

Reception/Year R

Friendship and bullying



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Teacher guidance

Introduction

This activity pack for children aged 4-5 has been developed to support learning in the reception classroom in the prime area of personal, social and emotional development (PSED) as part of the Early Years Foundation Stage (EYFS) framework. It provides early learning experiences to support children to build relationships and friendships. The activities support future learning in PSHE education, and the pack is precursory to the key stage 1 [Friendship and bullying lesson pack](#).

Why teaching about friendship and bullying is important

In the reception classroom friendships are usually formed on the basis of children having fun together, or between those children who like to do the same things. At this age, when a friend or playmate has a different opinion or wants, some children find this challenging to manage, and might react by saying, 'You're not my friend anymore.' Therefore, teaching children the skills of cooperation, forming friendships and finding solutions to conflict will support them in forming, managing and maintaining friendships, whilst laying the foundations for all other relationships in school and beyond.

Preparing to teach

The materials have an overarching learning objective, with three separate learning outcomes. Each of the learning outcomes has accompanying activity suggestions designed to help children achieve the outcome. This will allow you to focus on one learning outcome at a time, by introducing the key concepts through the introductory activities, which are then built on with a selection of teacher-led and child-led learning. These activities can be used in any order to best fit the needs of your children and classroom. The teacher-led activities are designed for use with small groups; however, the introductory activities could be used with the whole class if appropriate in your setting. Further, the activities are designed to be easy to set up, with little reliance on resources other than those to be found in most reception classrooms.

Creating a safe learning environment

In formal PSHE lessons, best practice is to establish a safe learning environment, to allow children to discuss and share their views together. This is also important for teaching in the reception classroom, including agreeing on ground rules for discussion, distancing learning and promoting help-seeking.

Ground rules

Ground rules are a set of simple rules that you and the children agree to follow, in order to keep your discussions safe and respectful for everyone. You may wish to use a different name for your ground rules, such as 'Our Class Pact', 'Discussion Deal' or 'Keys to Cooperation' – your class may create their own term. Whatever you call them, the ground rules are intended to be distinctly separate from your general classroom behaviour rules, and designed for encouraging children to feel safe to share their ideas and opinions, whilst valuing the contributions of others.

Ground rules could include:

- We take turns to talk.
- We listen when others are speaking.
- We treat each other kindly in our words and actions.
- We ask for help when needed.

Distancing

The activities use a range of distancing techniques, such as stories, scenarios, and case studies of fictional characters, that are designed to stimulate discussion whilst de-personalising the learning – rather than asking about children's own behaviour or experiences. This can ensure the children don't feel put on the spot or judged for their own behaviour. Distancing can also reduce the likelihood of triggering children who have been personally affected by negative friendship issues and discourage them from making public disclosures in front of their peers.

Signposting support and help-seeking

Signposting support is a crucial part of this teaching, and help-seeking is an important strategy for children to learn – who to go to for help, and how to ask for help. For reception-aged children, this will usually be a teacher or adult in school, and a trusted adult at home, such as a parent or carer. A trusted adult can be explained to children as 'a grownup whose actions and words make you feel safe and respected.' For your school setting, this means that if a child says or does something that raises a safeguarding concern during discussion or activity work, it is important for you to follow up using your usual safeguarding or child protection policy and procedure. The PSHE Association has published further guidance on creating a safe learning environment in PSHE education lessons, available [here](https://www.pshe-association.org.uk).

Friendship and bullying

Learning objective

To learn about making good friendships, how to cooperate and how to resolve conflict

Learning outcomes

Children will be able to:

- work and play cooperatively with peers
- rehearse the skills to form friendships with peers
- demonstrate how to find fair or satisfying solutions to conflict

Understanding and skills linked to the Early Learning Goals

Building relationships: cooperation, turn-taking, being sensitive to own and others' needs, listening, questioning

Managing self: understanding the reasons for rules; resilience and perseverance in the face of a challenge

Self-regulation: managing emotions and impulses, focusing attention during short conversations

Learning outcome 1: Children will be able to work and play cooperatively with peers

Key vocabulary

Cooperate, share, agree, take turns, rules

Discussion prompts to introduce the key concepts to your class/group

Cooperating

Explain that when we cooperate it means that we work together with someone else, or with other people, helping each other to do something.

