

Y56 PSHE Year 56 A2 PSHE Values - Making Choices January 2019 Template
Making decisions/choices (Spring 1 2019)

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"> ▪ Recognise their own and other people's personality traits, individual preferences and characteristics. ▪ Recognise challenging behaviours and the negative effects these can have on relationships. 	<ul style="list-style-type: none"> ▪ Know that different people react in different ways when working in a group. ▪ Demonstrate their knowledge of group dynamics. 	<ul style="list-style-type: none"> ▪ Demonstrate speaking and listening skills. ▪ Consider how they respond to challenging circumstances e.g. conflict and violence. ▪ Demonstrate strategies for calmness. 	<ul style="list-style-type: none"> ▪ Recognise the importance of skills and how different people bring different skills to tasks. ▪ Demonstrate negotiation and compromise. 	<ul style="list-style-type: none"> ▪ Demonstrate respectful interactions with others. 	<ul style="list-style-type: none"> ▪ Recognise more complex body language and non-verbal signals. ▪ Understand that sometimes non-verbal signals can be misinterpreted by others and develop strategies for dealing with this. ▪ Demonstrate speaking and listening skills.
Assertiveness	Making Choices	Risk Taking	Influences	Making Decisions	
<ul style="list-style-type: none"> ▪ Further understand the skill of being assertive. ▪ Speak using the assertive 'I'. ▪ Know that it is OK to make mistakes. ▪ Say 'No' and mean it. ▪ Know where to go for help. 	<ul style="list-style-type: none"> ▪ Recognise choices and decisions they will have to make in the future. ▪ Identify ways of helping and supporting friends under pressure. 	<ul style="list-style-type: none"> ▪ Know ways of coping in difficult situations. ▪ Appreciate the importance of taking responsibility. ▪ Justify personal opinions confidently. ▪ Be able to identify risky situations. ▪ Calculate risk. ▪ Recognise risk in different situations and make judgements about how to respond in order to keep safe. ▪ Develop a positive approach towards personal safety and risk taking. 	<ul style="list-style-type: none"> ▪ Recognise peer influence. ▪ Understand ways in which peer influence can have positive and negative outcomes. ▪ Develop strategies for resisting negative peer influence. 	<ul style="list-style-type: none"> ▪ Know the process for making a decision. ▪ Demonstrate the use of the process. 	

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Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:	
English links	<ul style="list-style-type: none"> • Link to written arguments – balanced and unbalanced.
Mathematics links	<ul style="list-style-type: none"> •
Computing links	<ul style="list-style-type: none"> •
Other links	<ul style="list-style-type: none"> •
Possible Experiences including visits/visitors/other:	
Consider what could augment your planning to really enthuse the children in your class:	
<ul style="list-style-type: none"> • 	
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:	

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>I can tell the difference between showing I am proud and boasting.</p> <p>I know that boasting can make other people feel inadequate or useless.</p>	<p>Read the mouse story</p> <p>Explore the idea that sometimes people talk about things they have got or have done (even when they haven't) in a boastful way. Sometimes people do this to try to make other people feel jealous, to make other people admire them or to make themselves feel better.</p> <p>Discuss the difference between boasting and being proud of something you have done. Use the examples</p>	<p>Sheets to be stuck in books</p>	

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		<p>on PPT to make the difference clear, after each allow children in pairs to come up with the type of response that each may get. Explore the issues on next slide of PPT.</p> <p>Activity - Children should work in pairs to discuss the assembly story from Mouse's point of view. Using activity 1, they should consider Mouse's responses -and give a 'boastful' response and one of 'pride'. Record reasons why Mouse may feel like this.</p> <p>Share some of the children's response -children to read out the mouse's responses for boastful and proud. Are they different? In what way?</p>		
2	<p>I can explain how I am feeling even if I have mixed feelings.</p>	<p>Read the short piece on mixed feelings from Powerpoint.</p> <p>Discuss Dan's feelings and why he might be feeling these things. Consider the scenarios and ask the children to indicate some of the feelings they might have. The children are likely to have different feelings about the event and you should explore with them whether they could have both.</p> <p>Independent Children should identify pairs of feelings that can be linked together for a series of images, with a sentence to explain why the person might be feeling this way.</p>	<p>Work recorded in PSHE books</p>	

