

## Unit Context



The unit focuses on developing children's ability to form and sustain positive and satisfying relationships particularly with members of their family and friendship groups. The unit builds on and extends the work of **BB F Beginning and Belonging** by looking at the development of children's

social skills and appreciation of diversity.

Many schools are serving diverse and increasingly mobile communities, which may include Travellers, asylum seekers and new arrivals. Children will have increasing opportunities, within school and in the local community, to develop positive relationships and friendships with others from a range of different lifestyles and backgrounds. This unit is intended to support the school's preventative approach to bullying and the school's Anti-Bullying policy and to complement the school's work on developing an anti-bullying ethos for the whole school community. The content of this unit is consistent with the DCSF Anti-Bullying Charter and the DCSF guidance, Safe to Learn: Embedding anti-bullying work in schools 2007. It also complements the Cambridgeshire Anti-Bullying Toolkit which is referenced and accessed through the Primary Personal Development Programme. Work in this unit will be supported by relevant school policies such as Equality, Inclusion, Behaviour Management, Anti Bullying and Safeguarding.

## Unit Description

The children will learn to identify special people in their lives and will explore why they are so important. They will learn about different family groupings; what they enjoy doing together and how they care for each other. They will learn about friendship and what it means to be a good friend.

They will explore a range of communication and social skills which are necessary for effective relationships and will examine why friends may sometimes fall out. They will learn ways to manage uncomfortable feelings and will begin to learn simple methods for resolving conflict. They will learn to recognise common forms of unkindness and develop some strategies for dealing with them.

They will develop their ability to value and empathise with others by examining hurtful behaviour and its effects on others. This unit provides the first steps in learning about bullying and recognising bullying as a form of unkind behaviour.

Bullying is explored in the context of valuing and respecting difference and diversity.

## Notes for Staff

Work in this unit can be complemented by a classroom ethos and environment which supports children in developing and sustaining positive relationships including friendships. This may include providing opportunities for play and group work and having strategies that support new children arriving at the school. Bullying behaviour usually has four aspects in common: it is hurtful behaviour; it is deliberately carried out; it is usually repeated over time, and involves an imbalance of power, which makes it hard for those being bullied to defend themselves. Young children often find it very difficult to understand the concept of bullying, including how bullying is distinguished from other forms of unkind behaviour. Teachers may decide to omit the word 'bullying' from teaching activities with this particular age group and focus instead on supporting children's understanding of the key characteristics of bullying type behaviour through activities such as role play and exploring different scenarios. SEAL Getting on and Falling Out, provides a range of circle games and rounds which can be used as warm up activities at the beginning of a teaching session.

Some children in the class may need and benefit from extended work on managing emotions and relationships. This could be provided through social skills groups or small group work using the Silver SEAL materials (see **Sources of Information and Support**).

## Learning Expectations

This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related **Early Learning Goals**:

### The Prime Areas

#### Personal, social and emotional development

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and other's behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

#### Communication and language

**Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events

### The Specific Areas

#### Understanding the world

**People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

## Activities for Recording Assessment

**A** at the end of an activity indicates an opportunity for recording assessment during practitioner directed activities.

**Activity 1.1.** Use the children's response to this Draw and Write activity to assess their awareness of people who are special to them and understanding of why these people are special.

**Activity 2.3.** Use the children's contributions to this role play activity to assess their understanding of how people in families look after and care for each other.

**Activity 4.2.** Use the children's contributions to a Persona Doll and /or role play activity to assess their understanding of strategies they can use to make new friends.

The following are suggested contexts for your setting's continuous provision. These contexts provide opportunities for practitioners to assess how children are transferring their knowledge, skills and attitudes acquired in teacher directed activities to their self initiated play / independent learning.

Observe children while they:

- Respond to an activity which reflects a theme introduced through the use of fiction e.g. *Our House - work co-operatively to build houses and then share their new spaces as they play together*
- Play with small world people
- Use a role play corner which is set up to invite children to explore the roles of different members of a family e.g. *a home corner*.
- Initiate a friendship with a new child joining the class

## Out of School Learning

Invite parents /carers to support their children in looking for photographs of members of their family. Encourage parents/carers to help their children talk about the photographs including who the people are in the photographs and the children's relationship to them as members of their family. .

## Sensitive Issues



Sensitive issues to be aware of are marked in the Points to Note column with this symbol. This unit aims to represent the diversity of family situations ensuring that all family circumstances are valued and respected equally. It is important to be sensitive to the different family circumstances of children in the class. Children may be living with divorce / separation, bereavement, lone parents/carers and same sex parents/carers. This unit also aims to develop children's appreciation and respect for different family lifestyles, customs and traditions.

## Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this Unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

See **Teaching Guidance** for information on **Circle Time** and using the **Draw and Write** technique.

A full list of resources is included at the end of this guide.

## Linked Units

**BB F** Beginning and Belonging

**ID F** Identities and Diversity



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5. To understand simple reasons for why friends may fall out and simple ways to make up with friends.
6. To recognise what unkind behaviour looks like and understand what to do when someone is unkind.

