

HT1 - Respectful Relationships - Year 1

Lesson	Focus	Key Outcome
1	Building a safe, happy and respectful classroom	Agree and follow class rules that help everyone feel safe, included and ready to learn.
2	Friendship, similarities and differences	Recognise similarities and differences and understand how respectful friendships help us feel included.
3	Understanding how it feels to be new	Recognise possible feelings and needs when someone joins a new class or situation.
4	Welcoming others	Use kind, respectful words and actions to welcome others while listening to their preferences.
5	Support in new situations	Identify helpful people, actions and resources, recognising that different people may need different support.
6	Trusted adults and safety	Identify trusted adults and create a Safety Circle to know who to talk to when support is needed.

Lesson	1	Theme	Respectful Relationships
Unit	Beginning and Belonging	Key Vocabulary	safe, happy, secure, belong, friend, friendship, kind, respectful, needs, preferences, fair, rule, learner
WALT	help make our classroom a safe, happy and respectful place where everyone can learn and feel that they belong.		
Success Criteria	☐ I can give examples of ways to help people feel safe, happy and included. ☐ I can explain one way a good friend can help someone feel secure. ☐ I can listen to another person's preference, even when it is different from mine. ☐ I can suggest a fair way to respond when two people want different things. ☐ I can show what one agreed classroom rule looks like in practice.	Resources	Large paper or interactive whiteboard; drawing/painting materials; space for circle time; copy/display of the three Gateway Rules and Big PSHE book
Starter	Seat pupils in a circle. Remind them that we listen without interrupting and may pass if they do not want to speak. Complete the sentence: 'I am happy in school when ...' Record a few responses. Ask: Which of these things can we help to make happen? Draw out kindness, listening, helping and playing well together.		
Main	From the children's ideas, agree a list of around 8 simple ground rules, which should be positive, and cover areas such as how we treat each other, work, being safe, communication and movement. Check that they are happy with them and think they will help them to be happy and safe together and to learn. Ask each child to choose one ground rule (making sure they are all covered by someone in the class) and to do a painting/drawing showing what it looks like when people are following that rule, either in the classroom or elsewhere in school (Drawings should be evident in PSHE books). Invite them to share their paintings with each other, and display them around the classroom so that there are visible reminders of what has been agreed.		

Plenary	Show the Gateway Rules (I am a learner, I am kind and respectful, I am safe). Read each class rule and ask which Gateway Rule it fits. Some may fit more than one. Finish with: One thing I will do to help our class feel happy and secure is ...		
Assessment Opportunities	Listen to circle-time responses, reasoning in the scenario, contributions to the agreed rules, and the pupil's explanation of their illustration.		
Challenge	Ask pupils to explain why a solution is fair, identify when compromise may not be possible, or suggest how to check whether both people feel heard.	Support	Offer picture prompts for happy/safe/kind/listen/help; let pupils rehearse with a partner; provide sentence stems: 'They might need ...', 'A fair idea could be ...'.

Lesson 2	Year 1	Theme	Respectful Relationships
Unit	Beginning and Belonging	Key Vocabulary	respect, friendship, friends, class, smile, name, favourite, likes, dislikes, in common, different, needs, preferences
WALT	participate in activities that develop collaborative relationships within the class and understand how people choose and make friends.		
Success Criteria	☐ tell everyone something I like doing ☐ listen when other people share their ideas ☐ name or recognise more children in my class ☐ identify something I have in common with someone and one difference ☐ explain one way friendship can help us feel happy, secure or included	Resources	Circle space; optional name cards. Home Links Children share one thing they learnt about another child and one way they can help someone feel included.
Starter	Sit in a circle and play one quick round of Pass the Smile. First, each child says their own name while passing a smile. If time allows, repeat using the name of the person receiving it.		

Main	Complete the sentence: 'My name is ... and I like ...'. Ask pupils to listen for one similarity and one difference. Then play a shortened Change Places game with three or four prompts, for example: change places if you like riding a bike, animals, singing or drawing. Pause after each prompt to notice that some people share preferences and others do not. Ask the children : How can knowing what someone likes help us choose to play or make friends? How can we include someone whose preferences are different from ours? Reinforce that friends may share interests but do not have to like all the same things. Hand out photos of each child with the space around them, each child reflects on what they like. Collect all the photos from the lesson and the teacher subscribes in the Big Books Similarities and Differences during the plenary.		
Plenary	Partner-share: 'One thing we have in common is ... One difference is ...'. Take two examples, then finish: 'A good friend can help someone feel happy or secure by ...'. Remind pupils that taking turns, combining ideas or choosing another activity can help when wishes differ.		
Assessment Opportunities	Listen for pupils who share appropriately, recall another child's idea, recognise similarities and differences, and suggest a respectful response to different preferences.		
Challenge	Ask pupils to choose a classmate with different interests and suggest a new game or activity that both children could enjoy, explaining why they chose it.	Support	Have visual cue cards to support children who may need to verbalise what they like. Ask children to draw their like and teacher to scribe their drawings.

