - Our special families
the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	✓	▲ Lesson 1 KS1 - Our special families ▲ Lesson 1 KS2 - What is family?
that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	✓	▲ Lesson 1 KS2 - What is family? ▲ Lesson 2 KS1 - Different families
that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	✓	▲ Lesson 4 KS2 - Happy and safe relationships
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	✓	▲ Lesson 3 KS2 - Love and marriage
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	✓	▲ Lesson 3 KS1 - Feelings and faces ▲ Lesson 5 KS2 - Getting help

Being safe

Pupils should know:	Do OSCP resources programmes meet the requirement?	Where is this covered in the programme?
Being safe		
what sort of boundaries are appropriate in friendships with peers and other (including in a digital context).	✓	<ul style="list-style-type: none"> ▲ Lesson 6 KS2 - Respectful relationships ▲ Lesson 10 KS2 – All about consent
that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact.	✓	<ul style="list-style-type: none"> ▲ Lesson 10 KS2 – All about consent
how to recognise and report feelings of being unsafe or feeling bad about any adult.	✓	<ul style="list-style-type: none"> ▲ Lesson 4 KS 2 – Happy and safe relationships ▲ Lesson 13 KS 2 – Keeping safe
how to report concerns or abuse and the vocabulary and confidence needed to do so.	✓	<ul style="list-style-type: none"> ▲ Lesson 5 KS2 – Getting help
where to get advice e.g. family, school and/or other sources	✓	<ul style="list-style-type: none"> ▲ Lesson 13 KS 2 – Keeping safe ▲ Lesson 5 KS2 – Getting help





Other FREE quality assured resources that will meet elements of the RSHE primary curriculum are:

Women's Aid – expect respect healthy relationships toolkit <https://www.womensaid.org.uk/wp-content/uploads/2021/02/Expect-Respect-Healthy-Relationships-Toolkit.pdf>


Google/Parentzone – Be Internet Legends <https://pshe-association.org.uk/resource/google-parent-zone-internet-legends>

Partnership for Children Skills for Life programme - Apple, Zippy, Passport: Available via Oldham Mental Health in Education team aimee.thomas@oldham.gov.uk



Designed by:

Karl Chadwick

 07754 871751

 karlchadwick@sky.com