## Section A - Families and Other Special People


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
1. To recognise people who are special to them and why they are special.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>name people who are special to me</li> <li>explain why some people are special to me</li> </ul>	1.1. In small groups, ask the children to think about people who are important and special to them including people who care for them such as friends and family. Special people can be adults or children. Ask the children to draw pictures of these special people and use labels and captions to explain why they are so special to them. In Circle Time, ask the children to share one of their pictures and use a sentence stem such as <i>X is special to me because.....</i> to explore different reasons why people are special and important to us. <b>A</b>	<ul style="list-style-type: none"> <li>See <b>Teaching Guidance</b> for information on <b>Circle Time</b> and using the <b>Draw and Write</b> technique.</li> </ul>
		1.2. In Circle Time, place a number of objects in the centre of the circle e.g. a postcard, a baby doll, an apron, a hat, a toy car, a cuddly toy, a tie etc. Ask the children to look at the objects and think about whether any of the objects reminds them or makes them think about their special people. Ask the children to volunteer to choose an object and share with the class why this particular object reminds them of their special person.	<ul style="list-style-type: none"> <li>Remember to include objects and artefacts that reflect different genders, races, traditions and cultures.</li> </ul>
2. To understand what makes a family and to understand how people in families care for each other.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>name the people in my family</li> <li>talk about what makes my family special</li> <li>give examples of how families differ</li> <li>give examples of things that families have in common</li> <li>say how people in my family care for me and how I care for them</li> </ul>	<p>2.1. In small groups, invite the children to think about who is in their family. Use questions such as the following to help the children explore diversity within their own families and an awareness of similarities and differences between families:</p> <ul style="list-style-type: none"> <li><i>Does your family live together in the same place?</i></li> <li><i>Do you have family members in different parts of the country/world?</i></li> <li><i>Who thinks they have the biggest family?</i></li> <li><i>Who thinks they have the smallest family?</i></li> <li><i>Who has the oldest person in a family?</i></li> <li><i>Who has the youngest person in a family?</i></li> <li><i>Who can tell me anything interesting about someone in their family?</i></li> </ul> <p>Use children's reference books such as <b>The Family Book</b>; <b>Who's in the Family</b>; <b>The Big Book of Families</b> to explore how families are diverse and come in all shapes and sizes including situations where children are adopted and families where there may be two mothers or two fathers or where parents/carers may not live in the same homes.</p>	<ul style="list-style-type: none"> <li> These activities provide opportunities for children to talk about a range of different family arrangements e.g. same sex parents, lone parents, step siblings. Sensitivity is required to ensure that all family situations are valued and respected equally.</li> <li>Read stories such as <b>And Tango Makes Three</b>, <b>Mommy, Mama and Me</b>, <b>Daddy, Papa and Me</b>, or <b>Molly's Family</b> to explore different kinds of families. These stories will support children's awareness and understanding of different family groupings such as families where there are same sex parents/carers. Children will learn that there are lots of different kinds of families and the most important thing is that all the people in a family love each other. <b>And Tango Makes Three</b> is based on a true story at a zoo in New York where two male penguins become partners and together look after an egg and rear a baby penguin.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>2.2. Invite the children to make books called Myself and My Family. Encourage the children to bring in photographs from home. These could depict family holidays, celebrations, trips out etc.</p> <p>They can include immediate family members or the extended family. Invite the children to stick their photos into their books and write a small caption saying why they have chosen it including what is happening in the photo and what they like about it. Invite the children to bring objects from home that are special or important to them and their family. In <b>Circle Time</b> encourage the children to show and talk about their objects and pages from their Myself and My Family books and explain why they have chosen them.</p>	<ul style="list-style-type: none"> <li> Where photos from home are unavailable, take photos of the child in the classroom throughout the day or give child a disposable camera to take home.</li> <li>Special objects and artifacts brought in from home can be stored in the children's Me Box. This box was introduced in BB 1 Beginning and Belonging.</li> <li>Read the stories such as, <b>Grandfather and I</b> or <b>Doing the Garden</b> which explore different things that people in families enjoy doing together.</li> </ul>
		<p>2.3. In small groups, use small world figures or Sylvanian Family Dolls and invite the children to arrange them in such a way that represents different family groupings including their own. Use stacked boxes to make different types of homes and craft equipment to decorate and furnish the homes.</p> <p>Provide opportunities for the children to use the dolls and engage in role play where they can explore the roles of family members. Encourage the children to think about family members roles e.g. <i>Whose job is it to: clean the windows? tidy up? make the meals? fix something that has broken? look after the baby? read stories? work in the garden?</i> Encourage the children to demonstrate through role-play how members of a family look after and care for each other. <b>A</b></p>	<ul style="list-style-type: none"> <li>See Teaching Guidance for information on using <b>Drama Strategies</b>.</li> <li>Include boxes of different shapes and sizes to represent different types of homes including trailers and boats where appropriate. Arrange the boxes in such a way that homes abroad are also represented to support children who may have family members living overseas.</li> <li> Be sensitive to the needs of children who may have two homes due to situations such as separation and divorce. Children's fiction such as <i>Two Homes</i>, sensitively approaches this subject through the eyes of a young child. Alex enjoys having two front doors, two bedrooms and two very different favourite chairs. One thing always stays the same: where ever he/she is Alex always knows she/he is loved by both parents.</li> <li> Children may draw on their own experiences of family life when taking part in role play. Support children with recognising and valuing similarities and differences between the ways that different members of a family are portrayed. This activity provides an opportunity to explore gender stereotyping of male and female roles and behaviour within family groupings.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>2.4. In <b>Circle Time</b>, read the story, <b>Harry's Stormy Night</b>. Ask the children to listen to the story and look at the pictures. Stop the story when the characters are showing that they care for one another e.g. <i>Harry's mum asks him to come in from the storm, Harry helps his Mum with the pastry, Harry held his baby brother</i>. Invite the children to think about how different members of the family care for and look after each other e.g. holding hands, cooking a meal, reading a story, helping to do something. Ask the children to close their eyes and choose a member of their family and imagine what they do to care for them. Ask the children to use the sentence stem, <i>My..... shows she/he cares for me when.....</i>, to help them explore the different ways that family members care for each other. Ask the children to draw a picture of themselves caring for and helping someone in their own family.</p>	<ul style="list-style-type: none"> <li>• Read <b>My Mum Goes to Work, Peepo or On Friday Something Funny Happened</b> and other family stories as a way of exploring the different ways that people in families care for each other.</li> <li>• Examples of ways in which families care for each other can include: My brother shows he cares for me when he plays outside with me. My dad shows he cares for me when he hugs me. Remember to include examples of actions that show kindness or affection e.g. hug, smile, help, kiss, link arms, hold hands, sit by, share, give, visit.</li> </ul>





