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| **KEY VALUE – RESILIENCE – AUTUMN 1**  **FOUNDATION/KEY STAGE 1** | | | | | | | | |
| **Links - key school values:** | | Reflection | | | | | | |
| **Associated values:** | | Courage, happiness, hope, love, patience, tolerance, unity | | | | | | |
| **SMSC** criteria: | | 1,2,4,5 | | | | | | |
| **Cross-curricular links** | | Art, DT | | | | | | |
|  |  |  | **Reception** | | **Year 1** | | **Year 2** | |
| **WEEK** | **ASSEMBLY**  Source materials:  1.The Little Book of Values  2.Developing Spirituality  3. Fables  4.Story books  5.SEAL assembly materials | **THEME** | **THE QUESTIONS CHILDREN ASK!**  **SUGGESTED CLASSROOM TOPICS AND ACTIVITIES** | **OUTCOMES** | **THE QUESTIONS CHILDREN ASK!**  **SUGGESTED CLASSROOM TOPICS AND ACTIVITIES** | **OUTCOMES** | **THE QUESTIONS CHILDREN ASK!**  **SUGGESTED CLASSROOM TOPICS AND ACTIVITIES** | **OUTCOMES** |
| **1** | **Welcome Assembly - A new beginning to the year - Welcoming new members of the community and embedding the ethos of the school in our day to day relationships and practice**  Review past and future year:  Where have we been and what have we done?  How have we changed and grown?  Where are we going?  What are our hopes and dreams for the forthcoming year?  What does our school expect from us?  What are the values of the school?  How do we live these values together? | **Myself and my Community - Welcome** | **Focus – Myself**  **Who am I**  Name songs and activities/circle games for developing group identity and community – SEAL page 22/23  Myself – draw myself (using a mirror - think about colour of hair/eyes)  Write my name.  Use of circle time  Describe myself (group discussions). Identify differences & similarities in others  Who are my special people?  My family – talk about family photo/special book/special person  Further getting to know each other ideas – SEAL page 25 | Use a descriptive language about ourselves  Develop name and letter recognition  Listen to others  Experience a sense of belonging | **Focus – Getting to know one another**  **Activity 1 – pair work trust activity**  Pairs that know each other’s name  Child sits or knees behind the other and puts their hands on the shoulders of the child in front and rocks then backwards and forwards gently – discuss feelings repeat changing places  **Activity 2 – same pairs**  Find out about each other – get to know them, question prompts may be needed.  Bring group together each person introduces their partner to the rest of the group using the information from the previous discussion. Include personal likes and dislikes  Extension work or alternative – book about themselves.  You may give writing framework sheet and bring together as class book  Further suggestions for activities page 11 SEAL self awareness | Have mutual respect for each other  Support and trust each other  Demonstrate communication skills especially listening and taking turns. | **Focus – Building community**  Reference SEAL page 17  Assembly story and extension to be read  Prompt questions  What is going wrong?  Do you hear these things in the playground?  Do you ever say things like that?  When? What is happening?  Discuss how they need to work together to make the classroom a safe place to learn and play  List ways in which they can do this;  Rules  School council  Learning about each other in circle time etc | Know they belong to a community  Fell safe within their class and know how to make it a safe and fair place for others |
|  | **During this first week staff will need to look at schools rules, behaviour policy etc and revisit this in respect to the expectations of the school – refer to behaviour for learning. Class charters may be developed with the class/code of conduct – please refer to school policy**  **Example;**   * **be kind to each other** * **take turns to talk** * **listen to the person who is talking** * **keep still when listening** * **put up your hand to speak** * **do not shout** * **help one another**   **Discuss rewards and sanctions according to school policy**  **Also refer to SEAL sections for your year group where applicable – New Beginning – focus on rules and charters**  **Class Charter - Link to rights and responsibilities**  **Check you have covered the following**   * **the right to be treated fairly** * **the right to respect** * **the right to learn** * **the right to enjoy coming to school and enjoy learning**   **Reference SEAL – New Beginnings** | | | | | | | |
| **2** | **Introduction to value – Resilience**  What is resilience?  What other values can we think of that are associated with this value?  Why do we need to be resilient?  How does resilience help us cope when we:   * Feel anxious or fearful? * Feel angry or are experiencing conflicts? * Experience loss/grief   **The cultivation of positive emotions is one way people use emotions intelligently**  **\*Link to positive behaviour for learning** | **Positive Emotions**  **Self esteem as a positive state of mind is important**  Resilient people experience more positive emotions in the face of adversity compared to those who are less resilient and can bounce back to pre-crisis level.  On average we need at least three positive emotions to lift us from one negative emotion | **Focus – Who am I?**  **Feeling good about me**  Starter - What makes me happy?  What do I like?  Who is special to me?  I am special – book/display/photographs  My special day (birthday, name days) Celebrate achievements  Further opportunities for self awareness – SEAL page 27 – what makes you special | Share positive views of self with others  To express personal preferences  Develop a sense of being unique  Recognising similarities and differences in each other | **Focus – If you are happy and you know it, clap your hands**  Sing song – if you are happy and you know it...  