

The Character Curriculum

Flourishing for Life



<p>Y2: Friends L1 - Virtues of a good friend.</p>	<p>Learning objective:</p> <ul style="list-style-type: none"> - To identify virtues needed to be a good friend. 	<p>Key vocabulary: Friends, friendship, most important, least important, virtues Key virtues: Respect, compassion, honesty, respect, gratitude</p>
<p>Resources:</p>	<p>Statutory links: Relationships Education (2020) Pupils should know:</p> <ul style="list-style-type: none"> - How important friendships are in making us feel happy and secure, and how people choose and make friends. - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - 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. - 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. 	
<p>Key questions:</p> <p>When you are choosing a friend, what is most/least important?</p> <p>What virtues does a good friend show?</p> <p>How can you be generous/kind/respectful/honest to your friends in school?</p>	<p>Learning activities:</p> <p>Starter: What is important?</p> <p>Show the following phrases on the board and read them through together:</p> <ul style="list-style-type: none"> - Has an iPad. - Likes the same games. - Is kind. - Is honest. - Has the same hair colour as me. <p>Which of these is most important in a friend? Which is least important? Why? What do you look for in a friend/what makes a good friend?</p>	

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Activity 1: A good friend is...

Ask children to think of someone that has been a good friend to them. What are they like? What makes them a good friend? Encourage a focus on virtues.

Ask them to make a poster/picture of a 'good friend'.

You might want to use them to make a display.

Activity 2: What does that look like?

Thinking about the virtues in activity 1, what would it look like to be generous (etc.) at school? Ask children to choose one of the qualities and draw a picture to show someone showing that virtue e.g. someone passing the football to someone else is being generous or someone sitting beside someone who is sad is kind. You could role-play some virtues as an alternative to drawing.

Plenary: Reflection

Have you been a good friend this week? What virtues have you shown? How? Who has been a good friend to you this week? Why?