

Friendship and bullying

KS2, Y5-6, lesson 2: Positive and respectful friendships



Positive and respectful friendships

This is the second of three lessons about friendship and bullying for key stage 2 pupils in year 5 or 6. This lesson focuses on different types of friendships, and the positive impact a friendship can have. Pupils also explore the importance of respectful communication, including online.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. These lessons would work well as part of wider learning about respectful relationships, including friendships and being safe.

Learning objective

To learn about positive friendships and communicating respectfully.

Learning outcomes

Pupils will be able to:

- explain the benefits of friendship and the positive impact it can have
- identify different types of friendships, including how they might change over time
- describe the importance of communicating respectfully in friendships, including online, and strategies to do this

Resources required

- Box or envelope for questions
- Resource 1: Debate questions [one per class]
- Resource 2: Different friendships [one per group]
- Resource 3: Being respectful [support option, as required]
- Resource 4: Online messages – part 1 [one per pair]
- Resource 5: Online messages – part 2 [one per pair]

Lesson summary

Activity	Description	Timing
		(Total: 60 mins)
1. Baseline assessment	Pupils respond to questions about friendship and online communication.	10 mins
2. Introduction	Introduce the learning objective and outcomes. Revisit ground rules and set up the question box.	3 mins
3. Different types of friendship	Pupils consider some different types of friendship and the positive aspects that friendship can bring.	10 mins
4. Changing friendships	Pupils respond to a scenario about a friendship going through changes and suggest how the friendship could be maintained.	5 mins
5. Being respectful	Pupils list examples of what being respectful in a friendship means.	5 mins
6. Online communication	Pupils answer questions about online communication and suggest some 'rules' for communicating respectfully.	15 mins
7. Reflection and endpoint assessment	Pupils revisit the baseline assessment to demonstrate their new learning about friendships and online communication.	10 mins
8. Signpost support	Pupils are reminded of who they can talk to if they have concerns about friendships or online communication.	2 mins

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include relevant subject knowledge and guidance on establishing a safe classroom environment, including sharing ground rules, the limits of confidentiality, approaching the topic sensitively and handling questions effectively.

Key words

wellbeing

respectful

disrespectful

communication

Baseline assessment



10 mins

Baseline assessment [slide 9]

Before the lesson, set up a 'silent debate' about friendships and online communication by placing each of the questions from **Resource 1** on a different table. Pupils move around the room individually and add their responses, spending a minute or two on each question.

Tell pupils not to speak to each other but let them know that they can respond to another pupil's comment. Circulate whilst pupils are working to gauge their existing knowledge and understanding, as well as any misconceptions and gaps in understanding. Afterwards, set pupils' work aside to be revisited at the end of the lesson.



3 mins

Introduction [slides 10-11]

Introduce the learning objective and outcomes. Explain that today's lesson will be about recognising the kinds of friendships someone may have, and the positive aspects of them. Set up the question box and remind pupils of the ground rules.

Core activities



10 mins

Different types of friendship [slide 12]

Organise pupils into small groups and give them each one of the examples of a friendship type from **Resource 2: Different friendships**. Then, ask pupils to discuss the following questions:

- How does the character feel about their friendship(s)?
- What are the most positive aspects about being in the friendship/friendship group?

Allow pupils time to discuss their responses, and then take feedback. Pupils may suggest ideas such as:

- *Happy; excited; positive; like they belong/are included; accepted; safe; confident.*
- *It's fun/they have fun together; it's exciting; there's always something to do/they never get bored; they don't feel lonely; they help each other; they learn new skills together; having someone to talk to if there is a problem; feeling like they can be themselves.*

Draw out that there is no 'right' way to be friends with someone; one person may have lots of friendships or belong to a large friendship group, whereas someone else may have one or two very close friends.



5 mins

Changing friendships [slide 13]

Using **slide 13**, share with pupils a diary entry about Dilara's changing friendship with Aaima. *Aaima and I were such good friends, and now I'm not sure. I've made some new friends in school – they go to dance club too, and since then Aaima doesn't want to join in that much. I have seen Aaima playing more with other people in the class.*

Then ask pupils the following questions:

- Why has the friendship changed? *Dilara and Aaima have made other friends; Aaima might have felt left out and so she finds others to play with.*
- How might Dilara be feeling? And Aaima? *Worried; confused; jealous; guilty; left out (Aaima).*
- If Dilara and Aaima wanted to find ways to repair the friendship, what could they do? *Set aside special time to talk to each other, talk about how they're feeling, sit together at lunch, find other times to play together.*

NB: *Should the idea arise, try to dissuade pupils from the idea that both characters have to give up their other developing friendships in order to stay friends with each other.*

Explain that sometimes friendships change (or even end) and that this is common, especially as someone grows older and their circumstances change, for example, if they move school or class. However, everyone should try to still be kind and respectful to each other, even if they

are no longer close friends. If a changing friendship is making someone feel upset, worried or left out, they should talk to their friends about it, or ask an adult for help.