By choosing appropriate ending to the range of feelings you can demonstrate strategies for coping with emotions/feelings  Name as many types of feelings as possible – positive and negative – mime feelings  Consider how body language shows how you feel  Selection of feelings cards - discuss situations in which they occur (including family loss and change). Use of cards in feelings bag – select card and complete sentence ‘i feel .... when ....’ | Express feelings and deal with them positively  Develop a vocabulary for expressing emotions  Express feelings and deal with them positively  Recognise and name different emotions and their causes | **Focus – Our caring class**  Discuss how we can care for each other and the importance of this value  Children move around classroom to music when music stops shake hands with the nearest person and say hello. Discuss how this feels.  Discuss body language.  Ask children how it feels to be asked to play, or someone is kind to them  List ways they can help each other in and out of the classroom – use helping hands tree – leaves on tree with suggestions or hand outline with suggestions made into class display  Ask children to try to help someone this week and look out for the good caring deeds of others in the class throughout the week and discuss towards the end of the week  Discuss list of special words that show we are caring – responsible, respect, kind, fair, turns, truth, sorry, share etc. | Care for each other  Demonstrate sensitivity to each other’s feelings |
| **3** | **Losing something/someone special.**  Discuss the different types of loss that we can experience   * Loss of a pet * Death of a grandparent * Loss of friends * Losing a favourite/special object that has meaning   Use of story to discuss loss – e.g. loss of pet | **Loss, grief and sadness.**  **Grief –** may be demonstrated through altered behaviour e.g. withdrawn, bed-wetting, and lack of concentration, bullying, aggression. Older children may experience shock, confusion, anger and guilt. | **Focus – Feelings**  **This lesson will explore feelings so that children can name and recognise them in themselves and others. Children may be experiencing a sense of loss, sadness through the change in their circumstances moving from home/nursery to reception**  What makes us happy and sad?  Feelings games - use of feelings faces to name emotions/feelings and recognize them, model feelings through facial expressions – do we always know how people feel? SEAL page 22  Understanding my feelings – pictures of different feelings, story from SEAL pack ‘The new boy’ – SEAL page 29 | Recognise different feelings and what might cause them  Cope with feelings in a positive way  Know what is appropriate behavior when we have feelings to not hurt others | **Focus – Focus on feelings**  **Reference SEAL page 9/10**  **Four hoops on floor labelled – happy, sad, scared, excluded**  **Discuss range of other words that we use for each of these four key words to extend vocabulary - -discuss if the feelings are uncomfortable or uncomfortable do not use the words good or bad**  **Use of persona doll visiting the class – children to decide how doll feels when visiting/coming into the classroom – see script page 10 SEAL** | Recognise feelings of sadness in other people  Know how to support others to make them feel better | **Focus – Goodbye**  Points to bring out;  People grow old and die  Death can bring feelings of sadness  All families experience death at one time  Read Angela’s story  **See additional sheet for story at bottom of this grid**  Questions to ask;  Did Angela enjoy visiting her Grandmother?  Why did Angela and her mum visit?  Why did Angela’s Grandmother go to hospital?  Do you think she was very ll?  Why did Angela’s Grandmother die?  Why was Angela’s mother crying?  Is it wrong to cry when we are sad?  When we hear sad news what do we sometimes do?  Has anyone got a story like Angela’s? | **N.B. If you think that this may be too sensitive for the class then you could adapt the lesson and story to talk about the death of a pet – this is still a major vent in a child’s life**  Know that we all die eventually  Understand that death is natural and nothing to be afraid of  Recognise and cope with emotions associated with death |
|  |  | **How do children learn about death?**  **How do they understand death?** | **Under 5’s:**   * **Children have little abstract sense of time or distance, so final and forever mean nothing** * **Dead means less alive** * **Death is a sleep or journey** * **Death and life are interchangeable** | | **From 5-8 years:**   * **Death is a frightening person** * **Death is final** * **Death is often seen as the end result of violence and aggression** * **There’s an intense interest in the rituals surrounding death** | | | |
| **4** | **Standing in the shoes of others – seeing things from the view point of others**  Calming down before resolving conflict  Listening skills  Seeing things from the view point of others  Thinking clearly about issues  Using assertiveness skills  Knowing how to make up  **\*Link to higher order thinking skills, communities of enquiry, P4C.**  When we are angry the part of the brain responsible for higher order thinking will not function effectively. | **Anger and Conflict**  **Anger –** occurs during times of stress and unrealistic expectations  Children need to learn how to manage anger so that it can become a positive emotion.  **Conflict** – impacts on EHWB. Anger is always present during conflict; other emotions present may include resentment, hurt, fear, guilt, regret. | **Part 1**  **Focus – Managing my feelings**  Revisit story from previous lesson.  Discuss how we cope with uncomfortable feelings – e.g. deep breathing, children may practice this  Display work – ‘When I have uncomfortable feelings, I can…….’ –use photographs of children demonstrating strategies - SEAL page 31  **Part 2**  **Focus – Understanding the feelings of others**  **Use of persona dolls if available or use of puppet**  If using persona dolls create persona for doll – ensure details are recorded in log book so that details can be built on and key information is remembered – the children will remember key information the log book helps the teacher to remind them of e.g. brothers and sisters names of the doll etc.  