



Domestic Abuse Awareness Programme For Schools:

PSHE Session Plans

Key
Stage
1



Primary School Version:

Based on Focus Group Discussion

AIM

To provide a one-hour awareness session on what is domestic abuse for Key Stage 1 focusing on healthy/unhealthy friendships.

By the end of the session, children will have explored

- What makes a healthy/unhealthy friendship;
- How to recognise their own behaviours and effect change;
- What it means to respect other people's views;
- A shared understanding of right and wrong behaviours;
- How to be a good friend.

Learning outcomes

- to recognise what they like and dislike
- how to make real and informed choices
- to learn about good and not so good feelings and develop a vocabulary to describe their feelings to others
- to understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

Before the session starts

Refer to good practice guidance re introductions, ground rules, managing disclosures (worry box) etc. In order to set the scene and prepare the children for the session.

Key Stage 1 Session Plans

Ground rules and keeping safe, contract of behaviour, confidentiality.

Resources - Flip chart/white board/smart board, pens

Strand 1 Friendships and Relationships

“Do I know who my friends are and who I have relationships with?”

Large group - Facilitator writes down answers from the children.

Resources needed:

- Flip chart/white board/ smart board, pens

See delivery note 1

Strand 2 Emotions and Empathy

“Can I describe what a friend is?”

Large group - Observational game exploring friendships.

Resources needed:

- None

See delivery note 2

Strand 3 Rules and Expectations

“Can I recognise that all toys can be played with by all people?”

Large group - Discussion looking at gender stereotypes.

Resources needed:

- Selection of small gender specific and neutral toys. The children can be asked to bring in some of their own, or use some at school
- Facilitator list

See delivery note 3

Learning Outcomes

To learn about good and not so good feelings and develop a vocabulary to describe their feelings to others.

To recognise what they like and dislike, how to make real and informed choices.

To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’.

Activity 1

Activity 2

“Do I understand that I can be friends with someone who is different to me?”

Large group - ‘What we like about our friends, are there things we sometimes don’t like, is there anything we should do when we see things we don’t like etc’ then feed back to the group.

Resources needed:

- Paper and pens

“Can I describe my feelings and identify positive/negative feelings?”

Large group - Play the agree/ disagree game with statements. How does it make us feel if they are said to us? How does the person feel who says it and what can we do if we hear them said to someone else?

Resources needed:

- Facilitator list

“Do I know that we can all decide which type of toys and jobs we choose?”

Large group - Make a class collage of pictures showing people doing jobs/children playing with toys which fit/challenge gender stereotypes.

Resources needed:

- Magazines/catalogues, scissors, glue, paper

See delivery note 4

Strand 1
Friendships and Relationships

Strand 2
Emotions and Empathy

Strand 3
Rules and Expectations

Learning
Outcomes

How to help someone

Large group – This is (name) and s/he is having friendship problems. What problems is s/he having? What do you think s/he could do about it? Do you need to tell someone else about it?

Resources needed:

- Puppet
- Facilitator list

Large group - Discuss with the children what they should do if they see someone on their own in the playground. Do they need to tell someone else about it?

Resources needed:

- Facilitator list
- “How to help someone who may be feeling left out”

Large group - Discuss with the children about the importance of respecting other’s choices and still being friends with them. If they are worried about someone who do they talk to?

Resources needed:

- School worry box

As above

Additional activity if needed

Large group – Children stand in the middle of the room. The facilitator reads out statements ie ‘Joe won’t let Eve play with him. Is this ok or not ok? The children go to one side of the room or the other depending on what they think the answer is. Discuss.

Resources needed:

- Facilitator list

Read an appropriate book to the class. Discuss.

Resources needed:

- Selection of books

Read an appropriate book to the class. Discuss.

Resources needed:

- Selection of books

Returning to a happy place

Tell me what you like doing with your friends.

Pass the squeeze.



Sit the children in a circle and ask them what job they would like to do and why.

Session evaluation

Ask the children if there was anything they didn’t like/liked about the session and one thing they learnt. Write up on a large piece of paper or smart board.

Key Stage 1 Delivery Notes

Delivery
note 1

“Do I know who my friends are and who I have relationships with?”

Working from the premise that what feels good and what we value in a friendship will be what feels good and valuable in a relationship, this is a discussion about ‘Who are our friends, who do we have a relationship with?’ ie friends at school, friends at home, friends at after school activities etc and relationships with parents, teachers, lunch time supervisors, Brownie leader, crossing guard etc.