Introduce two puppets who are playing with building blocks but seem cross. Say, 'You look like you have a problem. What is it?' The puppets explain that they're both trying to build really high towers of blocks but there aren't enough blocks. Give children the opportunity to identify ways to solve the problem by asking, 'What can they do?'

Draw out from their suggestions that the puppets could use all the bricks and work together, helping each other to make one huge tower. Explain that the puppets are now playing cooperatively together and that they are cooperating to build a bigger tower than they could have done on their own.

Explain that we can also cooperate to help someone else get what they want (someone else's needs). Tell them that this is something that you often see the children do, such as when they help each other in the playground, when they line up together at the start/end of the day, or when they show someone else how to use a piece of apparatus in PE.

Taking turns

Tell the children that taking turns is something that they do a lot of the time, and that they might not even notice that they do it! Ask children to think and share some examples of when they take turns – this might be in the classroom, around school or at home. Explain that turn-taking is a useful skill for everyone to have because it is a fair way to cooperate – this might be sharing a toy, playing a board game, waiting in line for the swing or having someone's attention – and it is just like sharing something. We also take turns when we are talking to each other. Ask the children to think about and share what might happen if they didn't take turns when speaking.

Responses may include: there will be lots of noise; we can't hear each other; no one is listening; I don't get what I want.

Following rules

Explain that following rules is one way of cooperating with each other. Identify that we have rules for many different reasons in everyday life and ask children to think about and share some examples of when they follow rules.

Responses may include: when we cross the road; when I go to bed; when I'm playing a game in the playground; when my family are sharing treats.

Explain that we have rules for different purposes, for example, we follow the rules of the Lollipop person to help us cross the road safely, and we wash our hands before eating to help keep us healthy. We also have rules for how we behave with other people. For example, we take one piece of fruit so there is enough for everyone, and we take turns when playing a game so that everyone gets their turn. We have rules to help us do the right thing, for example, we ask to join in someone's game; we say sorry; we use kind words and gentle hands; we tidy up our toys. Explain that quite often adults set rules for children, but that children can also set rules themselves. Ask children to share some examples of when they have set rules.

Possible responses: we have rules when we play our game of spies; we set a rule that the floor is lava and you must not step on it, etc.

Teacher-led activities

Use a selection of these activities to guide children in further learning about cooperation, taking turns and following rules.

Verbal games

Lead children in verbal games such as 'I went to the zoo and saw...' or 'Once upon a time...', where they take turns to add their own words or sentences to create a group story/poem/game. Praise children for taking turns and following the rule of waiting their turn. Identify that by cooperating and following the rules, they have been able to create a group story/poem/game that everyone was part of, and that everyone was able to contribute to.

I spy taking turns

Take children on an 'I spy' hunt to investigate different examples of turn-taking that occur within the classroom and wider school setting. Identify those that occur between children (e.g., taking turns with toys, with taking the register to the office, with helping at fruit time, with standing at the front of the line) and those that occur between adults (e.g., sharing a story book with another teacher in a different class, taking turns to use the staple gun, taking turns in a conversation, parents queuing at the office). Have children share the examples they spotted and talk about why turn-taking is important.

Walk 'n' talk tour

Go on a Walk 'n' talk tour of the school or local area. Support children to notice different rules that are used in different places, such as hanging up coats, storing lunchboxes, lining up to come in from the playground, rules for playing in the playground or a particular game (e.g. football), using the crossing patrol, cars not parking on the zig-zag lines outside school, speed limits for vehicles, etc. Talk about why these rules are needed and why they should be followed.

Time fillers

Support children to use strategies for times when they are waiting for their turn, such as singing a song (this may take their focus away from waiting) or playing with something else while they wait for a specific toy. You could introduce sand timer games; using timers of various duration, can children dance/stand still, chatter/be silent, read/draw, or hold the teddy while the timer runs out. Talk with them about a time when they have had to wait for something in the longer-term, such as a birthday or a visit from a special person. To illustrate waiting for a longer time period, pick an event that will happen later on in the day, such as lunch time or afternoon play time, and set an hour sand timer or a stopwatch, so that children can see the passing of time. Or use a calendar to mark off days until an event in the near future.