Discuss possible uncomfortable feelings/situations that the puppet/doll may feel and ask children for strategies to combat uncomfortable feelings  Seal page 33 may be used here | Know how to calm themselves when they feel scared or upset  Recognise that others have feelings  Make others feel welcome | **Focus –Recognising and dealing with feelings/emotions**  Discuss how body language sends out messages about how we feel – posture and behaviour. Talk about how we show we are angry.  Discuss situations that make people feel angry – use distancing techniques do not use personal examples  Discuss strategies for dealing with negative emotions  Use traffic light strategy, ‘stop’ think, decide, do’ to explore how to handle  RED – STOP AND THINK – How are you feeling  AMBER – DECIDE – Why are you feeling like this?  GREEN – DO – What is the best way to stop you feeling like this? | Recognise and name different feelings  Deal with negative feelings in a positive way  Manage negative feelings through the use of appropriate strategies | **Focus – When I feel bad tempered!**  Use of literature e.g. ‘The Bad tempered Ladybird’ by Eric Carlise or similar story  (The bad tempered Ladybird picks fights with every small animal it meets, but soon learns the importance of friends.)  Children develop story board about when they felt bad-tempered. Ask them to develop a positive ending  Draw characters from the story and place on sticks and ask children to re-tell the story  Ask children to develop character names for their own story e.g. happy hippo, surprised spider etc.  Further suggestions for activities SEAL page 20 – calming down and SEAL page21 – what if there is a problem? | Develop positive thinking strategies to cope with situations |
| **5** | ‘**Don’t worry about a thing, because everything is going to be alright’** (Bob Marley – Three little birds)  **\*Link to higher order thinking skills, communities of enquiry, P4C.**  When we are anxious or fearful the part of the brain responsible for higher order thinking will not function effectively.  Use of story to discuss worries e.g. ‘A Huge Bag of Worries’ | **Fear and Anxiety**  Dysfunctional emotions  **Fear** – a response to a person’s perception of danger. With fear you can identify the source of your emotion.  **Anxiety** - associated with worry of future events or events beyond personal control. With anxiety the source of the emotion is unidentifiable.  Those who suffer from low self-esteem experience fear and anxiety and lack self-confidence | **Focus – Who do I go to for help? – People who help us.**  **The school community**  Explore key people in the school that are there to help them  Discuss roles and responsibilities of key personnel in the school – use of pictures e.g. teachers, head, playground assistants, cook, caretaker etc  **The local community**  Explore role sand responsibilities of key people in the community who help us e.g. police, patrol crossing, nurse, lifeguards etc  Photographic display can be developed  Consider;  What should I do when...?  Use of role play etc  You may wish to use the persona doll to look at situations where people need help and support | Know who they can o to in the school community when they need help  Know some of the roles of people in the community who can help them | **Focus – Calming down**  Discuss how we feel inside when we are upset and what we do  Talk about calming music and pictures that can sometimes help  Discuss ways that they cope with these feelings – record ideas – discuss how different ways suit different people  Reference calming down sheet from SEAL whole school resource.  Ideas pooled to make class poster  You may wish to use relaxing music and take pupils through guided walk in a quiet room | Know how to calm themselves down when they feel anxious or fearful | **Focus – Exploring feelings**  Use photo cards of feelings – happy, sad, frightened, excited  Use of emotional barometer for each of the emotions in relation to a range of situations that pupils are given – develop a range of scenarios to use – little, quite a lot, a lot, too much  Discuss how people view things differently and what may be frightening for one person may not be for another.  Discuss how pupils could support one another when peers feel negative emotions in the range of scenarios given  Scenarios/feelings may include;  New child comes in and no-one says hello  The child does not know where to put their coat or who to ask  A girl asks the child to be her partner  All the children line up and the new child does not know why  The new child tidies up the books and the teacher says ‘well done’ and gives them a sticker | Recognise when people are feeling scared and how to make them feel better |
| **Celebrating Achievement:**  During the half term use the schools rewards/celebrating achievements system to acknowledge individuals who demonstrate the following:   * Making someone feel welcome * Doing something brave – overcoming feelings of fearfulness * Solving a problem/remembering to use the problem-solving process * Calming down/helping someone to calm down | | | | | | | | |

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| Angela’s Story  We used to visit Grandma every weekend  She was very old and liked to sit in a chair by the fire. I liked talking to her.  She was always interested in what I said, and always laughed a lot  Then one weekend we didn’t visit Grandma. When I asked Mum ’Why’ Mum told me that Grandma was ill in hospital. I wanted to go and see her there, but Mum said, ‘No, she’s too ill’  A few days later I cam home from school and Mum was crying. She seemed very sad. I asked her what was the matter, and she told me that my Grandma was dead.  I felt sort of sad, but I couldn’t think of anything to say. Then Mum gave me my tea, and then I watched the telly. |

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| **KEY VALUE – RESILIENCE-AUTUMN 1**  **KEY STAGE 2** | | | | | | |