Delivery
note 2

“Can I describe what a friend is?”

Half the class walk round the room as if they have no friends and don’t know anyone. Other half watch. How do they feel? Where do they look? How do they move? Swap over. Next walk round like you have just seen some friends. How do they feel/move, where do they look? Which feels better? Talk about what the children can do to help people who may be struggling to make friends.

Delivery
note 3

“Can I recognise that all toys can be played with by all people?”

Allow the children to play with the toys for 10 minutes suggesting they can share if they want to. Bring the children together in a circle with their toys. Ask them for different ways we can sort them. Eventually aim for 3 piles – girls, boys and neutral. Discuss whether anyone played together with the same toy? Are the piles different? If so how?

Delivery
note 4

“Do I know that we can all decide which type of toys and jobs we choose?”

Just now we sorted toys. Now we are going to sort jobs and what adults do when they leave school. Read out a list of jobs and ask ‘who does this job?’ Think about what men and women do. Do women drive cars, do men look after babies? Think about personal examples in the class – who goes to bed with a cuddly toy, whose mummy is a police officer/fire fighter, surgeon etc. Go back to the toys and ask, after the discussion can we move any of the toys into the ‘neutral’ pile? Aim to get as many in the ‘neutral’ pile as possible. Look at the new piles and remind the children where we started. Talk about the fact that although boys and girls are different in some ways they can still share and enjoy the same things and do the same jobs in the future.

Delivery
note 5

Pass the squeeze

All the children and facilitators stand in a circle and hold hands. One facilitator starts by gently squeezing the hand of one of the children who then squeezes the hand of the child next to them until it goes all round the circle.

Key Stage 1 Resources

Friendships and Relationships

How to help someone

- (puppet) spent ages drawing a lovely picture but someone scribbled all over it and ruined it. How can you help (puppet)?
 - (puppet) is upset because her/his friends aren't talking to her/him and she/he doesn't know why. How can you help (puppet)?
 - (puppet) is playing with a ball in the playground when another child takes the ball from him/her. How can you help (puppet)?
 - Someone called (puppet) stupid because s/he didn't get anything right in the spelling test. How can you help (puppet)?
 - Someone hit (puppet) in the playground and called him/her a mean name. How can you help (puppet)?
 - No one will play with (puppet) even though s/he asked to join in the games. How can you help (puppet)?
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Additional activity

- Joe won't let Eve play with him. Is this ok or not?
- Jack fell over and Emily helped him up. Is this ok or not ok?
- Elizabeth's pencil breaks so David lends her his. Is this ok or not?
- Rachel hurts her finger and Kieran laughs at her. Is this ok or not?
- Tracy scribbles on Paul's picture. Is this ok or not?
- Deborah took Warren's sweets off him. Is this ok or not?

Emotions and Empathy

Activity 2

- Come and play in our game
- I like your hair
- If you come round to my house we can play on my new computer game
- Do you want to share my lunch?
- Have you got any pets?
- Would you like to play with us?
- Can I sit with you at lunch time?
- Give me your sweets and I'll be your friend
- I want you to just be friends with me
- If I tell you a secret you have to tell me one back and then I'll be your friend
- Can I try some of your crisps?
- Where did you get those trainers?
- If you want to play you have to use our rules
- How much pocket money do you get?
- If you want to be friends with me you can't talk to Sam

How to help someone

- Ask if they would like to join your group
- Ask someone if they can help you with a task
- Ask if they want someone to talk to
- Look out for people who sit on their own at lunch time and ask if you can sit with them
- Ask if they need help and offer to go with them to see a trusted adult
- Keep an eye out for them if you are worried they are being bullied
- Sit next to them in class/on the bus
- Offer to be their partner in tasks/sports
- Ask for their opinion

Rules and expectations

Activity 1

- Did girls and boys mix (or not) when we were playing just now? What (if anything) did you play with together?
- How might you distinguish girls' and boys' toys? Or can they all be for anyone?
- If they are different, how are they different? Why do you think they are different?
- Are there any boys' toys here that any of the girls ever like to play with (or – think about the female characters in what might be seen as boys' toys)?
- Do any of the boys ever play with any of the girls' toys (or – think about times that men might look after babies or children, and so on)?
- Can you think of what grown-ups do? Discuss the role of some grown-ups that you know. (e.g. Do women drive cars? Do men look after babies?)