Playing by the rules

Play a selection of games which encourage following rules, such as:

- ‘The rule game’, where children stand in a circle clapping their hands. One by one, each child then gets a turn at making up their own ‘rule’... so a dance move or something that has to be said/sung/shouted, until there are lots of rules that they have to remember.
- ‘Simon says’ or similar games, in which children have to follow individual rules, or a set of rules.

Ask:

- Why is it important to follow the rules in these games?
- Is it difficult to follow the rules sometimes? Why?
- What does it feel like to follow the rules?
- What does it feel like if someone is not following the rules?

Shared reading

Using story books allows children to talk about emotions experienced by different characters, such as feelings around taking turns (e.g. frustrated, impatient or feeling of unfairness). Read these together as a class and then discuss some of the following questions:

- What is the character feeling?
- How do you know?
- What made them feel like this?
- How could we help them feel better?
- How could we solve the problem?

Some examples of picture books that cover the themes of sharing, taking turns, cooperation and following rules, which are also available on YouTube¹, include:

- *Mine* by Rachel Bright

¹ Read aloud versions of the books are available, often from international sources. Therefore, before using with your class ensure that you review the video to check its suitability for your class.

- *The Squirrels who Squabbled* by Rachel Bright
- *Sharing a Shell* by Julie Donaldson
- *Banana* by Ed Vere
- *That Fruit is Mine* by Anuska Allepuz

Child-led activities

Set up a selection of these activities in your classroom so that children can independently explore the concepts of cooperation, taking turns and following rules.

The following games give children opportunities to practise playing together and following rules.

- **Matching card games:** Snap!, Pairs, Happy Families, etc.
- **Building games:** Jenga, Lego match.
- **Classic games:** Kerplunk, Snakes and Ladders, Ludo.
- **Water play:** Provide different-sized containers to be filled, or washing up to be done, where the children can organise and share the roles.
- **Outdoor play:** Equipment such as balls for throwing and catching, as well as creating opportunities for turn-taking on the swings, bikes, climbing frame and slides, where available.

Give children opportunities to:

- create their own imagined games, where they are able to show and tell others how to play
- explain the rules of an established game, such as hide-and-seek, to other children
- help another child in the playground, for example by showing them how to use a piece of equipment or pulling them up on the climbing frame

Continuous provision and routines

Model taking turns with other adults, for example: 'I see you have the stapler. May I use the stapler when you have finished with it?'; 'Mr X has the story book and is reading it with his class, so we'll wait for them to finish with it.'

Highlight and congratulate:

- turn-taking in classroom and school routines
- sharing toys, books, friends and ideas
- examples of cooperation and working together

Assessment opportunities

Look for children:

- sharing toys and equipment, taking turns and showing interest in other children
- taking turns with one or more child(ren)
- displaying patience when waiting for a toy or for an adult's or other child's attention

Listen for children:

- using language around taking turns, such as: 'Your turn now'; 'I'll go after you. It's my turn next'; 'Take your turn.'

Learning outcome 2: Children will be able to demonstrate the skills to form friendships with peers

Key vocabulary

Friend, friendship, getting along, playmate

Discussion prompts to introduce the key concepts to your class/group

Explain that we usually make friends with others who share some similarities and interests with us. Talk about what those similarities might be, such as: 'we both like sharks', 'we like to play spies', 'we both go to gymnastics club', 'our mummies are friends', 'we worship together'. Explain that friends will have many differences too, but it's the things that we have in common and the things that we share that support our friendships.

Friends and playmates have fun together and like doing some of the same things. It is okay to have different friendships and play with different friends, such as a friend that you like to build Lego with, a different friend to share a book with, or a few friends to play chase with. And it is okay to have a special friend who you like playing with most of the time, whatever you are doing. Friends and playmates do kind things for each other, such as sharing, saving a space on the lunch table or saying something funny to make each other laugh.

