



STONEWALL LESSON PLANS

Friendship

We've designed these lesson plans to give you some starting points for creating LGBTQ+ inclusive RSHE lessons. Adapt the activities to best suit the needs of your class and to fit the amount of time you have available. We have also developed lesson plans on this theme for students with SEND – these can be found on our website. Each lesson has a PowerPoint that you can use to support your whole class teaching. Other suggested resources are noted in each lesson plan.

These lessons will help you to meet the statutory objectives in the 'respectful relationships, including friendships' strand of relationships and sex education for secondary aged students. You'll find links to Stonewall resources, as well as other suggested resources, in Annex B of the [statutory guidance](#) on RSHE. You'll find further resources on the [Stonewall website](#).

As with any teaching around sensitive issues, it's important to take principles of safeguarding children into account so that you can address any concerns that arise. You'll find more information on safeguarding LGBTQ+ children and young people in our [LGBT-inclusive RHSE: Putting it into practice](#) resource.

Who are Stonewall?

This resource is produced by Stonewall, a UK-based charity that stands for the freedom, equity and potential of all lesbian, gay, bi, trans, queer, questioning and ace (LGBTQ+) people. At Stonewall, we imagine a world where LGBTQ+ people everywhere can live our lives to the full. Founded in London in 1989, we now work in each nation of the UK and have established partnerships across the globe. Over the last three decades, we have created transformative change in the lives of LGBTQ+ people in the UK, helping win equal rights around marriage, having children and inclusive education.

Our campaigns drive positive change for our communities, and our sustained change and empowerment programmes ensure that LGBTQ+ people can thrive throughout our lives. We make sure that the world hears and learns from our communities, and our work is grounded in evidence and expertise.

Stonewall is proud to provide information, support and guidance on LGBTQ+ inclusion; working towards a world where we're all free to be. This does not constitute legal advice, and is not intended to be a substitute for legal counsel on any subject matter. To find out more about our work, visit us at www.stonewall.org.uk.



Join our Education & Youth programmes

Our experienced team are proud to have supported many primary and secondary schools, colleges, Local Authorities and Multi Academy Trusts to challenge bullying and celebrate diversity.

We offer online training for education staff; an awards scheme; membership programmes; consultancy; a wide range of resources.

To find out how your school, college or setting can benefit from working with Stonewall, visit www.stonewall.org.uk/schools-colleges.

Key Stage 3

Learning objective: To identify ways to support a friend at a challenging time in their life

Activity	Details	Resources
<p>Introduction: What is a friend?</p>	<p>Share the dictionary definition of 'friend' on the board.</p> <p>In groups of 3, students discuss: Does this definition explain what it is to be a friend? Is there anything you could add to explain what a friend is?</p> <p>Discuss students' ideas of what friendship is and what a good friend is.</p> <p>Ensure that you have discussed the idea that a good friend is someone that is there to support you, someone that you can talk to about your feelings, someone you can trust.</p>	<ul style="list-style-type: none"> • Being a friend – KS3 PowerPoint • KS3 scenario cards
<p>Group activity: What would you do?</p>	<p>Split the class into groups of 3 and give each group a scenario card.</p> <p>As a group they should discuss:</p> <ol style="list-style-type: none"> 1. What could you say to a friend in this situation? 2. What could you do to support your friend? 3. What would you do if you were worried about your friend's mental health or their safety? <p>After a 10-15 minute group discussion, pair each group of students with a group that had focused on a different scenario.</p> <p>Each group should tell the other group:</p> <ol style="list-style-type: none"> 1. What they would say to a friend in this situation. 2. What they would do to support their friend. 3. What they you do if you were worried about your friend's mental health or their safety. 	