Lesson	3	Theme	Respectful Relationships
Unit	Beginning and Belonging	Key Vocabulary	feelings, respect, new, arrive, positive, negative, emotions, school, welcome, friendship, needs, preferences, secure
WALT	recognise what it can feel like to be new in school and begin to understand what a new person might need or prefer.		
Success Criteria	☐ name some feelings I might have when starting somewhere new ☐ suggest how someone else might feel when they arrive in our class ☐ notice some clues in a person's face, words or actions ☐ suggest one kind action that could help a new person feel happy, secure and included ☐ ask what a new person needs or prefers instead of assuming	Resources	Persona doll or simple character picture; selected book extract or brief recap; board or large paper. PSHE book : I Am Too Absolutely Small for School – Lauren Child
Starter	Gather the children in a circle and discuss 'How might someone feel on their first day in a new class?' Gather four or five feeling words. If using the book, show or recap the part where Lola does not want to go to school and briefly discuss why.		
Main	Using a persona doll, explain to the children that you want them to imagine this person has just arrived in their class. Most other children all started school in Reception, but Billy (for example) has just arrived in Year 1 or 2. He has just moved new to the area, so he does not know anyone where he lives, nor in the school. Refer back to the Circle of Feelings in the previous activity, and ask the children to share with a partner how they think Billy is feeling. Ask each pair to share one feeling with the class. List their ideas,		

	and see how many different feelings they can identify. Ask the children to work in pairs, and to choose one feeling from the list they made about Billy. Ask them to talk together about what someone might look like if they arrived at school and were feeling like that. In turns in their pair, ask them to practise showing that feeling in a still image, and ask their partner to feed back about how it looks and to make suggestions as to how to change it if they don't think it is that feeling the child is showing. Using an iPad, take pictures of individual children showing their chosen emotion.		
Plenary	Display some of these photos on the whiteboard, and ask the other children to name the feeling the person is showing, and to explain how they know. The children could then be asked to sort the photos into categories of 'positive feelings', 'negative feelings' and 'other', from their perceptions		
Assessment Opportunities	Listen for pupils who name plausible emotions, distinguish clues from certainty, identify a new person's possible needs or preferences, and suggest kind, non-forceful support.		
Challenge	Ask children to show the same emotion in two different ways, using subtle changes to their face, posture and body language. Challenge them to explain to their partner which clues they used to communicate the feeling and why. They could then choose another feeling Billy might experience and create a still image that shows how his feelings might change during his first day.	Support	Provide children with a visual emotion prompt card showing Billy's possible feelings (e.g. worried, lonely, nervous, sad, excited). Model one still image first, thinking aloud about facial expression, body position and posture. Pair children strategically so a more confident child can support a child who finds expressing emotions difficult. Children can also use a mirror to practise their facial expression before taking their photograph.

Lesson	4	Theme	Respectful Relationships
Unit	Beginning and Belonging	Key Vocabulary	new, respect, school, emotions, feelings, kindness, welcome, friendship, needs, preferences, choice, included
WALT	have ideas about how to make new people feel welcome in the class and respond to what they need or prefer.		
Success Criteria	☐ suggest words I could say to someone who is new ☐ show one action that could help a new person feel welcome ☐ ask what help or activity the new person would prefer ☐ explain how kindness can help someone feel happy, secure and included	Resources	Persona doll or character picture; optional scenario cards. Home Links Children share one welcoming phrase and explain why asking what a new person prefers is helpful.
Starter	Revisit the new-child character from Lesson 3. Ask pupils to recall one possible feeling. Invite them to practise one welcoming sentence directly to the character, such as 'Would you like me to show you where we sit?' or 'Would you like to play?'		
Main	In groups of three, one pupil is new and two pupils already know the class. Give each group a short scenario: arriving in the classroom, joining the playground or finding a place at lunchtime. Pupils role-play what they could say or do. Include a moment where the new person has a preference, for example wanting to watch before joining in. Ask groups to show how they can welcome the person without forcing them. Swap roles once if time allows. Share one or two examples and compare how the new person might feel before and after.		
Plenary	Create a rapid class list: 'Helpful ways to welcome someone'. Aim for three memorable actions: smile or greet, ask and listen, offer a choice. Finish with: 'I can help a new person feel welcome by ...'. Remind pupils that welcoming behaviour may help a friendship begin, but nobody is required to become a friend.		
Assessment Opportunities			
Challenge	Ask pupils to adapt their welcome when the new person says no, wants something different or needs quiet time. Invite them to	Support	Provide picture prompts and sentence stems: 'Hello, my name is ...', 'Would you like ...?' and 'It is okay if you want to ...'. Let