Introductory activity: Friendship info graph

Tell children they are going to be thinking about friends and what friends do together. Help them make a 'friendship info graph'; this could be in the form of a mind map or spider diagram on flipchart paper. Writing the word 'friends' in the middle, invite children to draw and talk about what friends do, for example:

*Friends ... listen to each other; share things; help each other; play together;
sit next to each other; walk home together; make each other laugh.*

Children can add their own words, phrases, drawings, or magazine pictures which depict friendships to the info graph. Next, ask them to think about a friend of theirs and what they like about that friend, adding their ideas to the graph if they wish [there is no need for them to name the friend].

Now, ask the children to think about what their friends like about them – you may need to remind them of what has been identified in the info graph. This should be done as a personal reflection, with no requirement to share their responses. Wrap up by asking children to choose one thing they will do today to be a good friend.

Teacher-led activities

The following activities are useful for encouraging friendships and supporting children to find new playmates. They would work well once the children are full-time in the classroom, following any first encounters with disagreements, or if you become aware of any children becoming isolated. They are designed to be an active, engaging and fun way of supporting

children to recognise that we often share similar experiences and interests with others, and that this can be the basis for friendships. It will also help them see that we can have different thoughts, experiences and interests, which can also form the basis for friendships.

Friendship bingo

Working with a small group, provide bingo cards with up to six images shown. These could represent various things that the children may like, such as a popular TV character, dancing, pizza, Spiderman, a local sports team or a pet. Ask children to find someone who likes the picture on the bingo card, for example someone who likes the TV character, enjoys dancing, likes cats, and talk about whether this is the same or different to themselves. Regroup and discuss what they found out about each other. The discussion may extend to talking about what flavour pizza they like, and who they share this liking with. Explain that now they know more about each other's shared interests they can foster new friendships and have new playmates.

Question cube

With a group of six children, prepare six questions designed to encourage conversations that support them to find out about each other and their interests. Using a large sponge die, each child takes turns to roll. The number the die lands on has a corresponding question. If they are able, children should read the question themselves, otherwise you can read it for them. Some suggested questions, some funny, some more considered, could include:

- If you could have any pet, what would it be?
- What superpower would you like to have?
- Which would you rather: blue eyebrows or a green tongue? Why?
- What is your favourite thing to do after school?
- If you could change your name, what would you choose?
- If you were the teacher, what rule would you make?
- If you had to choose one toy/game to play for the next year, what would you choose?
- If you could swim in a pool filled with anything (not water!), what would you choose?
- How would you describe what a friend is/does?

Talk about what they found out about each other's ideas and interests, such as anything that they'd do the same or have in common, or any new information they found out. Ask them to say how this information could be useful when making friends.

A box of me

To help children celebrate their own identity and get to know more about each other, give them a box or large envelope to put in some photographs or objects that represent the special people and things in their lives, such as a photo of a loved one, a pet, a favourite toy, ornament or teddy. In small groups, the children can share their box with you and others. Ask the children to talk about why they have chosen their items. This activity will need parent/carers support, and ensuring that all items are returned to families.

Carpet picnic

Together with a group of five children, prepare some food² suitable for a carpet or outdoor picnic. Let the children chat whilst they prepare the food with you and decide on some simple games they would like to play. This activity will encourage cooperation, sharing, talking and expressing their thoughts and ideas.

Howdee-doodle-doo

Begin by asking children to tell you all the ways they know of saying 'hello'. This might include abbreviations such as: *hi*, *hiya*, *yo!*, *wassup*, *hey up*, or greetings used in home languages, such as: *As-salamu-alaikum* (Arabic), *Bonjour* (French), *Annyeong* (Korean), *Ciao* (Italian), *Hae-hae* (Icelandic). The different greetings can be collated, and a display created. Include words, phrases or actions (waving, bowing, kissing, shaking hands, fist bumps) used for greetings.

Support children to practise starting conversations. Using a familiar adult (a teaching assistant or parent helper) ask individual children to begin talking to the adult. Say 'Oh look, here's [name of adult]. Who would like to go and have a chat with them?' or similar. Listen and record the child's greeting, making brief notes of their conversations. After a few children have individually chatted with the adult, gather children together and discuss all the different ways that they greeted the adult. Then highlight some of the conversation details/features, highlighting examples of questions that they asked, or ways they showed they were listening. Explain that saying hello, or greeting someone, is a great way of starting a conversation and making friends.

