

Y34 PSHE Medium Term Planner Autumn 2 Autumn 2 Understanding self and others and working with others (links with Values topic of Friendship and SEAL topic of Anti-Bullying).

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 likes / dislikes, traits and individual preferences. ▪ Recognise other people's likes / dislikes, traits and preferences 	<ul style="list-style-type: none"> ▪ Demonstrate that they can work in a pair and a small group. 	<ul style="list-style-type: none"> ▪ Demonstrate active listening skills. ▪ Speak in front of others. 	<ul style="list-style-type: none"> ▪ Negotiate in small groups. ▪ Coming to a 'consensus'. 	<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. ▪ Demonstrate speaking and listening skills.
Assertiveness	Making Choices	Risk Taking	Influences	Making Decisions	
<ul style="list-style-type: none"> ▪ Understand the skill and can put it into practice. ▪ Speak using the assertive 'I'. ▪ Know that it is OK to make mistakes. ▪ Say 'No' and mean it. ▪ Ask for time to think things over. 	<ul style="list-style-type: none"> ▪ Understand that they have choices. ▪ Identify points of choice. ▪ Explore factors which influence choosing. ▪ Make more informed choices. 	<ul style="list-style-type: none"> ▪ 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. ▪ Risk taking can be good when it means trying something new that we might like. 	<ul style="list-style-type: none"> ▪ Recognise the influences over choice and decisions, both internal and external. ▪ Understand where they can get help if something feels uncomfortable or if someone is trying to influence them in a negative way. 	<ul style="list-style-type: none"> ▪ Demonstrate that they know the process for decision making. 	

Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:	
English links	<ul style="list-style-type: none"> • Speaking and listening skills, auditory and verbal comprehension skills. • Supply evidence for opinions and follow instructions. • Persuasive arguments • Writing descriptions of character. • Non-fiction texts - posters/checklists
Mathematics links	<ul style="list-style-type: none"> • Understanding counting and majority links with (voting).
Computing links	<ul style="list-style-type: none"> • Links to the role of social media and online forums in terms of discussion and negotiation - excepting the views of others.
Other links	<ul style="list-style-type: none"> • Links to British Values (Democracy), SEAL and NWPS Values. • Links to History and Geography topics discussing global issues • Links to computing and to Ant-bullying week.
Possible Experiences including visits/visitors/other:	
<p>Consider what could augment your planning to really enthuse the children in your class:</p> <ul style="list-style-type: none"> • Nominations for the star of the week certificates during the half term focus. • Weekly assemblies to be based on the value of each week. 	
Display/Resources:	
<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.</p> <p>Newsletter each week to display names of Star of the Week.</p> <p>Star of the week winners in class either photo or name (not both)</p> <p>PSHE book (whole class to show the topic work) Media file on central server.</p> <p>Planning on central server.</p>	

Session	Key Objective from skills listed above	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations	Outcomes/Evidence of what they have learnt	Possible extension into homework if
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	(What is it that you want the children to learn?)		(Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	appropriate to enhance and deepen learning
1	<p>VALUES - Friendship</p> <p>Week 1 - We have a good sense of humour.</p> <p>Week 2 - We are good role models.</p> <p>Week 3 - We are considerate and caring.</p> <p>Week 4 - We are good friends.</p> <p>Week 5 - We are kind to everyone.</p> <p>Week 6 - We encourage others.</p> <p>Week 7 Star of the Half Term.</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>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>	<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>	
2	<p>PSHE Understanding self and others:</p> <ul style="list-style-type: none"> Recognise their own likes / dislikes, traits and individual preferences. 	<p>Children write down three of the things they like and three things they dislike, and begin to share with the class why they like or dislike something. We then discuss any similarities the children have in common. How have we managed to overcome something we did not like? Why might we find it difficult to overcome things we dislike?</p> <p>Children write a brief character description of themselves - what they like and dislike. How has this changed from how the children described themselves in September?</p> <p>LA - write down sentences about the things they like, dislike, and write down what their personality is like by drawing a brief picture of themselves with key words.</p> <p>MA - children write a paragraph about their likes and dislikes and write a paragraph to describe themselves.</p> <p>HA - As MA but wanting a wider range of descriptive vocabulary and a reason for their choice of personality traits.</p>	<p>Children can discuss their likes and dislikes.</p> <p>Children are aware of their personality traits how they see themselves and how others see them.</p>	
3	<ul style="list-style-type: none"> Recognise other people's likes / dislikes, traits and preferences. 	<p>Building on from the last session and using the class's personality traits we play 'guess who'. The class teacher stand the children up and reads from a description. When the children think, they know whom it is they give their suggestion. As we read out the personality traits, the children sit down when they feel a trait does not apply to them.</p>	<p>Children are aware of their personality traits how they see themselves and how others see them.</p>	

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		<p>Children then work in their table groups to play the game on a smaller scale.</p> <p>What have they found out about the children they work with that they did not know? How might that effect their relationships in the future (FOCUS ON THE POSITIVE).</p>	<p>Children can discuss the likes and dislikes of others and how these preferences differ from their own.</p>	
4	<p>PSHE: Working with others:</p> <p>Demonstrate that they can work in a pair and a small group.</p>	<p>Practical lesson today working in mixed ability groups - team building and co-operation games.</p> <p>Building the biggest card tower.</p> <p>Moving through the hoop while joining hands.</p> <p>Links with maths and problem solving questions.</p> <p>Chinese whispers</p> <p>What happens when we work as a team? What happens when we do not work as a team and co-operate?</p> <p>How can we be a successful team member? How can we improve our teamwork skills?</p>	<p>Children can show;</p> <p>Teamwork</p> <p>Co-operation</p> <p>Speaking and listening skills (linked with last half term)</p> <p>Planning skills</p> <p>Communication</p> <p>Understanding of the views of others.</p>	
5	<p>SEAL - Anti-bullying Week</p> <p>12/11/18 - 16/11/18</p>	<p>One off session -</p> <p>1 written sentence from every child - what is there definition of bullying.</p> <p>This leads on to a class discussion why the children have classified bullying in the way they have.</p> <p>Define bullying as a class and develop a class definition for display.</p> <p><u>KEY QUESTIONS.</u></p> <p>What makes a bully? Why do people bully?</p> <p>What is the difference between falling out and bullying?</p> <p>What are the different types of bullying (links to cyber-bullying and social media)?</p> <p>Children combine in their ability groups to create checklists. How to identify if people are suffering from bullying, or are bullying?</p> <p>what are the effects of bullying - how can you tell if a person is being bullied (links to mental health awareness)</p>	<p>Children are aware of the difference between falling out and bullying.</p> <p>Children are aware of the different types of bullying physical/verbal and online bullying.</p> <p>Children know how to spot bullying</p> <p>Children now who to speak to/ the importance of talking (links to mental health awareness and how to address the problems successfully.</p>	<p>HOMEWORK - children create ant-bullying posters for display within each class and around the school.</p>
6	<p>PSHE - Evaluation of Topic - Understanding self and others.</p> <p>▪ Recognise their own likes / dislikes, traits and individual preferences.</p>	<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 second half term.</p> <p>(differentiation by outcome) Quiz</p> <p>1) What does co-operation mean?</p>	<p>Children understand the topics and skills covered this half term and are able to discuss:</p> <p>Their personalities</p> <p>The issues around bullying</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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