



## Traditional Tales - PSHE - Reception

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### Learning Experiences

- What does it mean to be a good friend?
- Think about who your friends are and the qualities they have which make them good friends.
- Consider how you can be a good friend to others and think about what happens when friends disagree and argue, with a focus on resolving conflict.
- Think about your own friends and create a friendship paper chain.
- Choose their favourite children's book or television programme and think about who the main character is and who their friends are.
- Explore stories of friendship:
- What to do in an emergency – who do you call? Who do you ask for?

What are the different emergency services?

### Anchor Phase

Week 1 - How are we? How are we feeling? Explore emotions about how their Christmas break was and coming back to school. How are you feeling about the new restrictions? Is there anything we are worried about? Excited for? Happy about? Frustrated? Angry? Annoyed? Etc... Encourage children to name different emotions to explain how they are feeling.

Peace Out – guided meditation – You Tube

Lesson 2 -

Which Qualities Should Good Friends Have? In small groups, ask the children to make a list of all the qualities they

think makes a good friend. Support them to think about particular qualities which might be important for a good friend

to have by going through the two examples on the Lesson Presentation. Extend their thinking by asking why those

qualities would be important. Are children able to tell you two things which make a good friend?

Lesson 3 -

What Are Good Friendships Like? Explain that friendship is the process of being friends with others. Encourage

children to think about different friends they have and discuss what good friendships are

like. What do they like about

their friends? Are children able to tell you two things which make a good friend?

Lesson 4 -

How Can I Be a Good Friend? Read through the different scenarios and discuss them as a class. Relate them to any

similar situations which have happened to them in or out of school. Can children think of anything else they can do

to be a good friend? Can children tell you two things they can do to be a good friend?

Lesson 5 -

How to Be a Good Friend: Children to use the Good Friend Discussion and Sorting Cards (\*) or complete the

differentiated How to Be a Good Friend Activity Sheets (\*\* and \*\*\*) to explore ways they can be good friends.

Children to use the Good

Friend Discussion

and Sorting Cards to

discuss each scenario

and sort accordingly.

Discuss what could be

done to resolve those

cards which don't show

children being good

friends.

Children to create a

poster telling people

things they can do to be

a good friend.

Children to read each of

the scenarios and act

them out. Discuss how

they can improve each situation by being a good friend and then act this out too.

## Associated Documentation

### Area of Learning and Development

#### Prime Areas

#### Personal, Social and Emotional Development

Skill Code	Skill Statement	Year
PSED01	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (ELG 06)	Nursery
PSED01	Takes steps to resolve conflicts with other children, e.g. finding a compromise. (ELG 06)	Reception
PSED02	Beginning to explain own knowledge and understanding, and asks simple questions of others.	Nursery
PSED02	Explains own knowledge and understanding, and asks appropriate questions of others.	Reception
PSED03	Keeps play going by responding to what others are saying or doing. (ELG 06)	Nursery
PSED03	Initiates conversations, attends to and takes account of what others say. (ELG 06)	Reception
PSED04	Seeks out others to share experiences. (ELG 06)	Nursery
PSED04	Initiates and extends play and encourages others to join in (ELG 06)	Reception
PSED05	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.	Nursery
PSED05	Revisits play activities and invented games over a period of time	Reception
PSED06	Shows affection and concern for people who are special to them.	Nursery
PSED06	Offers comfort to adults and peers who are distressed	Reception
PSED07	Welcomes and values praise for what they have done.	Nursery
PSED07	Can describe self in positive terms and talk about abilities.	Reception
PSED08	Shows confidence in asking adults for help. (ELG 07)	Nursery
PSED08	Confident to speak to others about own needs, wants, interests and opinions. (ELG 07)	Reception
PSED09	Confident to talk to other children when playing, and will communicate freely about own home and community. (ELG 07)	Nursery
PSED09	Confident when talking to other children and will communicate freely about own home, family and personal experiences. (ELG 07)	Reception
PSED10	Is more outgoing towards unfamiliar people and more confident in new social situations.	Nursery
PSED10	Is outgoing towards unfamiliar people but is also becoming aware of 'stranger danger'	Reception
PSED11	Enjoys responsibility of carrying out small tasks.	Nursery
PSED11	Accepts and shares responsibility for classroom tasks	Reception
PSED12	Can select and use activities and resources with help. (ELG 07)	Nursery

PSED12	Confidently accesses continuous provision and tidies up after themselves (ELG 07)	Reception
PSED13	Aware of own feelings, and knows that some actions and words can hurt others' feelings. (ELG 08)	Nursery
PSED13	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. (ELG 08)	Reception
PSED14	Can usually adapt behaviour to different events, social situations and changes in routine. (ELG 08)	Nursery
PSED14	Aware of the boundaries set, and of behavioural expectations in the setting. (ELG 08)	Reception
PSED15	Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. (ELG 08)	Nursery
PSED15	Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. (ELG 08)	Reception
PSED16	Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.	Nursery
PSED16	Will tolerate delay when needs are not immediately met and can cope with disappointment	Reception
PSED17	Increased ability to distract and console self for short periods of time when upset	Nursery
PSED17	Increased ability to distract and console self and others when upset	Reception
PSED18	Can express and explain their own feelings such as sad, happy, cross, scared, worried.	Nursery
PSED18	Can express and explain their own feelings and those of others	Reception