Musical meeting

A game for a larger space. Put an equal number of children in two circles, one inner and one outer. When the music plays, each circle walks in a different direction. When the music stops, the children face each other and those in the outer circle greet those in the inner circle using words and phrases such as: 'Can I play?', 'Will you sit with me', 'Would you like to join in?'. If necessary, remind the children of the different ways they know of greeting someone, as discovered in the **Howdee-doodle-do** activity. Alternate which circle makes the greeting, and for added fun, challenge the children to talk like a robot; an opera singer; Peppa Pig, etc.

Beat buddies

With no talking during this activity, use drums, pots and pans or anything that makes a noise, and ask a 'leader' to drum a beat which the group must copy. Encourage the leader to make changes to tempo, loudness and rhythm to challenge the group to keep following. Using a 'no talking' rule will reinforce rule-following activities and supports children to look for social clues, such as body language and visual expressions, to follow the leader, whilst supporting listening and observation skills.

² Always work within your school's policy and procedure for food in the classroom, ensuring you check for food allergies and intolerances.

Shared reading

Use story books to give children opportunities to explore friendships through the actions and situations of characters. The following questions could be used to support the children's understanding of the fundamentals of forming and making friendships:

- What is the character feeling?
- How do you know?
- What made them feel like this?
- What do they say or do that is friendly?
- What do they say or do that is unfriendly?
- What could the character do differently next time?

Some examples of picture books that cover the theme of forming friendships, which are also available on YouTube, include:

- *Will you be my friend?* by Sam McBratney
- *How to make a friend* by Steven W. Martin
- *The ugly five* by Julia Donaldson
- *The bad-tempered ladybird* by Eric Carle
- *Squirrel's busy day* by Lucy Barnard

Child-led activities

Story telling

In the reading corner, give children opportunities to tell each other stories by reading to others; showing and telling a favourite book; or orally retelling a favourite story from home. Encourage them to tell stories about friends and friendship.

Arts and crafts

Allow children to draw pictures together. Provide different mediums such as pencils, felt-tips and crayons for drawing at tables. Use coloured chalk and water and large paintbrushes for drawing in the outside space on floors and on walls. Model-making and other craft activities also provide opportunities for children to share a common interest and chat with each other whilst they create, and provides ways to help children express themselves, work cooperatively with others and build friendships whilst creating.

Imaginary play

Set the role-play area as a school, or provide teddy bears/puppets for children to create their own school around. Set opportunities for children to welcome a new 'child' to the class, or to take action when a 'child' feels lonely.

Continuous provision

Model friendships with other staff members by starting conversations, listening and paying attention when someone else is speaking.

When speaking with children, ask follow-up questions to show that you have heard and are interested in what is being said.

Model greeting others using phrases such as 'Hello', 'Hi, how are you?', 'It's nice to see you', 'Hi there', 'It's good to have you with us'.

Set the role-play area up as a café where friends can meet for a drink (pretend) and a chat.

Highlight examples of friendships being made and sustained in books, cartoons, films and in everyday school life.

Foster opportunities for children to work alongside pupils from different year groups. For example, sharing story times, playground games and at the dining table. This will support children in reception to become familiar with talking and making friends with children outside their year group and become more familiar with the wider school community.

Assessment examples

Look for children who:

- show interest in what others are saying
- take turns in talking and asking follow-up questions
- join in an established game or event
- show an interest in others
- greet others

Listen for children who:

- start conversations with peers and adults
- ask questions
- ask follow-up questions in conversations
- introduce themselves to unfamiliar people

Learning outcome 3: Children will be able to demonstrate how to find fair or satisfying solutions to conflict

Key vocabulary

Fair solution, conflict, argue, disagree, agree, work out, problem, falling out, equal

Discussion prompts to introduce the key concepts to your class/group

Explain that it is normal in friendships to have ups and downs, disagreements or even falling outs. However, even if someone is upset or cross, it is never okay to hurt someone else or say something to upset them (you might refer to your school's behaviour policy at this point, if appropriate). Usually, friends can soon come to an agreement to work out any problems, and the best agreement or solution is one that everyone feels is fair.

