

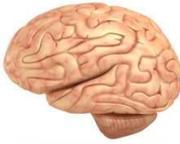
Year 34 B2B PSHE Values - Pride and Responsibility Spring 2 ( links with Values topic of Pride and Responsibility and SEAL topic Good to be me).

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>• Persuasive arguments</li> <li>• commands</li> </ul>
Mathematics links	<ul style="list-style-type: none"> <li>• being certain when answering calculations</li> <li>• understand checking and mistakes</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 Science - Drugs and Medicines</li> </ul>
<b>Possible Experiences including visits/visitors/other: CADAS employee to talk to children about drugs and alcohol</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> <li>• High quality scenarios</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>Newsletter each week to display names of Star of the Week.                      PSHE book (whole class to show the topic work) Media file on central server.                      Planning on central server.</p>	

<b>Session</b>	<b>Key Objective from skills listed above (What is it that you want the children to learn?)</b>	<b>Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations</b>	<b>Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)</b>	<b>Possible extension into homework if appropriate to enhance and deepen learning</b>
1	<ul style="list-style-type: none"> <li>▪ PSHE assertiveness understand the skill of assertiveness and put it into use.</li> <li>▪ Speaking using the assertive I - I can, I won't</li> </ul>	<p>ASK THE CHILDREN WHAT THEY THINK THE WORD ASSERTIVE MEANS</p> <p>Talk to the children about scenarios in which they might need to be assertive: when they know they are right, when they are being persuasive, when they are passionate in their beliefs.</p> <p>Create role play sketches about how to be assertive but not in a bossy way</p>	<p>Children increase their skills of assertiveness.</p> <p>Children know the difference between being assertive and bossy.</p> <p>Children learn how to be assertive in themselves (increasing self-confidence).</p>	
2	<p>Know that it is ok to make mistakes (know how to use a process to correct them).</p>	<p>On the board write a series of questions/statements/sums that have mistakes in them.</p>	<p>Children know how to learn from mistakes and that mistakes are</p>	

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		<p>Ask the children to spot them</p> <p>Talk about why mistakes are important to make and how we learn from them, what happens to our feelings when we make mistakes and how we can deal with them.</p> <p>What is resilience? Discuss How can we apply resilience when we make mistakes?</p>	<p>an important part of learning is through mistakes.</p> <p>Children are more confident to ask for help.</p>	
3	<p>Say no and mean it. Ask for time to think things over.</p>	 <p>Give the children this picture.... With the title why is thinking important? Ask the children to jot down their ideas. Give them a minute and time it. Why was that difficult? Now give them 5 minutes and time it - why was that easier?</p> <p>Why is time to think so important?</p> <p>Discussion</p> <p>What does NO mean? When is it appropriate/inappropriate to use the word? Why is it important as a boundary? Think about when you have used it correctly and incorrectly?</p> <p>Share ideas in class discussion. Create a list of when it is ok to say no.</p>	<p>Children understand the term peer pressure.</p> <p>Children understand that in certain cases the right to say no should be respected.</p> <p>Children know when to say no.</p> <p>Children understand that thinking things over is beneficial to their choices and learning.</p>	
4	<p>Drugs and Alcohol awareness ( age appropriate)</p> <p>I am aware of the different types of drugs and medicines.</p> <p>I know how to stay safe around drugs/medicines.</p>	<p>Ask someone from cadas to come in and discuss Parental permission</p> <p>Discussion lesson led by the children with the key questions: What are the different types of drugs (assess knowledge - do not add to it but address misconceptions, which are important). What are drugs and what are they used for? Are all drugs bad? What is alcohol? How can we be safe around drugs and alcohol? Why are there age limits and instructions with drugs and alcohol?</p>	<p>Children share awareness of drugs and alcohol. Children know how to stay safe around ( drugs/ medicines)</p> <p>Children understand the legality of some drugs ( medicines)</p> <p>Children are aware that drugs can be dangerous.</p>	

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5	Evaluation of topic lesson  Objectives taken from the assertiveness strand of PSHE.	Evaluation lesson of the topic so the children can discuss. Model these qualities throughout the half term. (differentiation by outcome) Quiz 1) What is assertiveness? 2) Why is positivity important? 3) Why is it important to know when to say no? 4) Why are mistakes important? 5) How can you correct your mistakes? ( give three examples).	Children have shown an understanding of the values and PSHE objectives covered during the topic	Children will take the objectives and Values and use them at home and at school. Applying the values taught to their everyday use.
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