| **Links - key school values:** | | Reflection | | | | |
| **Associated values:** | | Courage, happiness, hope, love, patience, tolerance, unity | | | | |
| **SMSC** criteria: | | 1,2,4,5 | | | | |
| **Cross-curricular links** | | Art, DT | | | | |
|  |  |  | **Year 3** | | **Year 4** | |
| **WEEK** | **ASSEMBLY**  Source materials:  1.The Little Book of Values  2.Developing Spirituality  3. Fables  4.Story books  5.SEAL assembly materials | **THEME** | **THE QUESTIONS CHILDREN ASK!**  **SUGGESTED CLASSROOM TOPICS AND ACTIVITIES** | **OUTCOMES** | **THE QUESTIONS CHILDREN ASK!**  **SUGGESTED CLASSROOM TOPICS AND ACTIVITIES** | **OUTCOMES** |
| **1** | **Welcome Assembly - A new beginning to the year - Welcoming new members of the community and embedding the ethos of the school in our day to day relationships and practice**  Review past and future year:  Where have we been and what have we done?  How have we changed and grown?  Where are we going?  What are our hopes and dreams for the forthcoming year?  What does our school expect from us?  What are the values of the school?  How do we live these values together? | **Myself and my Community - Welcome** | **Focus – Be proud of yourself – My gifts and talents**  Intro – M people – What have you done today to make you feel proud  Explain that everyone has something to be proud of and it is important to feel good about themselves  Ask pupils to list four things that make them feel proud.  Pupils share proud achievements with the class through circle time approach – pupils select one.  Gifts and talents  Prompts:  What are the gifts and talents of the people in your class?  How will you find out what your gifts and talents are?  How do you find out about the gifts and talents of others  Talent tree display using leaves with pupils’ names on could be developed.  Alternative idea page 18 SEAL year 3 – Gifts and talents challenge  Could also use the extended assembly story detailed SEAL page 6 | Know what makes them feel good about themselves | **Focus – Joining groups**  Favourites wheel – page32/21 SEAL. Complete and then find someone with the same favourite ’answer’.  Complete rounds activity page 21 SEAL  Joining a new group  Ask for examples of when pupils have joined a new group and how this felt – feeling words  Talk about the need to feel welcomed and establishing a sense of belonging  Discuss strategies that helped them through these times  Role play new situations that pupils may find themselves in, behaviours that may be demonstrated and positive ways to address anxieties and fears they may have  Extend work to discuss groups that pupils belong to outside of school and **leisure activities** in which they are engaged –pair work, talking partners | Recognise and respect the likes of others  Build confidence and self esteem  Understand the value of leisure interests |
|  | **During this first week staff will need to look at schools rules, behaviour policy etc and revisit this in respect to the expectations of the school – refer to behaviour for learning. Class charters may be developed with the class/code of conduct – please refer to school policy**  **Example;**   * **be kind to each other** * **take turns to talk** * **listen to the person who is talking** * **keep still when listening** * **put up your hand to speak** * **do not shout** * **help one another**   **Discuss rewards and sanctions according to school policy**  **Also refer to SEAL sections for your year group where applicable – New Beginning – focus on rules and charters**  **Class Charter - Link to rights and responsibilities**  **Check you have covered the following**   * **the right to be treated fairly** * **the right to respect** * **the right to learn** * **the right to enjoy coming to school and enjoy learning**   **Reference SEAL – New Beginnings** | | | | | |
| **2** | **Introduction to value – Resilience**  What is resilience?  What other values can we think of that are associated with this value?  Why do we need to be resilient?  How does resilience help us cope when we:   * Feel anxious or fearful? * Feel angry or are experiencing conflicts? * Experience loss/grief   **The cultivation of positive emotions is one way people use emotions intelligently**  **\*Link to positive behaviour for learning** | **Positive Emotions**  **Self esteem as a positive state of mind is important**  Resilient people experience more positive emotions in the face of adversity compared to those who are less resilient and can bounce back to pre-crisis level.  On average we need at least three positive emotions to lift us from one negative emotion | **Focus – Find a feeling, express a feeling**  Part A – find a feeling  Brainstorm list of feelings – divide into positive and negative lists  Ask for examples of when the feelings may be expressed/felt – situation etc.  Provide range of photographs and ask pupils to name feeling that they consider is being expressed and reasons why that feelings is being experienced in context of the picture presented e.g.  Someone wearing a birthday badge  Adult and child talking together on sofa  Girl being left out of a group  Emotions may include for example angry, frightened, disgusted, cool, happy, miserable, surprised, fed up, excited, great, cheerful, lonely, depressed  Discuss how they would deal with the situation/feeling e.g. help from others, self assertiveness etc.  Part 2 – Bring me sunshine  Provide e.g. worksheet with thought bubbles around head and shoulders picture of someone  Ask children to complete sentence. I feel....... when ......  Feelings may include, peaceful, happy, jealous, angry, excited, sorry, loved, lonely etc. Divide feelings into positive and negative feelings. Discuss ways of dealing with negative feelings –try out strategies, use of role play etc. | Recognise the contexts in which a range of feelings occur  Know what makes them happy and sad  Consolidate their understanding of positive and negative feelings  Develop strategies for dealings with negative feelings | **Focus – Leisure time – What I like doing**  Intro – guess the activity – photo’s of equipment liked to activities/hobbies  Discuss how interests and activities are good for us  Pair work – share details of interests and activities  Discuss how interests and activities:  Develop our talents  Help us to enjoy ourselves  Help us to mix with other people  Be responsible  Take pride in what we do  Etc. – list  Discuss the range of extracurricular activities available in school and the local community.  Alternative activity ask pupils to prepare presentation about their interests – can be completed in groups to manage time  Extension – invite members of groups e.g. scouts etc into school to talk to children about opportunities in the community | Develop social skills  Know the value of leisure interests for enjoyment, develop talents etc. |