Introductory activity

Use the following scenario to demonstrate two characters falling out. Use puppets, dolls or teddies for the characters and a spade from the sand tray.

Friends Zig and Zag like to play in the sand tray together. Today there is only one spade. Zig grabs the spade, but Zag wants the spade too and tries to grab the spade from Zig. Zig pulls. Zag pulls. They pull and pull until suddenly... Zag topples backwards, falls over and bumps his head, ouch! Zag rubs his head and starts to cry. 'You're not my friend anymore, go away!', he shouts at Zig. Zig gets upset and runs away and hides. Oh dear, what a shame Zig and Zag have fallen out over the spade.

Invite children to tell you in their own words what has happened between the friends. If necessary, guide them to identify that the conflict happened because they both wanted the spade and didn't find a fair solution, which led to one of the friends getting hurt.

Next, ask children to share their ideas for how the conflict could have been avoided. *Their ideas may include: Zig got it first so he should have it; they could take turns; they should share the spade; they can ask the teacher for another spade; Zag could play with something else; they could use a sand-timer and have the spade for one minute each; they could choose something else to play with.*

Taking each idea in turn, discuss if the suggestion is fair on both Zig and Zag. Explain that a fair solution is one that both Zig and Zag are okay with and agree on. Identify which of the suggested solutions they can use to solve the problem on their own, and which needs adult support. Vote on the idea that offers the fairest solution for them both. Explain that friends can avoid falling out by finding a fair solution when a conflict or disagreement happens, and they can often do this themselves.

Ask: Why do you think Zig ran away and hid?

Suggested answers: because Zag said they weren't friends anymore; he was worried about getting into trouble; he was scared that Zag was really hurt; he didn't know what else to do.

Finally, ask if Zag getting hurt happened on purpose (intentional) or by accident (unintentional). Explain that it was unintentional, an accident, as Zig did not want his friend to get hurt. Ask: Rather than running away and hiding, what could Zig have done to help his friend?

Suggested answers: help him get up; take him to the teacher/nurse/office; get him a wet paper towel for his head; call for help; say I'm sorry; ask Zag if he wants a cuddle.

Remind children that if they have a disagreement, a falling out or a conflict with a friend, it is good to find a fair solution, one that they are both happy with, and to be able to solve the problem themselves if they can. However, sometimes they may need an adult to help, especially if someone is upset or hurt.

Teacher-led activities

Making-up matches

Similar to bingo, provide children with cards showing words or pictures on the topic of making up. These should include: 'I'm sorry, can I help you?'; 'shake hands'; 'listen [to each other]'; 'talk [to each other]'. Leave one space blank. Discuss the meaning and use of each of the words/phrases and challenge children to fill in the blank box with a making-up idea of their own. Call out each of the words/phrases, including those the children come up with themselves, but include some others not on the cards to increase anticipation of a winner. Eventually all children will cross off all words/phrases and everyone's a winner!

Problem-solving

Tell the children about Amy, who is upset with her friend for leaving her out of a game. Amy feels angry and upset, and tells her friend that she can't come to her birthday party anymore. Ask:

- **How is Amy feeling?** *Angry/upset.* You may choose to introduce feelings words such as embarrassed/confused/feeling hurt. Support pupils with feelings faces/emojis where required.
- **How is Amy's friend feeling?** *Angry/upset/confused*
- **Who should Amy talk to about how she is feeling?** *Someone she trusts, like a parent or teacher*
- **Do you think that Amy really means what she said?** *At the time she did, but afterwards she wishes she hadn't said it/she regrets saying it*
- **What could Amy say to her friend?** *I don't like it when you leave me out of the game, it makes me feel left out, or similar.* Explain that it is important that Amy tells her friend how she feels.
- **What could the friend say to Amy?** *I'm sorry I left you out, I still want to be your friend, or similar.* Because Amy told her friend how she felt, the friend was able to think about how Amy felt.
- **What happened next?**

Encourage children to find a satisfying solution, such as they both say sorry, play a game together and have lots of fun at Amy's birthday party.

