

**S.Head PSHE New Beginnings and Relationships Seal Autumn 1 2017 Year 3 and 4**

<b>Year 3 and 4 Key Skills to be covered, taken from National Curriculum – pitching at the correct year group and differentiation within plan for different groups</b>				
<b>Be specific in the key skills, and make them more understandable for children. Consider what it is YOU feel the children should learn as well as the National Curriculum:</b>				
<i>New Beginnings and relationships</i> <i>Seal unit</i>				
<i>Years 3 and 4</i>				
Children will be taught:				
1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;				
1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;				
2b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;				
2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;				
2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;				
4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;				
4c) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships;				
4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.				
<b>Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:</b>				
English links	Speaking and listening skills/ book making/posters/lists			
Mathematics links				
Computing links				
Other links	Turn taking and presenting			
<b>Possible Experiences including visits/visitors/other:</b>				
<b>Consider what could augment your planning to really enthuse the children in your class:</b>				
<ul style="list-style-type: none"> <li>Setting up a circle time in class</li> </ul>				
<b>Display/Resources ideas:</b>				
<b>Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:</b>				
<ul style="list-style-type: none"> <li>Pass the monkey</li> </ul>				
Session	Key Objective from skills listed above (What is it that you want the children to learn?)	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations	Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	Possible extension into homework if appropriate to enhance and deepen learning
1 15mins	Introduction lesson for the Values for the half term. New Beginnings/Respect	Introduce the Values (assembly themes) for the half term. Week 1 - I have made a good first impression. Week 2 - I have shown good manners. Week 3 - I am Respectful. Week 4 - I work hard in class. Week 5 - I present my work beautifully. Week 6 - I take care of my classroom. Week 7 - I am Star of the Half Term.	Children will know what the values are for the half term and will be aware of how they can achieve Star of The week	Children can discuss the Star of the Week Focus for the half term with parents and demonstrate these values in and out of school.

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		<p>Talk about circle time rules and what we should behave like during these sessions. Remember to explain that what is said around the group is between the group and only the group.</p>		
45 mins	<p><b>Intended learning outcomes</b>          I know something about everyone in my class.          I can tell you one special thing about me.          I can give and accept a compliment.</p>	<p><b>Starter - Have you seen my friend?</b>          Ask a volunteer to be the friend. The volunteer should describe two or three things about someone else in the group, for example: Have you seen this person? They have blue eyes and they are excellent at art. Members of the group then guess who the person might be the person who guesses correctly then describes the next friend. Repeat several times</p> <p>Activity: Pair children randomly. The aim of the activity is to find out one interesting thing about your partner that you didn't know before. You will have the opportunity to give them one compliment at the end of the day - something that you admired about them, something you liked about what they did or something that you just like or respect about them as a person.          Children can be asked in a group if they found out anything about their partner that surprised them. They should check with their partner that it is OK to tell the group about this. Remind children that we are all special.</p> <p>Task</p> <p>Plenary: After task read the assembly story from the yellow book.</p>	<p>Task:          Children draw a small image of their friend and two things they have discovered about them today.</p> <p>Give this to their partner. This will go into their pshe folder dates and who had drawn the picture.</p>	
2	<p><b>Intended learning outcomes</b>          I know something about everyone in my class.          I can tell you one special thing about me.          I know that I am valued at school.</p>	<p>Read this continuation of the assembly story.          Note: Vary the names of the children and the lion character according to the particular creation story used in the assembly.          Polly and Digory looked around at the wonderful world that the lion had created.          'Wow! This is beautiful,' said Digory. 'Do you think this is how our world was created too?'          Before Polly could answer something marvellous happened. The people and animals walked to a clearing in the wood and formed a circle around the lion.          'What do you want from us?' asked a crow that was perching on an old man's shoulder.          'Each of you have your own special gift or talent that came with you from the earth. Use your talents well and this land will be wonderful for all time. Forget your gifts and talents and the land will not prosper.'</p> <p>Children should work in pairs to match cards made from the <i>Gifts and talents</i> resource sheet with the tasks that need doing in the new world.          Thought shower the answers to these questions:</p> <ul style="list-style-type: none"> <li>• What are the gifts and talents of the people in your class?</li> <li>• How will you find out what your gifts and talents are?</li> </ul>	<p>Discussion only          Notes from WB</p>	