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		<p>Look at images on the board and ask children for the feelings that they recorded on their sheets. Justify their answers.</p>		
3	<p>I can make a judgement about whether to take a risk</p>	<p>Introduce the idea of taking risks. Suggest that all people take risks some of the time. For some people it might be the risk of putting your hand up when you think you know the answer, while for others it might be to climb to the top of a climbing frame. .</p> <p>Show some examples of risks being taken on next Slide.</p> <p>Ask the children to think of some of the risks that people might take and some of the risks that they themselves have taken. Record these on whiteboards. Have some of the groups come out, and order them in terms of how risky these things were.</p> <p>Explore with the children the idea that just because something is risky it doesn't mean it isn't worth doing. Ask the children whether they can think of anything that is risky and might be worth doing, for example standing up for a friend who is being bullied? Ask the children to reorder the statements according to the criteria 'worthwhile' and 'not worthwhile'. Are they different?</p> <p>Ask the children whether there are any risks that they have taken with their learning that had positive outcomes - for example, working with new media in art, trying something new and difficult in maths. What helped them feel able to take risks - are there things that the teacher or other children do that makes it feel OK? Ask the</p>	<p>Taking risks sheet to be stuck in books</p>	

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		<p>children if there are any risks they could take with their learning or work that they haven't yet tried. If so, what might they be?</p> <p>Independent Each child should talk to a partner about something they might try that involves taking a bit of a risk to extend their skills or to improve their work. Record their ideas on sheet - Taking Risks</p> <p>Plenary Share some of the children's responses.</p>		
4	<p>I can disagree with someone without falling out. I can cope when someone disagrees with me.</p>	<p>Explain that they will be working in a pair with the person sitting next to them. Go around labelling each pair of children an 'agree' pair or a 'disagree' pair.</p> <p>Read out some statements from the Powerpoint, one at a time, and explain that the children must work in pairs to come up with reasons why they disagree or agree.</p> <p>Make it clear that children should work in pairs and that if they are in an 'agree pair' they say, 'We agree because ...'. If they are in a 'disagree pair' they say, 'We disagree because ...'.</p> <p>Next, play some music. Children should wander around the room while the music plays. When the music stops you should shout out a statement from the list used above. The children should find one person who disagrees with their view about the statement.</p>	Work in PSHE books	

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		<p>They should talk about their respective views and try to convince the other person they are right. Bring the children together and ask:</p> <ul style="list-style-type: none"> • How does it feel to disagree? • How can you disagree with someone without hurting their feelings? <p>INDEPENDENT Children should complete the Agreeing and Disagreeing Sheet. To show both side of an argument.</p> <p>Plenary Share some of the children's responses. What arguments have the children developed for the issues on their sheets?</p>		
5	<p>I understand that sometimes the feeling part of my brain takes over and I might make mistakes.</p> <p>I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings.</p> <p>I can recognise when I am beginning to be overwhelmed by my feelings</p>	<p>Discuss with the children when we feel threatened, we might want to run away or want to fight. If we feel scared or threatened, the feeling bit of our brain helps us to get ready for action - we can run away or fight back. This helps when we are facing danger and we need to respond very quickly.</p> <p>Unfortunately, life isn't always that simple. Read Paul's Story from the Powerpoint. Why did Paul hit his brother even though he loved him very much and didn't want to hurt him? Encourage the children to reflect on times that they have made a mistake and maybe become angry or scared and done something they might have regretted.</p> <p>Read Maggie's Story from the Powerpoint. Discuss with the children why Maggie had acted the way that she had, and think about our responses. Do we ever</p>	Work in PSHE books	

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	<p>and can use a calming-down strategy.</p>	<p>react like Paul or Maggie? What can we do to make sure we don't react this way?</p> <p>INDEPENDENT</p> <p>Children to complete the Fireworks sheet considering `Triggers`, `Signs` and `The Explosion`, paying particular attention to `Triggers` and `Signs`, and what to do if these occur.</p> <p>Plenary</p> <p>Children to share some of their work. Are there any similarities between `Triggers`, `Signs` and What to do if these occur?</p>		
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