Shared reading

Use story books to give children opportunities to explore the theme of solving friendship issues through the actions and situations of characters. The following questions could be used to support the children's understanding of getting on, falling out and finding solutions to conflict:

- What do the characters have in common?
- What is different about the characters?
- How is the character feeling? What made them feel like this?
- What caused the conflict?
- How was the conflict solved?
- What could the characters do differently next time?

Some examples of picture books that cover the theme of solving conflict in friendships, which are also available on YouTube, include:

- *The squirrels who squabbled* by Rachel Bright
- *Pip and Posy: The super scooter* by Alex Scheffler
- *The only way is badger* by Stella J. Jones
- *Milo's monster* by Jim Percival

Child-led activities

The following activities will foster collaborative working whilst supporting opportunities for children to recognise fairness, solve problems and find solutions for themselves.

Collaborative problem-solving

Provide Jigsaws, sorting activities, board and card games for free choice play.

Class camping: provide sheets, blankets, cushions, pegs, etc. and challenge children to create a camp/den in the classroom or outdoor area. They should try to do this collaboratively, sharing ideas and reaching solutions to different suggestions. For added challenge, specify design aspects that the camp/den must have, e.g. an entrance that can be closed, big enough for three children, somewhere to lie down.

Weights and measures: set up opportunities for children to recognise equalness in weights and measures, such as:

- Use balance scales to visually identify equal weight or equal amounts – use dried pasta, beads, counting cubes, etc. to fill scales.
- At the water tray, give children two litres of water and challenge them to fill two containers equally. Vary the amounts of water that are shared equally.
- Ask children if the amounts are fair and equal, if both containers have a fair amount; what if one has more than the other – is this fair and equal?

- Relate this to finding equal solutions to conflict, a solution that is equal for everyone involved, one that both people are happy with.

Arts and crafts

Friendship tree: children write or draw messages about how to solve conflicts on strips of material or ribbon. Tie these to a tree on the school grounds for a visual reminder.

Collage: children make a collage of pictures cut from magazines, showing images of all aspects of friendships.

Continuous provision

Congratulate and praise children who are able to find solutions, either by themselves or by seeking support from others.

Model the vocabulary of resolution and finding solutions, such as saying sorry, identifying a problem e.g. 'I see that there is a problem here. How can we solve it?'. Ask children to talk about what has upset them/made them happy.

Final assessment

Budding buddies

Children create a storyboard about friendship. With A4 paper, fold in half lengthways, then fold into three equal parts, thereby creating six separate but equal squares, one piece for each child. Each square will represent one scene of the storyboard to be completed as follows:

- **Scene 1:** ask children to draw two friends.
- **Scene 2:** ask children to draw something that the friends like to do together.
- **Scene 3:** tell children that one day the two friends fell out and stopped being friends. Ask children to draw or write what they think happened.
- **Scene 4:** ask children to draw or write how the friends feel now.
- **Scene 5:** tell children that they want to be friends again. Ask them to draw or write what the friends could do.
- **Scene 6:** tell children that the friends make up and become friends again. Ask children to draw or write what they are saying to each other.

Review the children's work and ask them to tell you what they have learned about friendships. Remind them that if anything about a friendship worries them they can speak to an adult in school, or someone that they trust at home, who listens to them, such as a parent or carer.



Activity adaptations:

- Organise children into pairs or small groups
- Use modelling clay or plasticine instead of paper and pencil
- Children roleplay scene 6, how to make up and find a fair and satisfying solution

It would be useful to share these assessments with each child's year 1 teacher as part of the transition to key stage 1 meetings.

Appendix: Curriculum links to the Programme of Study for PSHE education

EYFS Learning outcome Children will be able to:	Key stage 1 Friendship and bullying lesson	Programme of Study
1. Work and play cooperatively with peers 2. Rehearse the skills to form friendships with peers 3. Demonstrate how to find fair or satisfying solutions to conflict	1. Let's be friends 2. Let's make up 3. Let's be kind	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R6. how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (on/offline) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling an adult R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous

Appendix: Curriculum links to the Early Years Foundation Stage Statutory Framework for groups and school-based providers

Prime area of Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Early Learning Goal: Self-regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Early Learning Goal: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

Early Learning Goal: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.