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| ***Lesson 1: Families*** |
| **Learning objectives** | **Learning activities, ideas and resources** | **Learning outcomes** |
| * Christians believe that you are loved and welcomed into the family of God (RE/CW).
* Families are places where people can be safe, are given love and grow.
* People in my school have different kinds of families who look after them.
* My school is another kind of family where I am safe and am given love.
* If I do not feel happy or safe in my home family or school family there is someone to go to for help.

**Key words:**Family, different families, God’s family, care**Key values:**Hope, compassion, perseverance, generosity, thankfulness**Key theology:**God (eternal), People of God (expansive), Kingdom of God (faithful) | **School family**Show a picture of a large gathering of the school’s pupils and staff (from the school’s website?). Tell children “This is our … School family. Have you ever heard anyone ever say that before? What does it mean if our school is a family? Who is your sister? Who is your brother?”**God’s family**Show a picture of ‘God’s family’ (such as this <https://sermons4kids.com/family_of_god.htm>) as an example of a family that Christians believe is important. Ask the pupils how many people there are in the family. Do they all look alike? How is this family like other families and how is it different? Point to a child in the picture; ask children what she might be wondering about this family that is different to the family she lives with. Do you think the people in the picture think this is a comforting family to belong to? Why? Some Christians talk about God as a Father and also sometimes God as a Mother. I wonder how that might make this child (point to the child again) feel? (This might link with an RE unit about belonging and Baptism.)**Families we live with** Download the PowerPoint slides and lesson plan from the Scottish *Relationship, Sexual Health and Parenthood Education* website that offers excellent free downloadable materials: <https://rshp.scot/first-level/#myfamily> Adapt the lesson as suggested by the materials.**How do people show they care for us?**Prepare some pictures or simply say the words of/for the ways in which people care for us: cooking, cleaning, reading books, going to the park, baking, bathing us, hugging us, putting us to bed, playing games with us, being in the same room while we watch TV, telling us off.Ask children to put their thumbs up if they like each way that people show they care for them. You can explore some ideas more - how does it show love if someone just sits in the same room as you? Or tells you off?**How can we show love to people who care for us?**List the ways or draw pictures of how we can show that we are thankful for the love we receive. Try to show some thankfulness this week to someone who cares for you. We can record these acts of thankfulness.**How can you get help if things are making you feel unhappy or safe?**Who is a good, safe adult to tell? List the different people who you could go to if you felt unsafe. How would you find them? What might you say?**Extension**We know every family is both different and the same in some ways. In order of the most important, make a chart ‘The five most important things for a happy family’ e.g. love, shared fun, kindness, people, patience, thoughtfulness, shared time, strict bedtimes, taking responsibility etc. | Emerging* Talk about how their school can be like a family (CW).
* Talk about who they live with and who loves them.
* Say who can help them if they feel unsafe in their family.

Expected* Describe how their school is like a family (CW).
* Talk about the Christian idea that God is like a parent who welcomes all people into God’s family.
* Talk about the people who care for them and give them love and the things that they do to share that care.
* Talk about the ways that they might show they enjoy being in their families.
* Show that they understand that different people have different kinds of families.
* Talk about what is the same across all families.
* Tell someone who they might go to for help if they feel unsafe or unhappy in their family.

Exceeding * List in order of importance the things that make for a happy family.
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| ***Lesson 2: What is a friend?*** |
| **Learning objectives** | **Learning activities, ideas and resources** | **Learning outcomes** |
| * Identify what makes a friend.
* Talk about the qualities of a good friend.
* Give reasons why having friends can help your health and why it’s good to include people, some of whom might be different to you.
* Think about and explain how people can get better at being a good friend.
* Talk about how people might make friends again if they fell out.

