About the Topic

This unit, entitled VIPs (Very Important Persons), will focus on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these.

Health and Safety (including food allergies) – Ensure children are safe when using scissors. Ensure Internet safety when using websites, games and activities.
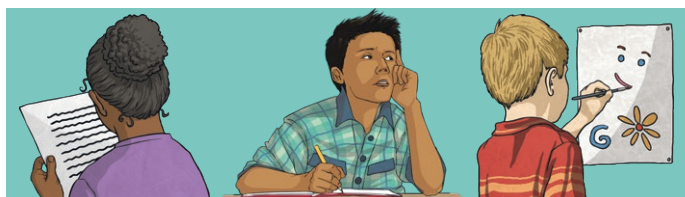
Home Learning

Family Falling Out: In this activity, children will look at times they have fallen out with family members and plan a positive resolution in case this happens again.

Friends Outside School: In this activity, children will think about the friends they have outside of school and will sort them according to their closeness.

Wider Learning:

Draw on the lessons within this unit beyond the classroom, for example, on the playground, on school trips and at whole school events. This will ensure the children have the behaviours reinforced in different environments.

We hope you find the information on our website and resources useful. This resource contains links to external websites. Please be aware that the inclusion of any link in this resource should not be taken as an endorsement of any kind by Twinkl of the linked website or any association with its operators. You should also be aware that we have no control over the availability of the linked pages. If the link is not working, please let us know by contacting TwinklCares and we will try to fix it although we can assume no responsibility if this is the case. We are not responsible for the content of external sites.

Assessment Statements

All children should be able to...
- talk about ways we can show respect to our VIPs both online and offline;
- talk about different ways to make new friends;
- talk about ways we can tell whether a relationship is healthy or unhealthy;
- describe positive resolutions we can use to solve a dispute in a friendship;
- list different forms of bullying and suggest the effects of these;
- identify people and organisations who can offer support if we or someone we know is being bullied.

Most children will be able to...
- talk about the importance of showing respect to people we care about;
- discuss the positive qualities of healthy friendship and how these make us feel;
- explain the choices we have in our relationships and understand that we are in control of our own actions;
- describe which positive resolution might be most suited for each dispute;
- talk about how bullying can affect people, including the bully;
- talk about prejudice and discrimination and how these can lead to forms of bullying.

Some children will be able to...
- explain how showing respect to people makes them feel and the effect it has on us as well;
- discuss the benefits of having friends from different aspects of our lives and ways we can support each other;
- explain strategies for managing choices we have in relationships and where we can get support if we need it;
- explain how using positive resolution techniques can support a friendship;
- discuss strategies to prevent bullying and support everyone involved;
- explain how and why everyone has a responsibility to stop bullying.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association **Programme of Study**.

Lesson Breakdown	Resources

1. Family and Friends

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

I can explain the importance of respecting my VIPs.

2. Fabulous Friends

- A hat
- Colouring pencils

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

I can explain how to make and keep fabulous friends.

3. Is This a Good Relationship?

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

I can identify my own support network.

• Sticky notes

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4. Falling Out

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

I can demonstrate strategies for resolving conflicts.

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5. What Is Bullying?

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

I can identify what bullying is.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association **Programme of Study**.

6. Stand up to Bullying

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

I know what to do if someone is being bullied.

- Colouring pens

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