

ADAPT THIS FOR YOUR OWN PRESENTATION

Training module

Teaching about **caring friendships**

Part of: Relationships education (primary)

[YOUR NAME, YOUR SCHOOL]

Primary

September 2020

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About this training module

Subject leads can use the adaptable slides and ‘**activities and templates for trainers**’ section at the end of this module to help shape training sessions for teachers.

This non-statutory training module supplements the [statutory guidance](#) on teaching about **caring friendships**, which schools should read in full.

Schools can choose whether and how to follow or adapt this training module and should refer to the [Early Career Framework](#) for pedagogical guidance.

What you get out of today

By the end of this training you should:

- know what is included in the statutory guidance
- know some key knowledge and facts to cover as part of this topic
- have strategies to deal with questions that come up in class
- feel more confident teaching about **caring friendships**

Teaching the new curriculum

Related topics

Caring friendships is closely related to the following topics:

- respectful relationships
- intimate relationships and sexual health (secondary only)

Therefore, you should:

- **consider thematic links** across key topics and the whole school when planning and delivering lessons
- find ways to **link knowledge and vocabulary** across topics

Related guidance

Schools may also want to refer to the [guidance for schools on preventing and responding to bullying \(including cyberbullying\)](#) when planning to teach this subject.

Friendships support at [school name]

Our leads

[Names, contact details of friendships support]

Our policies

[Add details - e.g. school policy on bullying]

Specialist support

[Add details - e.g. providers school already works with]

Other information

[Add resources]

Teaching about caring friendships at [school name]

Ways in which we already teach about caring friendships at our school:

- [add details]
- [add details]
- [add details]

Pupils with SEND

You will need to **plan lessons to allow all pupils to access and practise the core knowledge**, using your expertise as you normally would.

You might want to link lesson outcomes with statutory 'preparing for adulthood' outcomes for those with an education, health and care (EHC) plan. (See [SEND code of practice](#), section 8.)

STATUTORY GUIDANCE

In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. (p15)

Safeguarding

Safeguarding (1)

Pupils may be affected by issues discussed in lessons.

Let your designated safeguarding lead or deputy and any other relevant staff, such as pastoral leads, know what you are teaching. This will enable them to identify and speak to relevant pupils, especially those who they know may have been directly impacted by issues covered in the lessons and those with adverse childhood experiences.

Teachers may need to deal with disclosures or concerns (e.g. of abuse or offending behaviour) in a way that safeguards pupils in line with school policies, especially the child protection policy.

Trusted adults

Within this module we have used the term **trusted adult**.

A trusted adult will generally be someone who children feel comfortable to turn to for help. Obvious examples include family members, teachers and doctors.

It will be important when teaching this topic, and any other relevant topics, that teachers explore this concept. Pupils should be comfortable and capable of identifying who their trusted adults could be both within their families and wider circles.

Ground rules

Create class ground rules

Clear class ground rules can help when teaching about sensitive topics. They also support confidentiality and safeguarding of pupils.

Good practice is for ground rules to be:

- **discussed** and understood by all
- **clear** and practical
- **modelled** by the teacher
- **followed** consistently and enforced
- **updated** when needed
- **visible** in lessons (for example, posters)

Example ground rules

Respect privacy. We can discuss examples but do not use names or descriptions that identify anyone, including ourselves.

Listen to others. It is okay to disagree with each other, but we should listen properly before making assumptions or deciding how to respond. When disagreeing, challenge the statement not the person.

No judgement. We can explore beliefs and misunderstandings about a topic without fear of being judged.

Choose level of participation. Everyone has the right to choose not to answer a question or join discussion. We never put anyone 'on the spot' (no personal questions or pressure to answer).

Primary curriculum

Happy and secure friendships (1)

Explain that friendship is a relationship between two or more people who care about each other and choose to have a relationship together.

Teach pupils that friendship of all ages is usually based on something which binds people together, for example:

- liking to **play** with each other
- enjoying each other's **company**
- having **similar interests** and **hobbies**
- enjoying the same **activities**
- having **shared experiences**, e.g. becoming friends after a trip

STATUTORY GUIDANCE

Know how important friendships are in making us feel happy and secure, and how people choose and make friends.

Happy and secure friendships (2)

Teach pupils that friendships make us feel **happy and secure** by giving us:

- people to **enjoy time** with and **share experiences**
- **company** so that we are not alone
- a feeling of **belonging**
- **support** when we need it
- someone to **look out for us**
- someone to **share our problems** with

Explain that friendship is something that is **freely given**.

People who ask us to do things in return for their friendship may not be real friends.

STATUTORY GUIDANCE

Know how important friendships are in making us feel happy and secure, and how people choose and make friends.

