

Understanding Self and Others	Working With Others	Speaking and Listening	Negotiation	Compassion and Empathy	Body Language - Verbal and Non-Verbal
<ul style="list-style-type: none"> ▪ Explain their ideas, and responses to an issue. ▪ Recognise their feelings. ▪ Play with others. 	<ul style="list-style-type: none"> ▪ Find a partner, sit with them and work with them. 	<ul style="list-style-type: none"> ▪ Demonstrate active listening skills. ▪ Ask questions for clarification. 	<ul style="list-style-type: none"> ▪ Negotiate with one another. ▪ Speak in front of a group. 	<ul style="list-style-type: none"> ▪ Demonstrate compassion, empathy and tolerance. 	<ul style="list-style-type: none"> ▪ Recognise simple body language. ▪ Understand verbal and non-verbal communication.
Assertiveness	Making Choices	Risk Taking	Influences	Making Decisions	
<ul style="list-style-type: none"> ▪ Speak using the assertive 'I'. ▪ Know that it is OK to make mistakes. ▪ Say 'No' and mean 'No'. 	<ul style="list-style-type: none"> ▪ Recognise their likes and dislikes. ▪ Think about and verbalise what is important to them when making choices. ▪ Demonstrate making simple choices. ▪ Begin to think about how to make safe choices. 	<ul style="list-style-type: none"> ▪ Understand the concept of risk. ▪ Know who and how to tell. ▪ Begin to recognise how other factors can influence choice. 	<ul style="list-style-type: none"> ▪ Begin to understand that sometimes people persuade you to do things you don't want to do. 	<ul style="list-style-type: none"> ▪ Demonstrate making simple choices. ▪ Begin to think about why they made a particular choice. 	

Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:

English links	<ul style="list-style-type: none"> • One writing focus during each half term to show examples of each half-termly topic.
Mathematics links	<ul style="list-style-type: none"> •
Computing links	<ul style="list-style-type: none"> •
Other links	<ul style="list-style-type: none"> • Links made across SEAL PSHE AND VALUES – links to collective worship (assemblies), Star of the week certificates and awareness of school and community expectations.

Possible Experiences including visits/visitors/other:

Consider what could augment your planning to really enthuse the children in your class:

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Display/Resources:

Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:

- Links to the house points that are awarded in each class.
- Displays of the weekly half term star of the week focus lists for each class.
- Individual displays for each class.

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	<p>Introduction lesson</p> <p>Values for the half term. 'Happiness and Joy'</p>	<p>Introduce the Values (assembly themes) for the half term.</p> <p>Week 1 – I have made a good first impression. Week 2 – I share with others Week 3 – I am polite and patient Week 4 – I show high standards of behaviour Week 5 – I am truly beautiful (confidence and kindness) Week 6 – I take an active part in school Week 7 – I am Star of the Half Term.</p>	<p>Children will know what the values are for the half term and will be aware of how they can achieve 'Star of The week'</p>	

2	<p>Choosing, falling out, making new friends co-operating and team building</p>	<p>What makes for a successful class? (relationships with others) Class rules, talk about how to behave during guided group work and when using continuous provision independently. How to treat each other. Make posters for display. Eg 'We share our things', or '5 people can play here' etc. Draw pictures to accompany class rules, eg 'Put your hand up to speak' etc.</p>	<p><input type="checkbox"/> co-operate with others in work and play, share and take turns <input type="checkbox"/> respect others needs, feelings and opinions</p>	
3	<p>Families. People who help us – family situations – love between family members different family situations</p>	<p>Who is in our family? Draw a picture of your family. Who do you live with? Who else is in your family?</p> <p>Give chn a picture of a home and a garden. Draw the household members inside the house, draw extended/other family members in garden.</p>	<p>use listening skills</p> <p><input type="checkbox"/> begin to understand time span <input type="checkbox"/> think about the impact of anew sibling and the change in family life be aware of different culture <input type="checkbox"/> understand that not all families are the same <input type="checkbox"/> understand why families are special for caring and sharing <input type="checkbox"/> value the way in which their family is special <input type="checkbox"/> show respect by listening to what others say</p>	
4	<p>Families. People who help Us</p> <p>• best friends sharing and caring</p>	<p>What makes are the different types of relationship? Difference between family and friends? What do you do with your parents that you don't do with your friends? What is a parent's job? What is a friend's job? I love my Mummy because..... I like my best friend because.....</p> <p><input type="checkbox"/> Children can identify the different types of relationship they have with people.</p>	<p><input type="checkbox"/> Children can identify the different types of relationship they have with people.</p>	

5	<p>Emotions and Feelings recognising feelings feeling good</p>	<p>What are the different feelings we experience? Feelings cards. Images of people experiencing different emotions and feelings. Children to discuss in pairs/groups. What are they feeling? What might have happened to make them feel this way? Have you ever felt this emotion? What happened? How could you help this person feel better? Posters- When someone feels....., you can (eg If someone feels angry, you can give them time to calm down.) Or drama activity where children act this out?</p>	<p><input type="checkbox"/> Respect others needs, feelings and opinions. <input type="checkbox"/> Children can identify different feelings and name them.</p>	
6	<p>conclusion lesson addressing the issues around the SEAL/VALUES and PSHE objectives.</p>	<p>Evaluate the half term – writing focus/discussion. What have we learnt about relationships and the others in our class? What does respect mean? How do we show respect? What have we succeeded at in our 1st half term? What makes a good friend? Think about how you treat each other and how you help each other to deal with feelings.</p>	<p><input type="checkbox"/> Children can discuss feelings relationships, families and what makes a successful class/friendship group.</p>	