| **3** | **Losing something/someone special.**  Discuss the different types of loss that we can experience   * Loss of a pet * Death of a grandparent * Loss of friends * Losing a favourite/special object that has meaning   Use of story to discuss loss – e.g. loss of pet | **Loss, grief and sadness.**  **Grief –** may be demonstrated through altered behaviour e.g. withdrawn, bed-wetting, and lack of concentration, bullying, aggression. Older children may experience shock, confusion, anger and guilt. | **Focus – What makes us feel upset?**  **How can we help others who feel miserable?**  Use suitable photographs – ask class why characters shown may be feeling sad. At the end of the discussion suggest that one of the characters may be sad because their pet has died. And ask children to brainstorm words that express feelings that the character may have – list words  Ask children to talk about their own experiences of times when they have been sad and how they felt. Some children may wish to talk about the death of a pet.  Talk about other examples of loss e.g. the sense of loss when someone moves house and may lose contact with past friends  Ensure that children can deal with this issue and be sensitive to individual circumstances  Discuss how it is natural to cry at such times  Sentence stems:  Times I have felt upset and very sad....  One time I felt very upset and sad was .....  **Helping someone who is feeling miserable**  Ask pupils to think about what we can do to help someone who is feeling miserable because they have suffered a loss of some kind  Consider a number of scenarios and ask pupils to respond how they would help  Suggestions;  You arrive at school one morning to find your friend in tears. He tells you that his dog was knocked over by a car and died last night  Tracy hasn’t been coming out to play as much as usual and has been going off on her own at playtime. You find out that her mum and dad have decided to get a divorce and that her dad has moved out  Your teacher tells you that Clare, a girl in your class, is absent. She explains that Clare’s Grandmother has died  A new boy, Steven, has joined your class, but he hardly speaks to anybody. Your mum tells you that she has been speaking to his mum and that he is very unhappy he’s missing all his old friends from his previous school  Your mum is moody and keeps snapping at you and your brothers. A few days ago she got a letter telling her that the aunt who brought her up in New Zealand had just died | Understand the feelings associated with loss  Talk about feelings to others  Know how they can support others when they feel upset | **Focus – Separation and divorce**  Ask children to think about all the changes that have taken place in their families during their lives –births, deaths, marriages, separations, divorce  Explain that change in families often involves strong feelings e.g. new member of the family, new baby, step brothers and sisters, step father or mother or absence of one parent, being with one parent and visiting the other.  Read story or poem about separation, divorce.  Ask class to share their feelings about the piece and then go on to discuss how life changes for children whose parents separate or divorce and how children feel in those situations  Consider how feelings of sadness can be addressed to make the situation develop positively e.g. visiting parents who have left the family home etc. | Understand feelings associated with loss  Talk about feelings to others |
|  |  | **How do children learn about death?**  **How do they understand death?** | **From 5-8 years:**   * **Death is a frightening person** * **Death is final** * **Death is often seen as the nd result of violence and aggression**   **There’s an intense interest in the rituals surrounding death** | | **From 9 years onwards:**   * Death is the perceptible end og bodily life * Dead is dead * Death is inevitable, final and universal | |
| **4** | **Standing in the shoes of others – seeing things from the view point of others**  Calming down before resolving conflict  Listening skills  Seeing things from the view point of others  Thinking clearly about issues  Using assertiveness skills  Knowing how to make up  **\*Link to higher order thinking skills, communities of enquiry, P4C.**  When we are angry the part of the brain responsible for higher order thinking will not function effectively. | **Anger and Conflict**  **Anger –** occurs during times of stress and unrealistic expectations  Children need to learn how to manage anger so that it can become a positive emotion.  **Conflict** – impacts on EHWB. Anger is always present during conflict; other emotions present may include resentment, hurt, fear, guilt, regret. | **Focus – What makes you angry?**  **How do we deal with anger?**  Explain that everyone gets angry at times and it is important to understand what makes you angry and why and how to deal with this feelings  Possible list of reasons;  I get angry when:  I’m not allowed to do what I want to do  I don’t win  I’m jealous  Someone lets me down  I can’t have something that I want  I am told off  I am tired and hungry  Someone spoils the game  Discuss:  What makes you angry?  