## Section B - Developing Friendship Skills



Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
3. To understand what makes a good a friend.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>say who my friends are and why they are special to me</li> <li>talk about what I enjoy doing with my friends</li> <li>talk about how friends care for and are kind to each other</li> <li>demonstrate kind and friendly behaviour towards others</li> <li>talk about how my behaviour makes my friends feel</li> </ul>	<p>3.1. In Circle Time, read the story <b>Little Bean's Friend</b> and ask the children whether they think it was more fun for Little Bean to play alone or play with Paul. Encourage the children to think about the difference it made to Little Bean when he had a friend to play with. Ask the children to use the sentence stem, <i>My friend is called.....</i> to help them identify and name a friend. In pairs invite the children to talk about one fun thing they enjoy doing with their friend either at school or outside school and then feedback to the class. Provide the children with a concertina book and invite them to draw pictures of things they like doing with friends.</p> <p>3.2. As a class, show the children some pictures of other children playing together and being friendly towards each other. You may want to include some of the pictures that the children have produced in their concertina book.</p> <p>Ask the children to look at the pictures and say how they can tell that the children are friends. Encourage the children to focus on the behaviour of the children in the pictures including what they are doing and make a list of these behaviours e.g. <i>looking after a friend who is hurt or crying, inviting a friend to tea, listening to a friend, sharing toys and taking turns with a friend, helping a friend to do something.</i></p> <p>Explain to the children that these behaviours are examples of how friends care for and are kind to each other. Ask the children to write and send a 'Happigram' to one of their friends. The 'Happigram' should explain why they think the person is a good friend and should thank them for being such a good friend.</p>	<ul style="list-style-type: none"> <li>See <b>Teaching Guidance</b> for information on <b>Circle Time</b>.</li> <li> Be sensitive to the needs of children who find it difficult to make friends. Children can be encouraged to think of friends they have made outside school.</li> <li>Children can be encouraged to bring a photograph of their friend to school which could be included in a display on friendship.</li> </ul>
			<ul style="list-style-type: none"> <li>Pictures can be used from children's fiction, magazines, photos taken of children at the school and the SEAL Programme photocards. Remember to include examples of actions that show kindness or affection e.g. hug, smile, help, kiss, link arms, hold hands, sit by, share, give, visit.</li> <li>Children could be encouraged to set themselves a personal target where they identify an example of friendly behaviour from the class charter and try to put the behaviour into action over a short period of time. Circle Time could be used to enable children to share and review their targets and give examples of how they implemented it. Encourage the children to consider how it made them feel when they were friendly and kind to others.</li> <li>Friendly and caring behaviours identified through this activity and others could be included in a Class Charter or a Friendship Recipe. Include the 'ingredients' of a friendship and the 'recipe' (steps) for being a good friend or making new friends e.g. listen to each other, understand how each other is feeling, give each other compliments, be trustworthy, don't put each other down or hurt each other's feelings.</li> </ul>