Ways of making friends

Explain the ways that people make friends includes:

- saying hello to someone and talking to them
- showing an interest in what someone is doing and asking them about it
- inviting them to join a group
- asking them if they want to play or if you can play with them
- doing something nice for them or saying something nice to them

Explain that sometimes it is not always easy to make friends, and that they can ask a trusted adult for support.

STATUTORY GUIDANCE

Know how important friendships are in making us feel happy and secure, and how people choose and make friends.

Choosing friends (1)

Teach that friends do not have to look the same or come from the same background. We can be **friends with anyone**, e.g. boys and girls can be friends.

Friendships with people who are different to us can be rewarding, makes life more interesting and exposes us to different experiences and knowledge.

Explain we can **make friends anywhere**, for example:

- at school
- at after school clubs
- through our family or existing friends
- with neighbours or in the wider community

STATUTORY GUIDANCE

Know how important friendships are in making us feel happy and secure, and how people choose and make friends.

Choosing friends (2)

Explain that the number of friends we have does not matter. We can be friends with **one person** or **many people**.

Explain that some friends may be particularly important to us at **different times**. Sometimes we might consider several people to be equally important as friends, or that we have a 'best friend'.

There are no rules and friendships can change over time.

STATUTORY GUIDANCE

Know how important friendships are in making us feel happy and secure, and how people choose and make friends.

Online friendships

Explain that the internet can give us the opportunity to be friends with people all over the world.

Explain that friendships are not the same as **contacts** (the amount of people we know) or 'likes' or 'shares' online. Real friendships are **reciprocal**, built on getting to know a person, spending time with them, sharing experiences with them and caring for them.

Teach that online friendships should have the **same characteristics** as friendships in real life.

Explain that **being safe is paramount** in any online relationship. See the **online relationships** module for more information.

STATUTORY GUIDANCE

Know how important friendships are in making us feel happy and secure, and how people choose and make friends.

Characteristics of friendships (1)

Explain that like all **respectful relationships** friendships are based on certain characteristics, for example:

- **mutual respect**, e.g. valuing and caring for each other, and putting aside any differences
- **truthfulness and honesty**, e.g. knowing that we can believe what we tell each other
- **trustworthiness**, e.g. being able to rely on someone for their support, loyalty, and doing what they say they will do
- **loyalty**, e.g. supporting our friends and sticking with them through hard times
- **kindness**, e.g. caring about each other, our feelings, and putting others' needs above our own

STATUTORY GUIDANCE
Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

Characteristics of friendships (2)

- **generosity**, letting someone play with a toy or go first in a game
- **sharing interests and experiences**, and that doing so makes them better and more satisfying, e.g. hobbies, games or clubs at school
- **supporting our friends** when they have problems or difficulties, e.g. when they are upset

STATUTORY GUIDANCE
Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

Welcoming friendships (1)

Explain that friendship is for sharing. **Sharing the enjoyment** friends experience when they spend time together is a way to **build friendships** and **make new friends**.

Trying to keep other people away from a friendship, for example out of **jealousy**, is more likely to make the friendship break down. People can end up feeling **trapped** or **restricted** and want to break away in this kind of friendship.

Teach pupils that being unwelcoming to others (e.g. ignoring them, or not involving them in a group or game) can make them feel lonely and excluded.

STATUTORY GUIDANCE

Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Welcoming friendships (2)

Explain that regularly excluding others to hurt them is a form of **bullying**. Teach that:

- it is better to be kind to each other
- life is more fun when we let other people's personalities and ideas into our groups

Explain that while we should be friendly and welcoming to everyone, we do not have to be close friends with everyone. We are all allowed to decide how close a relationship we form with different people.

See the **respectful relationships** module for more information.

STATUTORY GUIDANCE

Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

When an offer of friendship is rejected

Explain that not everyone we meet will want to be our friend. Sometimes we want to be friends with someone, but they do not feel the same way.

If this happens, we should not feel like we have done something wrong or do not deserve friendship.

Teach that we can still have a good relationship with that person and treat them with respect.

Explain to pupils that they can speak to a trusted adult for support.

STATUTORY GUIDANCE

Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Working through problems (1)

Explain that most friendships have their ups and downs.

When there is conflict in a friendship it can help to:

- **apologise** if we are in the wrong
- **recognise the emotions** we each felt
- **discuss** the problem on both sides honestly to resolve issues
- **listen and acknowledge** each other's viewpoints
- **clarify views** and **opinions**
- **accept the consequences** of our actions

Explain that a **successfully resolved** conflict can **strengthen** a friendship as the parties understand more about the other person and themselves as a result.

STATUTORY GUIDANCE

Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

Working through problems (2)

Teach that communicating with someone is the only way to solve an issue in a friendship. **Violence** does not solve problems, it usually makes them worse and can permanently end a friendship.

