

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Our ideal classroom (1)	<ul style="list-style-type: none"> <li>Suggest actions that will contribute positively to the life of the classroom.</li> <li>Make and undertake pledges based on those actions.</li> </ul>	<p>Imagine an ideal classroom and create a list of ideas. These are rules/ pledges which will ensure everyone is happy, safe and can learn.</p> <p>Activity- Write an individual pledge to show how to make a classroom a happy place to be.</p>	<p>Happy Safe Caring Friendly Rules</p>
2	Our ideal classroom (2)	<ul style="list-style-type: none"> <li>Take part in creating and agreeing classroom rules.</li> </ul>	<p>Share individual pledges from the previous session. Explain we now need to create a set of group pledges or rules.</p> <p>Activity- Come up with a set of rules using the sentence starter 'I can remember to...' and children sign and agree to follow the rules.</p>	<p>Happy Safe Caring Friendly Rules</p>
3	How are you feeling today?	<ul style="list-style-type: none"> <li>Use a range of words to describe feelings.</li> <li>Recognise that people have different ways of expressing their feelings.</li> <li>Identify helpful ways of responding to other's feelings.</li> </ul>	<p>Introduce emotion words and think of synonyms. Discuss the different ways we show our emotions. Choose pairs to stand back to back. Give children an emotion and ask them to show that emotion. Emphasise how people show emotions differently.</p> <p>Activity- In groups, role play different emotions and how to respond positively to peers who are feeling a certain way.</p>	<p>Feelings Showing feelings Help</p>
4	Let's all be happy	<ul style="list-style-type: none"> <li>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness).</li> <li>Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul>	<p>Discuss key questions about feelings such as 'How would you feel if you were going to a party?', 'How would you feel if all your friends were going to a party and you weren't invited?'</p> <p>Explain that we have feelings all the time; some make us feel good while others don't.</p> <p>Activity- Look at images of others to discuss how they are feeling, play 'Feelings charades'.</p> <p>Come up with ideas of how to help someone feeling 'not so good'.</p>	<p>Feelings Help</p>

5	Being a good friend	<ul style="list-style-type: none"> <li>•</li> </ul>		
4	Don't do that!	<ul style="list-style-type: none"> <li>• Understand and describe strategies for dealing with bullying.</li> <li>• Rehearse and demonstrate some of these strategies.</li> </ul>	<p>Discuss the school rules about bullying. Find out more about understanding of bullying and strategies to deal with it using a variety of sentence openers:</p> <p>'It is not right to bully because ...'</p> <p>'Some people bully others because they ...'</p> <p>'If I am bullied, I can talk to ...'</p> <p>'If I see someone being bullied I can talk to ...'</p> <p>'I can help someone being bullied by ...'</p>	Bullying Teasing Repeated Regular
5	Being a good friend	<ul style="list-style-type: none"> <li>• Recognise that friendship is a special kind of relationship.</li> <li>• Identify some of the ways that good friends care for each other.</li> </ul>	<p>Introduce Harold the Giraffe and his friends. Explain that even though they are good friends they sometimes do things which are not that friendly.</p> <p>Activity- Complete the activity sheet 'Being a Good Friend' by identifying whether the characters are being good friends in different scenarios. Create two lists: 'good friends do...' and 'good friends don't do...'</p> <p>Play the circle game 'The sun shines on those who...'</p>	Friends Friendship

6	Types of bullying	<ul style="list-style-type: none"> <li>• Explain the difference between bullying and isolated unkind behaviour.</li> <li>• Recognise that there are different types of bullying and unkind behaviour.</li> <li>• Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> </ul>	<p>Listen to the ‘Friends are Special’ song to identify what some people like about their friends and like to do with their friends. Discuss the different types of bullying (physical, verbal, emotional and cyber) and what actions can be bullying. Emphasise that bullying is something that happens repeatedly.</p> <p>Activity- Using the ‘Types of Bullying’ comic strip, discuss how the child could get help. Discuss whether the incident is bullying and create a list of people to talk to when unhappy or worried.</p>	Bullying Help Don't do that
7	Don't do that	<ul style="list-style-type: none"> <li>• Understand that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable;</li> <li>• how to report bullying; the importance of telling a trusted adult.</li> </ul>	<p>Recap last week's lesson. Is bullying always face to face? Look at the school rules about bullying. Do the children know who to go to if they are being bullied or see someone else tells them they are being bullied? What strategies are in place in school for children to withstand bullying?</p> <p>Activity: In a circle time talk about what someone could say if they are being bullied or see someone else being bullied.</p> <p>Who would you tell? At home or at school?</p>	Bullying Help Don't do that