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>3.3. Invite the children to use the class camera to take pictures of children being friendly in the classroom, in the dining hall and outside on the playground. Ask the children to write captions for these photographs which describe what is happening e.g. <i>X is being a good friend to Y when he gives put his arm around Y when Y is upset, X shows she cares for Y when she listens to her.</i></p>	<ul style="list-style-type: none"> <li>Photographs and captions from this activity could be used to generate a display on friendship.</li> </ul>
4. To understand ways of making new friends.	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>describe and show friendly behaviour towards others</li> <li>suggest some things that I could do that will help me make new friends</li> <li>show that I can approach others and make new friends</li> <li>describe ways of helping others to make new friends</li> <li>show that I can involve others and help them to make new friends</li> <li>talk about why sometimes it might be difficult to make new friends</li> </ul>	<p>4.1. In <b>Circle Time</b>, read the story <b>The Gotcha Smile</b>. Stop the story at the beginning where Clarine is introduced to the class and wants to make lots of new friends. Invite the children to discuss how Clarine might be feeling. In pairs ask the children to think of ways that Clarine could introduce herself and be friendly to the other children in her new class. Use the sentence stem <i>Clarine could be friendly by .....</i> and make a list of the children's suggestions e.g. <i>smile, stand next to them, ask for their name, say hello, wait for a smile</i>. Encourage the children to talk about how they feel when someone smiles at them to reinforce smiling as a positive strategy for being friendly and making new friends. Finish the activity by passing a smile around the circle.</p> <p>4.2. In small groups, show and read together the statement: 'To have good friends, you must be a good friend'. Ask the children to consider what the statement means and to say how much they agree or disagree with it. Ask the children to recall how good friends treat each other (activity 3.2.), or refer to your class charter on friendship. Introduce the children to a Persona Doll and explain that the doll has joined a new school and wants to make new friends. Provide the children with scenarios such as the following which describe situations that the Persona Doll might see in his/her new class:</p> <ul style="list-style-type: none"> <li>A little girl is doing some colouring at a table by herself</li> <li>A group of boys are playing in the sandpit</li> <li>A boy from your class is crying at playtime</li> <li>Some children ask you to play with them in the role play area</li> <li>Two girls ask you if you will hold and turn one end of their skipping rope.</li> </ul> <p>Ask the children to consider each scenario and think of strategies including ideas from the Friendship Charter that the Persona Doll could use to show that he/she is friendly and wants to make new friends. Use these scenarios to introduce the children to a role play activity where one child volunteers to be the new child and practises putting a chosen friendly behaviour into action. <b>A</b></p>	<ul style="list-style-type: none"> <li><b>The Gotcha Smile</b> has also been used in the unit BB 1 Beginning and Belonging as a way of teaching children to welcome new children into the class.</li> <li>As a result of this activity, you may want to add the children's ideas for making new friends to your class Friendship Charter.</li> <li>See <b>Teaching Guidance</b> for information on how to use <ul style="list-style-type: none"> <li>a) <b>Continuum lines</b>, (for Agree/Disagree)</li> <li>b) <b>Persona Dolls</b>,</li> <li>c) <b>Drama Strategies</b>.</li> </ul> </li> <li>During the role play activity, encourage the children to use some of the strategies for introducing themselves to new people identified in previous activities.</li> </ul>




Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>4.3. In <b>Circle Time</b>, invite the children to discuss why it is sometimes difficult for some people to make friends e.g. they may be nervous or shy, they may speak a different language, they may be unhappy because they have moved to a new place and left their old friends behind. Use the sentence stem, <i>Once, I found it difficult to make friends when.....</i> to help the children explore this issue. Ask the children to think about how others could have helped them to feel better and make friends and make a list of the children's suggestions. Compare these suggestions with the Class Charter on Making Friends and identify where the children's suggestions match what is recorded in the charter. Add any new suggestions to the charter.</p>	<ul style="list-style-type: none"> <li>You may want to reinforce learning explored in this activity by introducing the children to a puppet, Sammy. See <b>Teaching Guidance</b> for information on how to use <b>Puppets</b>. Explain that Sammy is new to her/his class and wants to make new friends but is finding it very difficult. This may be because she/he e.g. has a disability, uses a different language from the other children. Invite the children to explore how they could be friendly and help Sammy with her/his problem so that she/he can make new friends and feel part of the class.</li> </ul>
<p>5. To understand simple reasons for why friends may fall out and simple ways to make up with friends.</p>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>describe a time when myself or someone I know fell out with a friend</li> <li>talk about ways that my behaviour may affects how other people feel</li> <li>talk about a time when one friend may need to say 'Stop' or 'No' to another friend</li> <li>describe how it feels to fall out with a friend</li> <li>describe and show ways of making up when I have fallen out with a friend</li> <li>think of ways to sort things out when I do not agree with my friend</li> <li>follow through a simple process for resolving a disagreement</li> </ul>	<p>5.1. As a class invite the children to talk about a time when they may have fallen out with a friend. Ask the children to consider questions such as the following:</p> <ul style="list-style-type: none"> <li><i>Why did they fall out with their friend?</i></li> <li><i>How did they feel and behave?</i></li> <li><i>What did they do and say?</i></li> <li><i>Did getting angry make things worse?</i></li> <li><i>Did they listen to each other?</i></li> <li><i>What happens when friends don't listen to each other?</i></li> <li><i>What could friends do to stop arguments getting out of control?</i></li> </ul> <p>Ask the children if they are now good friends again with their friend and what happened to mend their friendship. Encourage the children to think of strategies they could use to mend a friendship when things have gone wrong e.g. <i>saying sorry, talking things through, drawing a picture for them, inviting them to your house to play</i>. Invite the children to draw and label a picture of themselves making up with a friend after having fallen out with them.</p>	<ul style="list-style-type: none"> <li> Ensure that the children understand that they must not name other children when describing their own experiences.</li> <li>If necessary, explain to the children that sometimes friends can find it difficult to get on and it may be best for both friends to find new friends, and this is O.K..</li> </ul>