**Key words:**Friend, thoughtful, kind, caring, thoughtless, falling out, saying sorry, reunited**Key values:**Friendship, forgiveness, peace**Key theology:**Fall (frail), Salvation (forgiven), Kingdom of God (faithful) | **What is a friend?**Several lovely clips about friendships for KS1: <https://www.bbc.co.uk/programmes/p011lm09> What do they teach us about being friends? What is a friend? How do people show friendship? How do I make friends? Why do I need friends? What spoils friendships? What can I do when friends fall out? How can I keep my friendships going?**Make a class ‘Friendship Code’ (BBC Bitesize idea)**Agree principles and make posters or make a ‘Recipe for Friendship’. How do we make sure no one is lonely and we include people who are different to us?**The Wall**In our friendships we build bricks or take them down. Explain in the story that if someone does something unkind or thoughtless it builds a brick in the wall between the friends. Every time they do something kind or say sorry it takes a brick away. You could give pupils Duplo - or just get them to count the bricks as the story goes along. 1. Zac and Masie have been friends for a long time. They happily go out to play.2. They start by playing a skipping game. Zac decides that he has had enough and goes off to play football.3. Masie wants to play football as well but Zac says girls are not allowed to join in.4. The other children say that Maisie can join in if she wants to so she joins Zac’s team.5. The game starts well but Zac misses an easy goal and Maisie laughs and calls him a name.6. Zac gets angry and goes off in a huff. He is embarrassed and cross that Maisie has made fun of him, especially in front of his other friends.7. Maisie knows deep down that she has been unkind and goes to find Zac. She tells him that she is sorry and asks if they can be friends again.8. Zac realises that he needs to say sorry to Maisie for not wanting to let her join in the football game earlier.9. Maisie invites Zac to Construction Club with her the next day - they are friends again.Ask pupils how many bricks they think are left at the end. What actions put the bricks there and what actions took them down. Does saying sorry get rid of all the bricks? What else might we need to do afterwards? What other things can put bricks between friends and what can bring them down? When can I take down bricks and say sorry this week?**Reinforce learning**Make a poem: “The most important thing about friendship is… / A friend will… / A friend will not… / It can be hard with a friend when… / Friendships can improve your health because… / But the most important thing about Friendship is…  | Emerging* Identify some qualities of a good friend.

Expected* List many of the qualities of a good friend.
* Give reasons why it is good to have friends, including how friendship can improve your health.
* Describe what it feels like to be lonely.
* Talk about why it is good to be friends with people who are different to yourself.
* Show understanding of why friends sometimes fall out.
* Identify some ways people can make it up if they have an argument (link to Christian values of Forgiveness and Peace).

Exceeding * Explain reasons why friendship is important and that everyone makes mistakes in friendships; explain how people can get better at being a good friend. This is based on Lesson 7 in *Love & Sex Matters: KS1* (2012, Salisbury DBE, Bristol DBE and Hope’s Place).

It would be good if this lesson was taught at the same time as focusing on the value of friendship: <https://www.imaginor.co.uk/roots-fruits/> |

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| ***Lesson 3: What is bullying? How to try to stop it* [This lesson could be taught in Anti-Bullying Week]** |
| **Learning objectives** | **Learning activities, ideas and resources** | **Learning outcomes** |
| * Identify what bullying is.
* List the ways people can bully and how it makes the person being bullied feel.
* Talk about what someone should do if they are bullied.
* Talk about what you should do if you see someone else being bullied.

**Key words**:Bullying, verbal, physical, ignoring, name-calling. standing up, telling an adult, walking away**Key values:**Compassion, courage, forgiveness, justice**Theology:**Frail (fall), expansive (People of God), included (Gospel), forgiven (salvation) | **Recap**What did we learn last week about friendships and how they can make us all well? Start with the poems written at the end of last lesson. We know that friendships can make us feel well; how do you think we will feel if people are being the opposite of friends? **Film**Watch *For The Birds* (short Pixar short film: <https://www.youtube.com/watch?v=nYTrIcn4rjg>). Do you think there is the hidden message of this film? Who is being kind and who is feeling left out? Are there some of the birds that are worse than the others? Would they have been unkind if they were on their own? Why? Why do you think they were unkind to that bird? Can you think of any examples of people being picked on because they are different? If the birds could talk, what might they have said? if you were one of the birds and you decided that what was happening was wrong – what could you have done? What might have stopped you?**What if...?**Use the lesson on slide 20 “Play the ‘What if…?’ Game” and worksheets labelled appendix 2-4 :<https://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/KS1-lesson-activities.pdf>**Reinforce learning** Considering the things that have been learnt this lesson from *For the Birds* and our ‘what if…?’ game:How does bullying make someone feel and why is that not good for their health? How can we make sure that everyone is included? How can we make sure that people are not bullied? In small groups ask children to think about an answer to each question and put it on a post-it note and then collect them in and discuss them.What can the individual child do? What can the class do? What can the school do (and what action might be needed for this)?**Extension**Write a letter/postcard/email to the headteacher and governors of your school offering them some ideas to make yours a ‘No-Bullying School’.You might be able to relate this to CW or RE: The story of the Good Samaritan - who is my neighbour? | Emerging:* Talk about how their school can be like a family. (CW)
* Talk about who they live with and who loves them.
* Say who can help them if they feel unsafe in their family.