Violence or fighting at school is **very serious** and will not be accepted **under any circumstances**.

Teach that there are always consequences for hurting, threatening to hurt or trying to hurt someone else.

Explain that pupils should speak to a trusted adult if they have witnessed any threats of violence against them or people they know.

STATUTORY GUIDANCE

Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

Trust and friendship (1)

Teach that an important part of a friendship is trust and being able to rely on friends.

Explain that trust is built over time, and people learn to trust us by their **experience** of our behaviour towards them, and how they see us behaving towards others.

For example, trust develops when people:

- **share** and take turns
- keep **promises**
- **listen** without judgment
- **respect people's wishes**, e.g. about boundaries
- **are honest** about their feelings

STATUTORY GUIDANCE

Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Trust and friendship (2)

Discuss types of behaviour that **damage trust**, for example:

- **lying** and not being truthful
- **gossiping** and spreading rumours
- **teasing** repeatedly
- **hurting** someone
- **saying negative things** about people

Explain that if people see us behaving like this towards others, then they may think that we will do the same to them.

STATUTORY GUIDANCE

Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Unsafe friendships

Explain that **psychological bullying** is when a person tries to make someone else feel bad about themselves, tries to control what they do or say, or regularly excludes them.

Explain to pupils that if a friendship is making them feel unhappy or uncomfortable, they can speak to a friend outside of that relationship, a trusted adult, or organisations such as [Childline](#) or [CEOP](#).

See the **being safe** module for more on coercive friendships.

STATUTORY GUIDANCE

Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Examples of good practice

Good practice

The following are just some of the approaches you might consider when preparing to teach about **caring friendships**.

Good practice approaches

When teaching about how friendships develop, be aware that:

- children recognise friendship qualities appropriate for their age or development
- younger children will base friendships on play and time spent together, however by the end of primary school they will be selecting friends based on interests, personality, and shared values
- it is important that these discussions are **inclusive**, for example, there should be no stigma attached to friendships with the opposite sex or people from different cultures or backgrounds
- if using stories/examples, avoid reinforcing stereotypes, e.g. girls play with dolls and boys play with cars

Good practice

Activities and templates for trainers

About these activities and templates

Subject leads can use the following templates and training activities to plan training on teaching the new curriculum topics.

You can:

- **move slides** - e.g. 'rate your confidence (before training)' - to the point in the presentation where you want to carry out that activity
- **delete slides** if you are not covering those curriculum elements at this time

Training activity:
Rate your confidence

Rate your confidence (trainer notes)

Ask your colleagues to rate confidence before and after topic training using the slides in this deck.

Before training

Ask teachers to think about where they currently fit on the scale.

After training

Ask teachers to rate their confidence again and talk about changes. You might want to repeat this activity at later check ins.

If teachers still rate confidence as low, discuss ways you can develop their subject knowledge, offer peer support etc.

Rate your confidence (**before** training)

How do you feel about teaching this topic?

Not confident at all										Very confident
1	2	3	4	5	6	7	8	9	10	

Rate your confidence (**after** training)

How do you feel now? What support/information could help?

Not confident at all										Very confident
1	2	3	4	5	6	7	8	9	10	

Training activity: Dealing with difficult questions

Dealing with difficult questions (trainer notes)

Use the following slides in your training to help teachers:

- **share concerns** about questions they could be asked by pupils
- **strategise** ways to respond to such questions

Dealing with difficult questions (1)

What would
you say?

What wouldn't you
say?

[Prepare 'difficult' questions to discuss in training or
give teachers a blank version to fill with their own
questions]

Follow up

Dealing with difficult questions (2)

Pupils may well ask questions because they:

- want information
- are seeking permission - “Is it OK if I ...?”
- are trying to shock or get attention
- have related personal beliefs

Remember:

- don't feel pressured or that you have to answer straight away
- don't disclose personal information - use third-person examples, say 'some people...'
- seek advice if you need it

Training activity:
How will I teach this?

How will I teach this? (trainer notes)

Use the following slides in your training to help teachers:

- **begin to plan and resource** their lessons
- **discuss and address any issues** they anticipate in the delivery of lessons

How will I teach this?

How will I prepare to teach this topic?

- What do I need to do?
- What resources do I need?
- Do I need external support?

How will I adapt to needs of pupils?

- What are the challenges?
- What language and concepts will pupils need support with?
- Do I need additional support in the classroom?

How will I assess pupil understanding and progress?

Additional slides for structuring training

ADAPT THIS FOR YOUR OWN PRESENTATION

Any questions?

Any concerns?

What support do you need?

ADAPT THIS FOR YOUR OWN PRESENTATION

XX%

[Use this format to present your own key facts and statistics - e.g. from your local authority or own monitoring. Include the source.]