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		<p>5.2. In <b>Circle Time</b>, ask the children to recall some situations where they have fallen out with a friend. Place a piece of A3 paper with the heading Fall Out in the middle of the circle. Write one of the children's suggestions <i>e.g. She took the toy I wanted</i> on a piece of paper and place it under the heading Fall Out. Ask the children to think of ways that people sometimes behave when they fall out with friends and they feel cross or sad <i>e.g. shouting, pushing, walking away</i>. Encourage the children to see how these sad actions and feelings make the problem bigger because they stop the real problem from being sorted out. Encourage the children to explore the idea of listening and talking to each other as a way of solving the problem. Introduce the children to a conflict resolution process such as 'My Turn, Your Turn'.</p> <p>5.3. In small groups, provide pairs of children with a range of conflict situations. Ask each pair to work through the 'My Turn, Your Turn' process and then to discuss and agree a solution that would make them both happy. Ask the children to share their solutions with the class and talk about the compromises they made to reach their solution.</p>	<ul style="list-style-type: none"> <li>• See Resource 1: <a href="#">Guidance on 'My Turn; Your Turn' Conflict Resolution Process</a>.</li> <li>• Ensure that the children have made their own suggestions for ways that friends can stop extra sad feelings and sad actions happening in a disagreements before you introduce a peaceful conflict resolution process such as 'My Turn, Your Turn'.</li> <li>• Encourage children to use this process when facing disagreements between themselves and their friends or other children in the class. Initially the children may require the support of an adult before they are fully familiar with the process and confident to try it on their own.</li> </ul> <ul style="list-style-type: none"> <li>•  Ensure that the children understand that they must always tell an adult if the disagreement is serious or they feel that their problem is too difficult to sort out between themselves. Children should also understand that at times they may need to find an adult to help them through a resolution process such as 'My Turn, Your Turn'. Support staff including midday supervisors' will need to be familiar with and understand the school's resolution process so that they can provide support when required.</li> <li>• <b>SEAL:</b> 'My turn, Your turn' can work compatibly with the SEAL Calming Down and Problem Solving processes.</li> <li>• Read the story, <b>Together</b> which explores how friends can sometimes fall out when they disagree and how this can be solved by finding a compromise that suits everyone.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>6 To recognise what unkind behaviour looks like and understand what to do when someone is unkind.</p>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>• talk about ways in which children can be unkind to each other</li> <li>• talk about ways that people's behaviour can be fair and unfair</li> <li>• talk about how it feels when someone is unkind to me</li> <li>• explain that when someone is unkind to you on purpose, over and over again, it is sometimes called bullying</li> <li>• be kind to children when others have been unkind to them</li> <li>• think of things to do when I see someone being unkind or unfair</li> <li>• stand up for myself if someone is being unkind to me</li> <li>• name people who I can talk to in school if I was feeling unhappy or if someone was being unkind to me</li> <li>• name people who I can talk to at home if I was feeling unhappy or someone was being unkind to me</li> <li>• talk about some things to do to help me to talk to an adult about my feelings</li> </ul>	<p>6.1 In <b>Circle Time</b>, invite the children to talk about a time when someone may have been unkind to them and encourage them to consider how the behaviour of this person showed that they were being unkind e.g. <i>fighting, name calling, not sharing, leaving people out.</i></p> <p>Introduce a puppet, Sammy, and a situation such as the following: <i>Sammy is upset because someone in her/his class has been unkind to her/him. Sammy was playing with the Lego wheels and Aidan asked if he could have them. Sammy said she/he was still playing with them but Aidan snatched them away from her/him. Then, Sammy found the Lego crane and started to play with it. Aidan asked if he could have the Lego crane and Sammy said she/he had just started to use it. Aidan, then snatched the Lego crane away as well. Sammy is very unhappy because Aidan snatches his/her toys from her/him every day.</i></p> <p>Ask the children what they think of Sammy's story and whether they think what is happening to Sammy is fair or unfair. Do a Circle of Feelings to show how Sammy must be feeling. Ask the children to consider what Sammy could do next time she/he has a toy and Aidan demands to have it e.g. <i>tell an adult, say 'No! I have not finished using it yet'.</i></p>	<ul style="list-style-type: none"> <li>•  See the <b>Teaching Guidance</b> for information on the <b>Safety Circle</b>. These activities provide an opportunity for children to reflect on the trusted people who belong in their Safety Circle. Teachers may want to involve the children in a reflection exercise before embarking on the activities.</li> <li>• See <b>Teaching Guidance</b> for information on using <b>Puppets</b> and <b>Circle of Feelings</b>.</li> <li>• Extend this activity to explore other situations in which children may be unkind to each other. Children may volunteer experiences of someone being unkind to them online including cyberbullying.</li> <li>• See <b>Sources of Information and Support</b> for guidance and interactive websites for children that address this issue.</li> <li>•  Ensure that the children understand that they must not name other children when describing their own experiences. During this activity, the children may mention different types of name calling that they have either experienced or over heard. Examples may include the derogatory use of the word 'gay', racial insults and insults that target people with additional needs or disabilities. Some children will use these words without any understanding of their meaning. They will say whatever has the most effect, using words that get the most reaction from the child they are being unkind to. This behaviour should still be challenged by the school. Ensure that the children understand that the purpose is to explore how this language hurts other people and that it is unacceptable.</li> <li>• It is good practice for children to be familiar with a process for resolving conflicts with friends and peers - see Activity 5.2. ('My Turn, Your Turn').</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>6.2. In small groups, tell the children that they are going to use role play to practise saying, No or Not yet.