	explain why their response remains kind and respectful.		pupils rehearse with an adult or take a non-speaking role first.
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Lesson	5	Theme	Respectful Relationships
Unit	Beginning and Belonging	Key Vocabulary	new situation, feelings, help, support, friendship, trusted adult, cope, choice, needs, preferences, secure
WALT	know who and what might help when I am in a new situation.		
Success Criteria	☐ name a new situation I might experience ☐ identify feelings someone might have in that situation ☐ suggest something or someone that could help ☐ recognise that different people may prefer different kinds of help	Resources	Board or large paper; optional picture cards showing new situations.
Starter	Briefly revisit how the class would welcome someone new. Ask for other times people may enter a new situation, such as joining a club, moving home, meeting a new group or welcoming a new family member. Choose two examples and name possible feelings.		
Main	Place three headings on the board: People, Actions and Helpful Things. Give pairs one new-situation picture or example. They suggest one person who could help, one action the child could take and one helpful thing to know or have. Collect ideas into a short class 'Top Tips for when I'm new' list. Include knowing who to talk to, smiling or saying hello, joining one activity, keeping in touch with old friends and asking questions. Compare two children who prefer different support: one wants a friend beside them; another wants time to watch first. Discuss how to ask, listen and balance the wishes of people involved.		
Plenary	Choose the class's three strongest 'Top Tips for when I'm new'. Pupils complete: 'If I am new, I can ...' and 'Someone could help me by ...'. Explain that friends can help us feel happy and secure, but trusted adults are also important.		
Assessment Opportunities	Listen for realistic new situations, safe sources of help, useful coping ideas and recognition that people's needs and preferences can differ.		
Challenge	Ask pupils to rank possible tips and justify which would help most in a particular situation. Invite them to explain how they would respond if two people prefer different kinds of support.	Support	Offer a choice of two pictured situations and sort prepared cards under People, Actions and Helpful Things. Use sentence stems: 'I could ask ...' and 'It might help to ...'. Pair pupils with a supportive talk partner.

Lesson	6	Theme	Respectful Relationships
Unit	Beginning and Belonging	Key Vocabulary	help, support, trust, trusted adult, respect, safe, safety circle, home, school, worried, private
WALT	identify trusted adults who can help me if I need support.		
Success Criteria	☐ explain why it is important to talk when I am worried or upset ☐ name trusted adults at school and outside school ☐ create a personal Safety Circle ☐ know that another person's Safety Circle may be different from mine	Resources	Persona doll or character; board; one circular sheet of paper per pupil; pencils or crayons.
Starter	Use the persona doll in a school situation where they feel unhappy or worried, such as having nobody to play with, being called an unkind name, feeling unwell or worrying about home. Ask why talking to someone and asking for help matters.		
Main	Ask who the character could talk to. Build an example Safety Circle on the board with the character in the centre and trusted adults around them, including more than one adult at school and outside school. Clarify what makes an adult trustworthy. Pupils create their own Safety Circle by drawing themselves in the centre and adding trusted adults around them. Encourage at least two school adults where possible. Remind pupils that circles can be different and can change. If the first adult cannot help or does not listen, they should keep telling another trusted adult.		
Plenary	Pupils may share one school-based trusted adult with a partner; they do not need to share private names. Compare circles generally: some people may appear in many circles and others will differ. Finish together: 'If I am worried or unsafe, I will keep telling a trusted adult until someone helps.'		
Assessment Opportunities	What makes this adult a safe person to tell? Who could you tell at school? Outside school? What could you say to begin asking for help? What should you do if the first adult does not help?		
Challenge	Ask pupils to explain what makes an adult trustworthy and how they would decide whom to approach in different situations. Explore why a trusted adult may need to	Support	Provide picture prompts of familiar school roles and a partly completed Safety Circle. Scribe names or roles for pupils. Offer a private adult-supported

	tell another adult in order to keep a child safe.		conversation rather than expecting public sharing.
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