



**Title: Friends and Friendship**

**Level: EARLY**

**Links to Curriculum for Excellence**

Experiences/Outcomes	Benchmarks
I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 0-44a I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 0-44b I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 0-45b	These Experiences and Outcomes sit within HWB Responsibility of All and span across all five levels to recognise the nature of development and learning in HWB. There are no Benchmarks for these Experiences and Outcomes.

**Learning Intentions**

- Children begin to understand the value of friendships.
- Children understand how to co-operate, share and help others.

**Success criteria**

- I am beginning to co-operate and share with others.
- I am beginning to understand why friends are important.
- I am developing friendships.
- I know that it is important to get along with others.
- I am learning what manners are and why they are important.
- I am learning to listen to others.
- I am learning how to use positive verbal and body language.
- I can discuss what a friend is and I am learning to make new friends.
- I am learning how to communicate effectively.
- I understand about personal space.

**Connecting with home**

Information for parents and carers is provided at each Level on the RSHP site. Some of the suggested activities include links with home. Books suggested for use in the centre/school could also be for lending.

**Key words/vocabulary**

- Buddies
- Feelings
- Friends
- Friendship
- Recipe

## ACTIVITIES

Learning can be planned or take place in what we might call those spontaneous ‘teachable moments’ when children and educators are playing and chatting, or a particular event happens. Of course, we can create those teachable moments too, and so there are suggestions here about how books, play and other activities can support RSHP learning at Early Level.

*Whenever you use content on a platform like YouTube please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.*

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<b>Friends week</b>	Have a themed week – all about friendships. Acknowledge ‘good friends’ throughout the week. Take time to highlight examples of kindness and friendship between boys and girls. Use some of the activities described here as part of your celebration of friendship.
<b>What makes a friend?</b>	Either as a group, or with individual children who would benefit from the support, explore what makes someone a friend, and what in turn the child/children can do to be a friend.
<b>My friend</b>	Ask the children to talk about their friends, perhaps bring one child at a time to the front/on a chair for a bit of an interview with you in the first instance, and then other children can do the questions next time: <i>Who is your friend? How did you meet? What do you do together? What’s your favourite thing about your friend? What does your friend like about you?</i> Adults can take their turn too. Give every child an opportunity if they want it throughout the week. Be careful that no-one is left out.
<b>How do you make a friend?</b>	The children can discuss the question – the books listed deal with some of the things that can make friendship more difficult for some children.
<b>A friendship recipe</b>	Have children work in pairs to create a recipe - ensuring they understand what a recipe is – perhaps they already make soup or bake cakes? They could have bowls and spoons and cook’s hats and card to write and draw on – with some prompts: <i>A little bit of... a pinch of... A lot of... A big spoonful of...</i> With display and discussion of each of the recipes throughout the week.
<b>When friends fall out</b>	This discussion can happen anytime, out with difficult moments in peer relationships, but also when children have fallen-out. The focus should be on feelings rather than ‘what happened’. Other children can say what feelings they see. Acknowledge that it is upsetting when friends fall out. Talk about how friends can repair relationships after a fall-out – forgiving each other, saying sorry (if it’s meant, not insisted upon!)

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agreeing to disagree, remembering how much they usually get on. Ask children not directly involved to say how they can help people to get on and get over a fall-out.

In acknowledging that falling out with a friend can be upsetting, check that children can identify a person they can speak to if they are upset (this would include reminding children this can be you or other adults in the centre/school).

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<b>Buddies</b>	Children can reflect on what helps people get along, and what helps when they are not getting along. Buddies can have a role to help other children, to keep an eye out for children who have no-one to play with. The role can be developed with older children in the school.
<b>Parent/carers childhood friend</b>	Ask the children to find out who was their parent/carer’s friend when they were a child – what was their name and what did they like to do together. Give the children a note home with the task as a reminder.
<b>Songs</b>	When using any material on platforms such as YouTube ensure that any advert/promotion has played/ended before playing. Count on Me: Bruno Mars – can be found online, along with lyrics Friends Song/The Singing Walrus <a href="https://youtu.be/bVCKj0T9-gc">https://youtu.be/bVCKj0T9-gc</a> What Makes a Good Friend <a href="https://youtu.be/OV6fPw-MRFo">https://youtu.be/OV6fPw-MRFo</a> Will You be a Friend of Mine (includes a bit of hopping and dancing around...) <a href="https://youtu.be/ttYQTgwtel">https://youtu.be/ttYQTgwtel</a>

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### BOOKS FOR READING TOGETHER OR BORROWING

**Please check out the full reading list provided at Early Level.** The books listed here provide opportunities to talk about the themes of interest, they could be used with a class or group, reading to pairs or individual children to support and back-up key learning. Parents and carers could be encouraged to read them at home too.

#### Friends

Eric Carle (ISBN 0399172068)

Once there were two friends who were always together... But one day, the boy was all alone. His friend was gone. Undaunted, he sets off on a quest... before finally being reunited with his beloved friend.

#### Do you want to be my friend?

Eric Carle (ISBN 014050284X)

“Do you want to be my friend?”, asks a little mouse of a horse, a peacock and others in this classic story. Only when he meets another little mouse is the answer unequivocally, “yes”.

#### The boy who built a wall around himself

Ali Redford (ISBN 1849056838)

Boy built a wall to keep himself safe. Behind it he felt strong and more protected. Then Someone Kind came along. Written for children aged 4 to 9, this gentle full-colour picture

book uses a simple metaphor to explain how children who have had painful or traumatic experiences can build barriers between themselves and other people. It will help children explore their feelings and encourage communication.