</p> <p>Put the children in pairs and provide each pair with a scenario which involves one child playing with a toy or activity and another child constantly asking them to hand the toy over.</p> <p>Explain that the child who is playing with the toy must say <i>No</i> or <i>Not yet</i> or <i>Sorry, no, I'm still playing with the toy</i> using an assertive voice.</p> <p>After a few minutes allow the children to swap roles. Invite the children to share their scenarios with the class and make a Circle of Feelings to show how the children were feeling when they were constantly being asked to do something that they did not want to do and not being allowed to have their fair share of time with the toy.</p>	<ul style="list-style-type: none"> <li>  See <b>Teaching Guidance</b> for information on how to create a <b>Circle of Feelings</b>.         </li> <li>Ensure that the children understand that they do not have to surrender a toy as soon as it is asked for if they are still using it and have not finished having their fair turn.</li> </ul> <p>Explain to the children that when someone ignores a polite 'No,' or when they are being physically threatened or hurt a very firm 'No!' is needed and they need to tell an adult.</p> <p>Explain that sometimes children may feel happy to give up an item immediately but they deserve to be asked politely.</p>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>6.3. Read the story, <b>This Is Our House</b>. Stop at the place in the story where George goes into the house and says '<i>This house is all for me</i>'.</p> <p>Do a Circle of Feelings to explore how George is feeling and then to explore how the other children are feeling. Invite the children to discuss whether George's behaviour is kind or unkind.</p> <p>Stop the story at various points where George will not let people in to play and ask the children to suggest what the other children in the story could do to help.</p> <p>Just before the end of the story, where George leaves the house, ask the children if they can guess what is going to happen while George is away from his house.</p> <p>At the end of the story ask for descriptions of all the children who George will not allow in his house e.g. girls, people who wear glasses, people who are small. Invite the children to discuss why George will not allow people into the house and whether this is fair or unfair behaviour.</p> <p>Ask the children if they like the ending to this story and why.</p> <p>Ask the children if they would like to play in this house if they were in George's class and how would they feel if George said they couldn't play. Invite the children to discuss why George is so unhappy about sharing his house with the other children.</p> <p>Discuss whether being so unwilling to share, George is missing out on anything and what he might learn if he starts to share with other people.</p> <p>Ask the children to suggest what their classroom would be like if all the children in it were behaving like George. Ask the children to suggest what they would do if a similar situation happened to them.</p> <p>Ensure telling a trusted person from their Safety Circle is included as a strategy. Finish with a positive round using the sentence stem, <i>I like sharing the..... because.....</i></p> <p>Talk about the toys and equipment the children enjoy sharing and encourage them to explain why sharing can be fun.</p>	<ul style="list-style-type: none"> <li>• See <b>Teaching Guidance</b> for information on how to create a <b>Circle of Feelings</b>.</li> <li>•  Make sure the children understand that George is excluding people who he sees as 'different' and that they can appreciate that this is not fair. Be sensitive to the individual differences of children in the class.</li> <li>• Introduce the children to the idea that when someone does something unkind on purpose to others and they do it again and again, it can be called bullying.</li> <li>• In small groups, provide the children with an opportunity to practice and reinforce their learning about kind and friendly behaviour. Provide each group with a large cardboard box which together they can adapt and decorate to make their very own 'Our House' to play in. Provide opportunities for the children to role-play the story of 'Our House' with the same or different positive ending. Encourage the children to consider the positive and moral aspects of sharing a game or a toy.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>6.4 In <b>Circle Time</b>, use the sentence stem, <i>I am good at doing .....</i>, to enable the children to explore similarities and differences in the different things that they can do.</p> <p>Read the story, <b>Giraffes Can't Dance</b>. Stop the story at the point where Gerald moves onto the floor to dance and the other animals start to laugh at him and make a Circle of Feelings to explore how Gerald is feeling. Invite the children to discuss the behaviour of the other animals and whether or not their behaviour is kind or unkind.</p> <p>Do another Circle of Feelings to explore how Gerald is feeling when he realises that he can dance. Invite them to discuss why it is wrong to be unkind to someone simply because they may be different from you in some way.</p> <p>Encourage the children to talk about times when they may have experienced someone treating them in this way or witnessed somebody else being treated unkindly. Ask the children to suggest ideas for responding to unkind behaviour and seeking help including seeking help from people within their Safety Circle.</p>	<ul style="list-style-type: none"> <li>• See <b>Teaching Guidance</b> for information on how to create a <b>Circle of Feelings</b>.</li> <li>• This story and activity also provides further opportunities to discuss the need to respect and value differences and similarities between ourselves and others. Encourage the children to imagine what the world would be like if we were all exactly the same and explore why it is important to celebrate each others similarities and differences.</li> <li>• As a follow up activity, provide the children with different music and opportunities to explore the music through dance. Encourage the children to share their dances with the class and discuss similarities and differences between the dance pieces.</li> <li>• Read the story <b>Dinosaurs Chase!</b> for alternative fiction that explores the need to respect people's similarities and differences. Invite the children to design their own imaginary dinosaur and give it a name. Provide time for small groups of children to introduce their dinosaurs to the rest of the class and ask them to describe their dinosaur's special qualities and the special things that they are able to do. Encourage the children to look for similarities and differences between their imaginary dinosaurs.</li> <li>• <b>SEAL Say No to Bullying (Foundation)</b> This theme suggests anti bullying learning opportunities based on the six areas of learning in the EYFS.</li> </ul>