	<p>The group that had been listening should then feed back to the group to:</p> <ol style="list-style-type: none">1. Tell them whether they agree with the approach2. Make additional suggestions <p>Repeat the exercise until students have had the opportunity to discuss all of the different scenarios.</p>	
Plenary: Idea sharing	<p>As a class, discuss each scenario in turn. Ask them to consider any common themes that arose throughout their discussions.</p> <p>Ensure that you have discussed:</p> <ul style="list-style-type: none">• The importance of empathy• How supportive questions can help somebody talk about a situation• It's ok not to have all the answers, sometimes people just need somebody to listen to them• The importance of friends having someone they can talk to confidentially• Situations where they should break that confidentiality and who they can talk to in school if they are worried about a friend's mental health and/or safety.	

Key Stage 4

Learning objective: To identify ways to support a friend at a challenging time in their life

Activity	Details	Resources
<p>Introduction: What is a friend?</p>	<p>In groups of 3, challenge students to come up with a dictionary definition for the word 'friend'. The definition needs to explain what it is to be a friend.</p> <p>Discuss students' ideas of what friendship is and what a good friend is.</p> <p>Ensure that you have discussed the idea that a good friend is someone that is there to support you, someone that you can talk to about your feelings, someone you can trust.</p>	<ul style="list-style-type: none"> • Being a friend – KS4 PowerPoint • KS4 scenario cards
<p>Group activity: What would you do?</p>	<p>Split the class into groups of 3 and give each group a scenario card.</p> <p>As a group they should discuss:</p> <ol style="list-style-type: none"> 1. What could you say to a friend in this situation? 2. What could you do to support your friend? 3. What would you do if you were worried about your friend's mental health or their safety? <p>After a 10-15 minute group discussion, pair each group of students with a group that had focused on a different scenario.</p> <p>Each group should tell the other group:</p> <ol style="list-style-type: none"> 1. What they would say to a friend in this situation. 2. What they would do to support their friend. 3. What they do if you were worried about your friend's mental health or their safety. <p>The group that had been listening should then feed back to the group to:</p> <ol style="list-style-type: none"> 1. Tell them whether they agree with the approach 	



	<p>2. Make additional suggestions</p> <p>Repeat the exercise until students have had the opportunity to discuss all of the different scenarios.</p>	
<p>Plenary: Idea sharing</p>	<p>As a class, discuss each scenario in turn. Ask them to consider any common themes that arose throughout their discussions.</p> <p>Ensure that you have discussed:</p> <ul style="list-style-type: none"> • The importance of empathy • How supportive questions can help somebody talk about a situation • It's ok not to have all the answers, sometimes people just need somebody to listen to them • The importance of friends having someone they can talk to confidentially • Situations where they should break that confidentiality and who they can talk to in school if they are worried about a friend's mental health and/or safety. 	



Resources



KS3 scenario cards

Scenario 1

One of your friends messages you and tells you that her parents have just told her they're getting divorced. She doesn't really know what is going to happen next, who she is going to live with, or where she's going to live.

Scenario 2

One of your friends tells you that she's trans. She says that you're the first person that she's told and that she'd been really nervous about how you'd react. Your friend doesn't want you to tell anyone else yet, but has asked you to call her Naomi and use she/her pronouns when it's just the two of you hanging out.

Scenario 3

Your class has a group chat, and you notice that someone made some nasty comments about one of your friends. You don't know whether your friend has seen the comments or not.

Scenario 4

One of your friends tells you that he is bi. He tells you that he's known since Year 6. He wants to come out at school, but is worried that people are going to make fun of him.



KS4 scenario cards

Scenario 1

Your friend's parents are getting divorced. She tells you that she has to choose who she wants to live with and that she doesn't know how she's going to choose.

Scenario 2

One of your friends is trans. Lots of people have been leaving transphobic comments on her TikToks, but you don't know if she knows about it.

Scenario 3

Your friend told you that he's bi a few weeks ago and asked you to keep it quiet until he's told his girlfriend. He messages you on the way home from his girlfriend's house to tell you that she didn't react well and has dumped him because he's bi.

Scenario 4

Your friend has been off for school for a couple of days and they haven't been answering your messages. The next time you see them, they tell you that their grandma died and that they've been having to help their dad out around the house and with their little sister.