Talk about times when pupils have been angry  How do they show anger?  How do we sometimes behave when we are angry?  Dealing with anger  Review number of situations when pupils may get angry.  Discuss the behaviours – three ways we can react:   1. Taking it out on others 2. Try to understand our anger 3. Sulk and bottle up anger   Develop do and don’t list see example  Do:  Stop and think before you say or do anything  Go off on your own and work out why you are so angry  Listen to whoever made you angry – try to understand their point of view  Don’t  Start shouting  Kick or punch anybody  Slam doors or break things  Refuse to listen to what others have to say  Go into a sulk and bottle up anger | Know what makes them angry  Express feelings associated with anger  Deal with and manage anger | **Focus – Handling and resolving conflict**  Define conflict – a challenge to the way a person thinks or behaves  Conflict can be positive or negative force in learning  **Focus on peaceful conflict resolution** – working through a problem or conflict in a way that does not physically, emotionally or socially hurt anyone  Pupil to pupil conflict resolution protocols  Basic skills   * Cooling off when upset * Speaking directly to each other * Speaking assertively, honestly and kindly * Listening carefully to others * Proposing solutions and agreeing a solution to try   Process to be taught   1. Cooling off 2. Aggrieved party states the issue (skills – speaking assertively, honestly and kindly, speaking directly to the other party) focus on ‘I’ statements to explain feelings 3. Second child listens and paraphrases what they have heard(skills – listening and paraphrasing, speaking directly to the other) 4. Second child states their point of view (skills – speaking assertively, honesty and kindly, speaking directly to the other person) 5. First child listens and paraphrases what they have heard (skills – listening and paraphrasing, speaking directly to the other) 6. Process continues until both children have been fully heard 7. Children reach a solution (skill- proposing solutions and agreeing solutions to try)   Use range of scenarios to act out the process and groups feedback on process and feelings | Define conflict  Know the process of peaceful conflict resolution  Respect and understand the feelings of others  Compromise |
| **5** | **Don’t worry about a thing, because everything is going to be alright’** (Bob Marley – Three little birds)  **\*Link to higher order thinking skills, communities of enquiry, P4C.**  When we are anxious or fearful the part of the brain responsible for higher order thinking will not function effectively.  Use of story to discuss worries e.g. ‘A Huge Bag of Worries’ | **Fear and Anxiety**  Dysfunctional emotions  **Fear** – a response to a person’s perception of danger. With fear you can identify the source of your emotion.  **Anxiety** - associated with worry of future events or events beyond personal control. With anxiety the source of the emotion is unidentifiable.  Those who suffer from low self-esteem experience fear and anxiety and lack self-confidence | **Focus – Knowing what to do**  Consider the routines that have been established in the school and the class charter  Check pupils understand expectations that the school has in relation to the following:  Coming into and leaving the classroom  What to do during registration  What to do if you are late  Showing you are ready for learning at the start of the lesson  Distributing and collecting resources  Knowing the acceptable levels of noise  Moving from one activity to the next  What to do when you are stuck  Asking to leave the room  Clearing up  Discuss any other routines that may need to be explained to a new pupil | Understand expectations of behaviour for learning in school | **Focus – Fear**  Prompt sheet - The scream – Edvard Munch  Look at image and interpret what it might mean  Questions:  What is the emotion being displayed?  How do you know?  What do you think they fear?  Who are the people on the left hand side?  What are they doing in the picture?  How does the picture make you feel?  What do people do when they are afraid of something?  What happens to their features? Their pulse? Their breathing? Their body temperature?  Organise children into groups  Ask them to discuss what frightens them and why  Use examples to think through ways in which these fears can be dealt with | Talk about their opinions and explain views  Recognise fear as a response to a perception of danger recognising the source of the emotion |
| **Celebrating Achievement:**  During the half term use the schools rewards/celebrating achievements system to acknowledge individuals who demonstrate the following:   * Making someone feel welcome * Doing something brave – overcoming feelings of fearfulness * Solving a problem/remembering to use the problem-solving process * Calming down/helping someone to calm down | | | | | | |

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| **KEY VALUE – RESILIENCE-AUTUMN 1**  **KEY STAGE 2** | | | | | | |
| **Links - key school values:** | | Reflection | | | | |
| **Associated values:** | | Courage, happiness, hope, love, patience, tolerance, unity | | | | |
| **SMSC** criteria: | | 1,2,4,5 | | | | |
| **Cross-curricular links** | | Art, DT | | | | |
|  |  |  | **Year 5** | | **Year 6** | |
| **WEEK** | **ASSEMBLY**  Source materials:  1.The Little Book of Values  2.Developing Spirituality  3. Fables  4.Story books  5.SEAL assembly materials | **THEME** | **THE QUESTIONS CHILDREN ASK!**  **SUGGESTED CLASSROOM TOPICS AND ACTIVITIES** | **OUTCOMES** | **THE QUESTIONS CHILDREN ASK!**  **SUGGESTED CLASSROOM TOPICS AND ACTIVITIES** | **OUTCOMES** |