5 mins

Being respectful [slide 14]

Reiterate that being respectful is key to positive friendships. In their exercise books, and working in pairs, ask pupils to list examples of what being respectful in a friendship means.

They might suggest:

Liking someone for who they are; accepting differences; including them in a group or activity; being happy for them; recognising when they've done well; taking turns; playing together; being polite; asking them questions about how they are; not using disrespectful or aggressive language; talking to them/supporting them if they are feeling upset; listening to their opinions and ideas; encouraging them.



Support: Pupils use **Resource 3: Being respectful** and circle the ideas they think are 'respectful'.



15 mins

Online communication [slides 15-18]

Using **slides 15-16**, share with pupils a conversation between Jayvon and Tolu explaining that Tolu and Jayvon are playing a game online with one of Jayvon's classmates, Faisal. Tolu notices some messages that have been sent to Jayvon through the in-game chat.

As a class, draw out what Jayvon might be feeling at this time.

Pupils might suggest: sad; upset; scared; rejected; embarrassed; ashamed.

In pairs, ask pupils to consider what Tolu and Jayvon could do next about the incident by responding to the questions in **Resource 4: Online messages – part 1** and choosing the 'best' or 'most useful' options (A-D). Make pupils aware that there is not necessarily a 'right' answer and that there may be more than one 'best option'.

Take feedback and ask pupils to justify their ideas. Draw out key learning that:

1. *A and C are likely to be the 'best' options. Although it's important that Jayvon has a trusted friend who can help him, Tolu sending messages back to Faisal could escalate the situation, and it is clear that Jayvon needs some help managing this new friendship, even though he asks Tolu not to say anything.*
2. *A and D could help to stop the messages but it's important that Jayvon gets help for the situation, so he should also do C (tell Jayvon's parents, or a trusted adult at school about what is happening).*

Pupils might raise that it depends on how serious the messages are, for example they might just be 'banter' and light teasing, or they could be much more serious, for example bullying or discriminatory language. Point out how concerned Tolu is about the messages, and that even though Jayvon tries to brush them off, he is clearly embarrassed and upset by them, so we should assume they are serious.



Challenge: For Part 1: Highlight with pupils that Jayvon gets angry with Tolu when he tries to read the other messages. Ask pupils why this might be. Suggestions might include: *Jayvon is feeling embarrassed; he doesn't want to lose his new friendship with Faisal; he doesn't want to seem uncool/he wants Faisal to like him; his messages are private.*

Now share 'part 2' with pupils using **slide 17**, explaining that at school, Jayvon approaches Faisal about the online messages. Again, ask them to choose the 'best' or 'most useful' options in this new situation (A-D).

Take feedback, drawing out that:

- *D means they can't send any more messages; however, it may not resolve the situation and make conversations at school more challenging. Whilst A might work, it may also make the games less fun, B and C are therefore likely to be the 'most useful' options and rely on both friends clearly communicating what they think is acceptable.*

Highlight that communicating online is different to being with someone in real life and that it can be harder to know how the other person is going to react or feel, especially as we often can't see their facial expressions or body language or hear someone's tone of voice during online conversations. This means misunderstandings or hurting someone's feelings might happen more often. It can be quick and easy to send messages online, and this can encourage people to respond quickly before thinking through what they are going to say. However, it is important to keep what is said respectful, as if they were there in person. Emphasise that if issues do arise from online communication, it can be helpful to resolve them in person with the help of a trusted adult.

As a class, ask pupils to suggest some 'rules' to keep online communication respectful. *Suggestions may include: be kind and polite; avoid 'banter' that could get out of hand; be careful with humour/jokes; avoid using strong language; avoid using lots of capital letters or exclamation/question marks; think about whether you would say the same thing offline; remember there is a person in front of the screen; check you have read/understood the message properly before replying; take a pause before responding to anything that has made you feel upset or angry.*

Reflection and endpoint assessment



10 mins

[slide 19]

Check the question box and respond to any questions that have not been answered during the lesson. Ask pupils to revisit their responses to the questions in the silent debate from the baseline assessment. Do they want to change any of their initial ideas, or can they add any new learning based on the learning outcomes related to different types of friendships, how they might change and communicating respectfully online? Pupils should use a different colour pen to do this, to gather evidence and measure pupil progress against the learning outcomes, as well as helping to inform future planning.

Signposting support



2 mins

[slide 20]

Ensure that pupils know it is important that they talk to someone if they have any questions or worries about friendship or online communication. Highlight members of staff in school, as well as sources of support outside of school, such as parents.

In addition, signpost pupils to Childline, where they can access a child-friendly version of the website: www.childline.org.uk/kids or phone 0800 1111 to talk to someone.

You could also highlight the 'Advice for young people page' of the Kidscape website, for advice about how to deal with bullying: www.kidscape.org.uk/advice/advice-for-young-people.

Extension Activity

Mini advice guide [slide 21]

Ask pupils to create a mini advice guide or leaflet about communicating respectfully with friends online. Encourage them to include:

- how children can make sure they are being respectful online
- why conversations can sometimes go wrong online
- what someone could do if another person is being unkind online
- where someone could get more help and advice