Expected:* Describe how their school is like a family. (CW)
* Talk about the Christian idea that God is like a parent who welcomes all people into God’s family.
* Talk about the people who care for them and give them love and the things that they do to share that care.
* Talk about the ways that they might show that they enjoy being in their families.
* Show that they understand that different people have different kinds of families.
* Talk about what is the same across all families.
* Tell someone who they might go to for help if they feel unsafe or unhappy in their family.

Exceeding:* List in order of importance the things that make for a happy family
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| ***Lessons 4 and 5: My body: worth keeping safe*** |
| **Learning objectives** | **Learning activities, ideas and resources** | **Learning outcomes** |
| * We are wonderful and worth protecting.
* Our bodies belong to us and there is safe and unsafe touching.
* What is right to keep private and what are bad secrets.
* How to ask for help if you feel unsafe feel bad about any adult.

**Key words:**Special, privacy, pants, penis, vagina/vulva**Key values:**Dignity, respect, thankfulness, courage, trust **Theology:**Creation (created), Incarnation (Worthy) | **Recap**Remind pupils/make links to Health Education Lesson 1: Our Wonderful Bodies. What is wonderful about our bodies?This can link to art curriculum: portraits/self-portraits. Using mirrors or in pairs, make a 10-minute portrait of head and shoulders.Ask the children to look at a picture of a baby Jesus all lit up. (This 60 second film is worth showing (although a bit Christmassy: <https://www.nationalgallery.org.uk/paintings/picture-of-the-month/picture-of-the-month-december-2019> ) Ask the children to wonder why Jesus is all lit up, what the faces around him are thinking and why they are all reflecting his light too? (Spiritual Development) What if we too are all lit up because we are so special, what if everyone in our class is really all lit up and we just can’t see it? Now using yellow and white chalk or wax crayon make the portrait you have just made all lit up. What if we were to live today believing that we and all the other children in our class are really glowing? How might we then treat them and ourselves?Link to RE: Why do Christians and others believe all people are special? Creation (Genesis 1:27). God chose to become a human (Incarnation) (John 1:14)**Extension**If God made people, and God became a human person as Jesus (as Christians believe), I wonder what this might this mean about people?**Looking after our wonderful selves**If people are so important and valuable then they are worth looking after. How can they look after themselves? (Recap from Health Education lessons.)Another way is to make sure we keep ourselves safe and protect our bodies. Us these slides and materials to explore keeping safe and body privacy: <https://rshp.scot/first-level/>Using the first eight slides from ‘My body belongs to me’ ask children to show how they can communicate with their body (no words allowed). Ask children to think of times when it is good to be able to say “no” or “I don’t like it.”Private and PANTS Rule: Using the activity plan and slides select the activities to ensure that the learning outcomes are achieved.**Recap**Return to the images of the glowing faces made previously. Why are we worth protecting? | Emerging * Talk about why they are special.
* Name some places where it is unsafe to be touched by people who are not close family or doctors or nurses.
* Name some adults who they can ask for help if they feel unsafe.

Expected* Talk about how valuable their bodies are and how Christians believe they are made by God.
* Talk about how bodies belong to individuals, are incredibly special and need to be protected.
* Describe who trusted adults are and how tell an adult if they feel unsafe.

Exceeding* Describe what privacy is and what behaviour would be not respecting someone else’s privacy.
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