|  | **During this first week staff will need to look at schools rules, behaviour policy etc and revisit this in respect to the expectations of the school – refer to behaviour for learning. Class charters may be developed with the class/code of conduct – please refer to school policy**  **Example;**   * **be kind to each other** * **take turns to talk** * **listen to the person who is talking** * **keep still when listening** * **put up your hand to speak** * **do not shout** * **help one another**   **Discuss rewards and sanctions according to school policy**  **Also refer to SEAL sections for your year group where applicable – New Beginning – focus on rules and charters**  **Class Charter - Link to rights and responsibilities**  **Check you have covered the following**   * **the right to be treated fairly** * **the right to respect** * **the right to learn** * **the right to enjoy coming to school and enjoy learning**   **Reference SEAL – New Beginnings** | | | | | |
| **1** | **Welcome Assembly - A new beginning to the year - Welcoming new members of the community and embedding the ethos of the school in our day to day relationships and practice**  Review past and future year:  Where have we been and what have we done?  How have we changed and grown?  Where are we going?  What are our hopes and dreams for the forthcoming year?  What does our school expect from us?  What are the values of the school?  How do we live these values together? | **Myself and my Community** | **Focus – Welcoming and belonging**  Intro – Star catcher page 5 SEAL  SEAL page 11 – Welcoming, belonging  Consider how a new pupil joining the class would feel on their arrival – how do we welcome them?  Se scenario in SEAL page 11  Belonging – the importance of making everyone feel that they belong!  Use of crossword challenge to incorporate names of the members of the class/group  Personal reflection on what they are good at;  See suggestion for sheet below – What are you good at!  Check list completed by individual shared with partner  Identify gift or talent of each member and display | Know the importance of working together as a team and the advantages of working together  Know that they are valued  Recognise what they are good at | **Focus – My Achievements and targets**  **Hopes and dreams for the year**  **Part 1 – thinking about your skills –**see skill check list below  Complete and share with friend  Feed back in small groups  **Part 2 – Achievements and targets**   1. What three things have you achieved during the last 6 months 2. What three things would you like to achieve in the next six months | Identify personal skills, recognise achievements and set targets |
| **2** | **Introduction to value – Resilience**  What is resilience?  What other values can we think of that are associated with this value?  Why do we need to be resilient?  How does resilience help us cope when we:   * Feel anxious or fearful? * Feel angry or are experiencing conflicts? * Experience loss/grief   **The cultivation of positive emotions is one way people use emotions intelligently**  **\*Link to positive behaviour for learning** | **Positive Emotions**  **Self esteem as a positive state of mind is important**  Resilient people experience more positive emotions in the face of adversity compared to those who are less resilient and can bounce back to pre-crisis level.  On average we need at least three positive emotions to lift us from one negative emotion | **Focus – Who do you admire?**  **Why do you admire them?**  **Intro – A sticky situation page 8 SEAL**  List heroes/heroines – what is it that we admire about them?  Pop stars, tv stars, comic book characters –move on to people that they admire that strive to make the world a better place – use some examples  Discuss what we admire about people   * Talent * Courage * Determination * Unselfishness etc.   Activity – What sort of person do you admire?  2 questions for reflection  Write about someone famous that you admire and why  Write about someone you know and say why you admire them  N.B. respect that some children may not wish to share what they have written for personal reasons  **Extension work –** research work – people who have made a positive difference in the world | Recognise that we are good at different things  List the characteristics/qualities of people that we admire and understand why we value these | **Focus – Creating a dream school**  **Part 1**  Reference SEAL page 20  Define what a dream school is for them  Consider all the positive things about their school  Use dream school challenge from SEAL resource sheets in groups – Page 28 SEAL  Bring ideas from groups together and list things that may be developed in their school to make it a better place to learn.  Link to school council work  **Part 2**  Working in groups – SEAL page 20  Recap on what makes it easy to work in groups  The importance of team work  Part 3 – SEAL page 25   * One thing they would take with them from this school to the ideal school * One thing that they would leave behind | Know what makes for a positive learning environment |
| **3** | **Losing something/someone special.**  Discuss the different types of loss that we can experience   * Loss of a pet * Death of a grandparent * Loss of friends * Losing a favourite/special object that has meaning   Use of story to discuss loss – e.g. loss of pet | **Loss, grief and sadness.**  **Grief –** may be demonstrated through altered behaviour e.g. withdrawn, bed-wetting, and lack of concentration, bullying, aggression. Older children may experience shock, confusion, anger and guilt. | **Focus – Moving house**  **Why can’t everything stay the same**  Discuss reasons why people move house – family circumstances –more space, bigger family, financial – job change, redundancy etc.  Discuss feelings associated with these changes positive and negative and how this impacts on different family members – use possible scenarios for groups to consider and reflect on impact of each character of the house move.  Explain that it is natural to feel sad, but change happens to everyone at some time  Use of poetry/literature to explore the issue  Questions to pose:  How does each of the characters feel?  Have you ever moved house?  How did you feel? – sad, excited, worried, angry?  