## Resources to Support this Unit

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The following resources are included in the FF F

**Resource Pack linked to this unit:**

1. Guidance on the 'My Turn, Your Turn' conflict resolution process

**These resources are directly referenced within this unit:**

**The Big Book of Families** Catherine and Laurence Anholt

**The Family Book** Todd Parr

**Who's in the Family** Robert Skutch

**Grandfather and I** Helen E. Buckley and Jan Ormerod

**Doing the Garden** Sarah Garland

**And Tango Makes Three** Peter Parnell and Justin Richardson

**Molly's Family** Nancy Garden

**Mommy, Mama and Me** Leslea Newman and Carol Thompson

**Daddy, Papa and Me** Leslea Newman and Carol Thompson

**Two Homes** Claire Masurel

**The Gotcha Smile** Rita Phillips Mitchell and Alex Ayliffe

**Little Bean's Friend** John Wallace

**Together** Jane Simmons

**This is Our House** Michael Rosen

**Dinosaur Chase!** Benedict Blathwayt

**Giraffes Can't Dance** Giles Andrede and Guy Parker Rees

**Harry's Stormy Night** Una Leavy

**My Mum Goes to Work** Kes Gray and David Milgrim

**PEEPO** Janet and Allan Ahlberg

**On Friday Something Funny Happened** John Prater

**Mommy, Mama and Me** by Leslea Newman

**Daddy, Papa and Me** by Leslea Newman

SEAL Photocards

SEAL Getting On and Falling Out (Foundation)

SEAL Say No to Bullying (Foundation)

These may also support work on this unit:

**Little Big Mouth (Mix and match the monsters)**

Jeanne Willis and Lydia Monks

**My Dad** Anthony Browne

**The Daddy Machine** Michael Willhoite

## Sources of Information & Support

### Cambridgeshire PSHE Service Anti Bullying Toolkit

This resource supports schools in reviewing and developing their anti bullying policy and practice. It includes a comprehensive policy framework, and a bank of consultative activities to enable the whole school community to participate in its development. It also includes other resources to support this process. Refer to **Resources** menu on PD Planner.

### DCSF Safe to Learn: Embedding anti bullying work in schools

A series of DCSF guidance documents to promote and embed anti bullying practice in schools. This guidance is available via the Cambridgeshire PSHE Service Anti-Bullying Toolkit:

- [Safe to Learn](#)
- [Cyberbullying](#)
- [Bullying involving Children with Special Educational Needs and Disabilities](#)
- [Homophobic bullying](#)
- [Bullying related to Racism, Religion and Culture](#)
- [Preventing and responding to Sexist, Sexual and Transphobic bullying](#)

### Cambridgeshire Education ICT Service

The E-learning team provides a wide range of curriculum advice on all aspects of ICT, including the use of a learning platform and guidance on e-safety.  
Email: [icthelpline@cambridgeshire.gov.uk](mailto:icthelpline@cambridgeshire.gov.uk)

### The Anti Bullying Alliance [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

An alliance of over 60 organisations which aims to provide children with safe environments where they are free from bullying. The ABA coordinates the annual National Anti Bullying Week and its website includes teaching resources and ideas for assemblies.

### Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk)

A charity which provides individuals and schools with the practical tools and resources necessary to keep children safe from harm including bullying. Kidscape operates a telephone helpline for the parents/carers of bullied children .

### Family Lives [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

A charity which provides support including advice on bullying to anyone parenting a child. The charity provides a free helpline on 0800 800 2222.

### ChildLine [www.childline.org.uk](http://www.childline.org.uk)

A free, confidential helpline for children and young people. Trained volunteers are on hand to provide advice and support by phone and online, 24 hours a day. Children and young people can call ChildLine on 0800 1111.

### Cambridgeshire Race Equality and Diversity Service, or your local service

01223 568841 [www.creds.ccceducation.net](http://www.creds.ccceducation.net)

For guidance and training in developing curriculum approaches and resources which promote understanding of and positive attitude to cultural and linguistic diversity.

### SexYOUality [www.syacambs.org](http://www.syacambs.org).

This Cambridgeshire charity supports schools to challenge homophobia, promote equality and tackle homophobic bullying. The service can provide workshops for pupils and training for staff. SexYOUality will work with individual schools in the planning and delivery of services. Similar organisations operate nationally .

### Stonewall [www.stonewall.org.uk](http://www.stonewall.org.uk)

The lesbian, gay and bisexual charity which provides guidance for preventing and responding to homophobia and homophobic bullying.

### Out For Our Children [www.outforourchildren.co.uk](http://www.outforourchildren.co.uk)

A group of London based lesbian parents producing books and resources that reflect children's lives and family experiences. See this website for the Real Families Rock poster.

### Gay's the Word [www.gaystheword.co.uk](http://www.gaystheword.co.uk)

A Lesbian and Gay bookshop with good range of children's fiction.

### Childnet International [www.childnet-int.org](http://www.childnet-int.org)

A children's internet charity providing resources for schools, children and young people and their families.

### Know IT All for Primary Schools [www.childnet.com/kia](http://www.childnet.com/kia)

Designed by Childnet International for primary school staff to help them understand and teach important E-Safety issues including cyberbullying.

### Kidsmart [www.kidsmart.org.uk](http://www.kidsmart.org.uk)

An award winning practical internet safety programme ( part of Know IT All. See above ) for schools and parents/carers. Includes the teaching resource: SMART Adventure.

