

**Y34 PSHE Medium Term Planner Autumn 1 Autumn 1 Negotiation and Speaking and Listening ( Links with Happiness and Joy Vales and Relationships in SEAL)**

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"> <li>▪ Recognise their own likes / dislikes, traits and individual preferences.</li> <li>▪ Recognise other people's likes / dislikes, traits and preferences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate that they can work in a pair and a small group.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate active listening skills.</li> <li>▪ Speak in front of others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Negotiate in small groups.</li> <li>▪ Coming to a 'consensus'.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate compassion, empathy and tolerance.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognise simple body language.</li> <li>▪ Understand verbal and non-verbal communication.</li> <li>▪ Demonstrate speaking and listening skills.</li> </ul>
Assertiveness	Making Choices	Risk Taking	Influences	Making Decisions	
<ul style="list-style-type: none"> <li>▪ Understand the skill and can put it into practice.</li> <li>▪ Speak using the assertive 'I'.</li> <li>▪ Know that it is OK to make mistakes.</li> <li>▪ Say 'No' and mean it.</li> <li>▪ Ask for time to think things over.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand that they have choices.</li> <li>▪ Identify points of choice.</li> <li>▪ Explore factors which influence choosing.</li> <li>▪ Make more informed choices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand that accidents happen and we don't always have to blame someone but we need to consider what the risks are before we do something.</li> <li>▪ Risk taking can be good when it means trying something new that we might like.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognise the influences over choice and decisions, both internal and external.</li> <li>▪ Understand where they can get help if something feels uncomfortable or if someone is trying to influence them in a negative way.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate that they know the process for decision making.</li> </ul>	

<b>Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:</b>	
English links	<ul style="list-style-type: none"> <li>• Speaking and listening skills, auditory and verbal comprehension skills.</li> <li>• Supply evidence for opinions and follow instructions.</li> <li>• Persuasive arguments</li> </ul>
Mathematics links	<ul style="list-style-type: none"> <li>• Understanding counting and majority links with (voting).</li> </ul>
Computing links	<ul style="list-style-type: none"> <li>• Links to the role of social media and online forums in terms of discussion and negotiation - excepting the views of others.</li> </ul>
Other links	<ul style="list-style-type: none"> <li>• Links to British Values (Democracy), SEAL and NWPS Values.</li> <li>• Links to History and Geography topics discussing global issues</li> </ul>
<b>Possible Experiences including visits/visitors/other:</b>	
<p>Consider what could augment your planning to really enthuse the children in your class:</p> <ul style="list-style-type: none"> <li>• Nominations for the star of the week certificates during the half term focus.</li> <li>• Weekly assemblies to be based on the value of each week.</li> </ul>	
<b>Display/Resources:</b>	
<p>Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:</p> <p>Twitter pictures (without names) will show the weekly Star of the Week winners.          Newsletter each week to display names of Star of the Week.          Star of the week winners in class either photo or name ( not both)          PSHE book (whole class to show the topic work) Media file on central server.</p>	

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>( Happiness and Joy) - Values Star of the Week objects for the first have term to be discussed.</p> <p>Week 1: We have made a good first impression.</p> <p>Week 2: We share with others.</p> <p>Week 3: We are patient and Polite towards others.</p>	<p>Working with the whole class show the children the Star of the Week expectations for the half term. Ask them what they feel they will have to do to achieve each goal and receive the certificate.</p> <p>Ask each child to write a brief sentence as to why they think they could be star of the week this half term.</p> <p>LA - Sentence to describe why they want to be Star of the Week.</p>	<p>Children are aware of the star of the week focus and over the course of the half term; they will achieve the targets based on the weekly assembly theme.</p> <p>(Star of the week names to be kept in centralised file).</p>	