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		<ul style="list-style-type: none"> <li>• How do you find out about the gifts and talents of other people?</li> </ul> <p>Ask the children to think about their gifts and talents, and about the gifts and talents of people they know. You might give them some ideas about the full range of gifts and talents by suggesting things like listening, kindness, helping others, and so on. Give them about two minutes for reflection.</p> <p>Thought shower all the gifts and talents in the class and record them on the whiteboard. Add your own ideas.</p> <p>Plenary: How are we gifted?</p>		
3	<p><b>Intended learning outcomes</b></p> <p>I can contribute towards making a class charter.</p> <p>I understand my rights and responsibilities in the school.</p> <p>I understand why we need to have different rules in different places and know what the rules are in school.</p>	<p><b>Starter -Rounds</b></p> <p>Go round the circle children finish the sentence I felt... when.... for example I felt proud when Rosie said I was good at art.</p> <p>Working in pairs, the children list three rules they have to follow in the classroom. For each rule, they talk about and write down their answers to the following questions:</p> <ul style="list-style-type: none"> <li>• Why do we need the rule?</li> <li>• Is the rule fair?</li> <li>• Who makes the rule?</li> <li>• What happens when the rule is broken?</li> <li>• Would we like to change the rule?</li> </ul> <p>Each pair feeds back to the class about one of their chosen rules.</p> <p>As a class, children reflect on how rules are made for the classroom, playground or school, for example ground rules for discussion, rules for use of play equipment. Ask the children to reflect on how new rules sometimes have to be made - for example, turning mobile phones off in cinemas/in class. Is there a need for a new rule or for changes to existing ones? If there is, how would the children go about making a new rule or changing one? Refer to the role of the class or school council and how they are involved in decision making in your school.</p> <p>Plenary: Discuss how we created our class charter and why we all agreed to sign it.</p>	Task sheet with three rules and their thoughts about the rules.	Create a book of rules we have at home.
4	<p><b>Intended learning outcomes</b></p> <p>I know how it feels to do or start something new, and some ways to cope with these feelings.</p> <p>I know how it feels to be happy, sad, scared or excited, and can usually tell if other people are feeling these emotions.</p>	<p><b>Starter - Rounds</b></p> <p>Go round the circle finishing the sentence "I wish I hadn't.... because..." e.g. I wish I hadn't been mean to my little brother because I made him cry.</p> <p>Read the story <i>Sami's new beginning</i> from the resource sheets.</p> <p>Ask the children to thought shower all the feeling words that they can think of to describe how Sami might have felt during the story.</p> <p>Write each of the feeling words in large letters on a single sheet of A4 paper.</p>	<p>Children write about a time when they felt happy, sad, guilty, ashamed, etc and draw a picture to illustrate this .</p> <p>Work in pshe folders.</p>	

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		<p>Distribute the words randomly among the children.          Explain that you will now tell the story again and ask the children to hold up their feeling word when they think that Sami might have been feeling this way.          When you have finished the story, ask the children to get themselves into groups according to the feeling words they are holding. Which words go together?          To help, you could offer four key feelings and place each of these four words in each of the four corners of the room.          Happy          Sad          Scared          Excited          Some words might not fit in any of the groups. Take these words from the children and ask them to sit down, or to think of another word that would allow them to join one of the four groups, write it down and join the appropriate group.          When the children have got themselves into groups, explain to the children that they should leave their group's A4 sheets in one pile and sit down.          Read the words out for each group and ask why children do or do not feel that these words should go together.          Explain that these feelings are very common when we are going somewhere unfamiliar or doing something for the first time. Ask children for examples of how they felt when they were doing something new – for example, starting at a new school or moving into a new house.</p>	<p>Plenary:          Emphasise that different people experience different things in different ways. What is scary for one person is fun or exciting for another. There is no right or wrong and we are all different (although we can all experience the same range of emotions).</p>	
5	<p><b>Intended learning outcome</b>          I can manage my feelings, and can usually find a way to calm myself down when necessary.</p>	<p><b>Starter - Rounds</b>          Go round the circle with the starting sentence I feel angry when....           Ideas for developing shared calming-down strategies.          Ask the children:  <i>How do you think Sami might have felt before he stood up in circle time?</i>  <i>What did he do before he spoke? (He took a deep breath)</i>  <i>Why do you think he did this?</i>          Remind children that, when we feel nervous or scared, we need to find ways to calm our bodies and our minds down.          Discuss in a group all the ways that the children know to help them calm down when they feel upset or nervous. Record all their ideas.          The ideas should be pooled and made into a class poster or posters to remind children of the different ways to calm down.           Allow lots of time for posters to be completed.</p>	<p>Individual posters</p>	
6	<p><b>Intended learning outcome</b>          I know how to make someone feel welcome and valued at school.</p>	<p>After Sami has told the class how he feels, the teacher realises that there is a problem. She asks the class to help her solve it. This is how the teacher describes the problem:          We have all contributed to making Sami feel unwelcome and uncomfortable in his new school. How can we make sure that what happened to Sami never happens again?</p>	<p>In pairs take a chapter heading and create a page for the guide.</p>	

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What should we, as the teacher and classmates, have done to make sure that Sami settled in well and felt welcomed?

One of the things that would help a child (or adult), who was new to a school, would be a class guidebook that outlined how things work in the classroom. Discuss together what should be in the guidebook, and why. Children could come up with ideas in pairs and then share them with the class. A general contents list could be agreed and different groups asked to focus on different chapters.

The guidebook should include the class charter and any routines that there are in the class. Examples might be:

coming into and leaving the classroom;

what to do during registration;

what to do if you are late;

showing you are ready for learning at the start of the lesson;

distributing and collecting resources;

knowing the levels of noise expected for different activities;

moving from one activity to another;

what to do when you are stuck, before asking an adult for help;

showing that you need help from an adult;

getting an adult's attention;

getting work marked;

what to do if you have finished an activity and have time to spare;

asking to leave the classroom;

asking to move to a quiet area if you are getting distracted or wound up;

clearing up.

(This provides an opportunity to talk about routines in the classroom. They help the class to run smoothly and provide structure, safety and predictability to the class.

The discussion might include the advantages of having routines (for example, things get done more quickly, everybody knows what to do, we don't have to think things out every time we do them) and also opportunities to enable children to have a real say in the 'best way of doing things'.)

The guide can be tried out with a visiting adult (perhaps the headteacher) who spends a morning or afternoon with the class in the role of a learner, with the guidebook to help. The visitor can give the class feedback on how helpful the guide was in letting them know what to do and how the guide (or the routines themselves) might be improved.

After the task has been completed;

#### **Starter - *There's a chair on my right***

Place an additional chair in the circle the person sat next to it should start by saying, 'There's a chair on my right and I would like..... to come and sit in it because.... E.g. There's a chair on my right and I would like Simon to come and sit on it because he helped Sarah when she was stuck.

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