### [www.digizen.org](http://www.digizen.org) [www.digizen.org](http://www.digizen.org)

An internet safety website including resources on cyberbullying

### Chatdanger [www.chatdanger.com](http://www.chatdanger.com)

A website that informs about the potential dangers on line including cyberbullying

### Internet Safety Zone [www.internetsafetyzone.co.uk](http://www.internetsafetyzone.co.uk)

Teaching resources and useful information for children and young people and parents/carers on cyberbullying and how to tackle it

### Think U know [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Information from the Child Exploitation and Online Protection Centre on how to stay safe online

### Bullying UK [www.bullying.co.uk](http://www.bullying.co.uk)

An award winning charity. Practical help on all aspects of cyberbullying for schools, children and young people and parents/carers.

### Beatbullying [www.beatbullying.org/](http://www.beatbullying.org/)

A U.K. charity that provides teaching resources and useful information for children and young people and parents/carers on bullying including cyberbullying and how to tackle it. Beatbullying also provide a number of whole school Anti Bullying programmes. Mini Mentors is a peer mentoring programme for children aged 5-11 based on the award winning CyberMentors programme.

### Cambridgeshire Healthy Schools Programme

The Cambridgeshire Healthy Schools Programme provides schools with a framework and a process to review and develop a whole school approach to promoting pupil wellbeing. Consultancy is offered to schools to support needs analysis, setting outcomes, implementing actions and evaluating impact. For Cambridgeshire schools contact the PSHE Service

### Life Education Centres (LEC) [www.lifeeducation.org.uk](http://www.lifeeducation.org.uk) (National Coram Life Education website)

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the LEC classroom with trained educators.

Cambridgeshire and Peterborough - contact Cambridgeshire PSHE Service - 01480 376256

Links between Unit FF F and LEC programmes:

The Reception LEC programme includes discussions about their special people at home and at school.

### Message in Schools Programme (MISP) [www.messageinschools.com](http://www.messageinschools.com)

An international programme which provides training to all staff in schools on developing child to child message (for 4-12 year olds). The aim is to enable children to experience positive and nurturing touch.

### Social Skills Groups

For Cambridgeshire schools, contact your local Specialist Teaching Team in Support for Learning. The Silver SEAL small group work materials can be found under the SEAL themes in the Resources section of the PD programme planner.

**Celebrating Difference:** Based on interviews with school staff, governors, parents and children, this 28 minute training DVD aims to provide primary school staff with the confidence to talk about and celebrate different families as well as tackle issues like homophobic language in an age-appropriate way. The DVD includes chapters on Families, Being yourself, Homophobic language, Homophobic bullying, Making it happen.

# ***Cambridgeshire Primary Personal Development Programme***

## **Myself and My Relationships 2 • FF F Family and Friends**

### **Contents**

Resource 1 - Guidance on 'My Turn, Your Turn'	1
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Click on the title of the resource you require.

### Resource 1 - Guidance on 'My Turn, Your Turn'



1.

FALLOUT STOPPER

(e.g. Stop. Let's not fall out. Let's talk)

2.

'YOUR TURN AND I'LL JUST LISTEN. WHAT'S THE MATTER?'

3.

WHAT WOULD MAKE IT BETTER FOR YOU?

4.

WHAT SHALL WE CHOOSE TO MAKE IT BETTER FOR THE BOTH OF US

LET'S AGREE

### Following on from Unit FF F Activity 5.2.

Introduce the children to a 'fall out stopper' sentence such as **Stop. Let's not fall out. Let's talk.** Ask the children to practice saying this sentence by passing it round the circle and saying the sentence to the person sitting next to them.



Explain to them that when we use a fall out stopper we need to be ready to take turns to listen to what each other has to say so that the problem can be sorted out. Introduce the children to the sentences: **Your turn and I'll just listen. What's the matter?** Invite two children to volunteer to role play a situation where two friends fall out e.g. A has taken one of B's toys without asking and A is very cross with B. Ask the volunteers to stand in the middle of the circle and involve the other children in making a Circle of Feelings to explore how both A and B are feeling. Start with A and invite them to pose the first question to B. Encourage B to think of a reply. Repeat the process and encourage B to pose the first question to A.



Introduce the question, **What would make it better for you?** and repeat the process where A and B take it in turns to ask each other this question. At this point, if the children are having some difficulty thinking of ways that the situation can be made better for them, other children in the circle can be encouraged to suggest ideas.



Finally introduce the question and statement: **What shall we choose to make it better for the both of us? Let's agree.** Encourage the volunteers to choose a solution that suits both of them. Again, children in the circle can be encouraged to suggest ideas that might make the situation better for the volunteers. A and B can be asked to listen to all the ideas and choose one that they both might like to try.

Finally, when a solution has been found both children must feel that they can agree with it.



\*This approach is compatible with and leads on to the Problem Solving approach in the SEAL Programme.

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_ Term: Autumn/Spring/Summer

<b>Myself and My Relationships 2 FF F Family and Friends</b>		<b>R</b>	<b>A</b>	<b>G</b>	<b>Notes</b>
Section A - Families and Other Special People					
1. To recognise people who are special to them and why they are special.					
2. To understand what makes a family and to understand how people in families care for each other.					
Section B - Developing Friendship Skills					
3. To understand what makes a good friend.					
4. To understand ways of making new friends.					
5. To understand simple reasons for why friends may fall out and simple ways to make up with friends.					
6. To recognise what unkind behaviour looks like and understand what to do when someone is unkind.					