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	<p>Week 4: We show high standards of behaviour.</p> <p>Week 5: We are truly beautiful (kindness and caring).</p> <p>Week 6: We take an active role in school.</p> <p>Week 7: We are Stars of the Half Term.</p>	<p>MA - Write a sentence about being Star of the Week, and the children include how they can achieve it.</p> <p>HA - Write a paragraph about being Star of the Week, and the children include how they can achieve it</p>		
2	<p>Speaking and Listening: (PSHE).</p> <ul style="list-style-type: none"> <li>▪ Demonstrate active listening skills.</li> </ul>	<p>Discuss with the class why the children think it is important to speak clearly and listen carefully in everyday life. (How do humans communicate if they cannot speak and hear?)</p> <p>Read the children a set of instructions for drawing a picture or creating a paper aeroplane (origami shape). Ask them to repeat it back to you. Then read them again and ask the children to make the object.</p> <p>LA - simple verbal instructions read at one at a time.  MA - more complex verbal instructions  HA - complex instructions to create finished object.</p> <p>Children recite back to the class how they have created their object (plane, origami shape or picture).</p>	<p>Children can actively listen to others and can show that in addition to listening they can:</p> <p>Follow and understand verbal instruction.  Retrieve and respond to information given verbally.  Listen to the viewpoints of others and begin to discuss them.</p>	<p>Children can be sent home to find out a piece of information from home and they can then relay the facts back to the class.</p>
3	<ul style="list-style-type: none"> <li>▪ Speak in front of others.</li> </ul>	<p>Children will present a brief presentation on one of their favourite hobbies or pastimes. They will present it to the class or small groups with the most confident, willing speakers to them move on to a full class presentation.</p> <p>LA - children can work in pairs and share reading to class ( with script)  MA - children read with a brief set of notes.  HA - children learn from speech and then speak aloud without the need for prompts.</p>	<p>Children can give a brief talk to others within the class and can present information with tone, expression, clarity and volume.</p>	

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		(Evidence can be videoed for evidence file in central folder of children presenting their information to the class).		
4	<p>Negotiation: (PSHE)</p> <ul style="list-style-type: none"> <li>▪ Negotiate in small groups.</li> </ul>	<p>What does negotiation mean and when do we have to use the skill of negotiation?</p> <p>Are there any times you can think of that you have negotiated in school or at home?</p> <p>Scenarios to use: How would you sell/buy a house? One person wants to spend £100,000 and the seller wants £120,000. How could you negotiate and accurate value?</p> <p>Two countries have been fighting a long war over a piece of land how could you negotiate a peace despite both countries claiming it as their own land?</p> <p>Your school wants you to come to school on a Saturday to complete lessons. How could you negotiate a situation so the teacher could ensure that this happens?</p>	<p>Children understand the meaning of the word negotiation</p> <p>Children can negotiate with others in a polite way understanding different points of view and show the skill of compromise.</p> <p>They demonstrate listening and speaking skills as covered in sessions 2 and 3.</p>	
5	<ul style="list-style-type: none"> <li>▪ Coming to a 'consensus'.</li> </ul>	<p>Give the children a series of 'dilemma' cards and split them into mixed ability groups, as this will allow them to see things from different perspectives. Ask them to come to a conclusion about how the problem can be solved and as a class, we share our findings. Ask the children how they concluded the argument including. How this was linked to the skills, we have learnt over the past 4 sessions.</p> <p>Sorting out classroom monitors for the term/ Year and electing any new council members, which may be needed, would fit beautifully with this section of the plan (links to voting and democracy).</p>	<p>Children can 'vote' on a range of issues and come to a collective opinion based on the views and democracy of the class.</p>	

<p>6</p>	<p>Speaking and Listening Negotiation</p> <ul style="list-style-type: none"> <li>▪ Demonstrate active listening skills.</li> <li>▪ Speak in front of others.</li> <li>▪ Negotiate in small groups.</li> <li>▪ Coming to a 'consensus'.</li> </ul>	<p>Evaluation lesson of the topic so the children can discuss and evaluate what they will need to be a 'star of the week' and an active role of the school through the first half term.</p> <p>(differentiation by outcome) Quiz</p> <ol style="list-style-type: none"> <li>1) What does negotiation mean?</li> <li>2) Why is negotiation important?</li> <li>3) What does consensus mean?</li> <li>4) How can we compromise with others?</li> <li>5) What three things make a good speaker in your opinion and why?</li> <li>6) Why is listening so important at school and in everyday life?</li> <li>7) How do you think you can achieve a star of the week award this half term?</li> </ol>	<p>Children have shown an understanding of the values and PSHE objectives covered during the topic. They understand what they have to show to gain 'Star of the Week Status and they are equipped to use these skills as they move through the half term.</p>	<p>Children will take the objectives and Values and use them at home and at school. Applying the values taught to their everyday use.</p>
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