How easy was it to settle into a new neighbourhood and make new friends?  Did you have to change schools?  How did you feel about this?  Talk about your experiences of moving house  Pupils may write poem about their experiences – listing things they would miss and things they wouldn’t miss.  Consider the positive aspects to the move | Understand feelings experienced when change occurs in their lives – moving house | **Focus – When parents separate**  **N.B. Consider sensitivities in the case no pressure should be placed on children to talk about their personal experiences.**  **Part 1**  Use of statements about separation and divorce – see suggestions below this grid – discuss range of feelings experienced. Explain that these feelings are natural but that we need to understand these feelings and deal with them rather than bottling them up  Discuss how we can deal with these feelings by talking to others and understanding how others feel as well as expressing how you feel personally and the impact on you  Use scenarios to discuss ways in which the characters may deal with the situation e.g. talk to Gran etc.  **Part 2 –Living here, living there**  **Access visits**  Explain the term access visits and what reasonable access means.  Discuss problems that children may face when they live with one parent and visit the other and how these can be overcome  Extension – discussion on what it is like to live in a step family | Consider how life changes when parents separate or divorce  Explore feelings about separation and divorce of parents  Explore feelings associated with living with one parent and visiting the other |
|  |  | **How do children learn about death?**  **How do they understand death?** | **From 9 years onwards:**   * Death is the perceptible end og bodily life * Dead is dead * Death is inevitable, final and universal | | | |
| **4** | **Standing in the shoes of others – seeing things from the view point of others**  Calming down before resolving conflict  Listening skills  Seeing things from the view point of others  Thinking clearly about issues  Using assertiveness skills  Knowing how to make up  **\*Link to higher order thinking skills, communities of enquiry, P4C.**  When we are angry the part of the brain responsible for higher order thinking will not function effectively. | **Anger and Conflict**  **Anger –** occurs during times of stress and unrealistic expectations  Children need to learn how to manage anger so that it can become a positive emotion.  **Conflict** – impacts on EHWB. Anger is always present during conflict; other emotions present may include resentment, hurt, fear, guilt, regret. | **Focus – Boys do cry!**  Ask pupils when they last felt like this and why?  Did you hide your feelings or let them out?  Embarrassed  Scared  Angry  Happy  Loving  Sad  Work in small groups to discuss answers and consider the different answers given by boys and girls  Discuss the emotions that are acceptable for boys and girls.  Use the opportunity to discuss how bottled-up feelings can make life difficult for the individual and those around them  Pupils could prepare short drama clearly showing the characters responding in a non-stereotypical way – present to the class – discuss deviation from stereotypes and the outcomes | Challenge stereotypical attitudes about gender and emotions  Know the difficulties in expressing feelings in certain circumstances | **Focus – Turning over a new leaf**  **SEAL page 24**  **Part 1**  **A new beginning for Amy – page 29 SEAL**  Questions;   * Why do you think Mrs Hyacinth said that Amy was brave? * Which do you think was braver, stealing or owing up? Why? * Why did Amy call herself a coward? * How do you think Amy felt before she spoke to Mrs Hyacinth? * How do you think that she felt afterwards?   Discuss the importance of doing the right thing and how this can be uncomfortable at times  **Part 2 - Calming down**  Reference SEAL page 25  Calming down when we feel nervous or scared | Have strategies to cope with uncomfortable feelings  Know how others feel when they are in an unfamiliar situation |
| **5** | **Don’t worry about a thing, because everything is going to be alright’** (Bob Marley – Three little birds)  **\*Link to higher order thinking skills, communities of enquiry, P4C.**  When we are anxious or fearful the part of the brain responsible for higher order thinking will not function effectively.  Use of story to discuss worries e.g. ‘A Huge Bag of Worries’ | **Fear and Anxiety**  Dysfunctional emotions  **Fear** – a response to a person’s perception of danger. With fear you can identify the source of your emotion.  **Anxiety** - associated with worry of future events or events beyond personal control. With anxiety the source of the emotion is unidentifiable.  Those who suffer from low self-esteem experience fear and anxiety and lack self-confidence | **Focus – Personal responsibility/dealing with criticism**  **Part 1- Personal responsibility**  Consider all the decisions that they have to make during the day –list  Ask which are choices are easy and which are harder.  Making decisions is an important part of being responsible  Sometimes we avoid making decisions because the decision is hard and we need to be braver  All decisions have consequences  List number of decisions and discuss consequences of choices that may be and include doing nothing  Individual activity – Assessing the way I work – see suggestions below (checklist worksheet)  **Part 2 Dealing with criticism**  Explain what mean by criticism and that it should be honest but supportive and constructive – give examples before starting pair work – role play  Demonstrate how to give constructive criticism – discuss feelings that may be experienced by the giver and the receiver of the criticism – use of scenarios  Review statement/checklist with friend working partner –ensure trust in the class and between the pairs before undertaking this part of the activity  Partner gives views an makes suggestions for improvement  Pupils consider the following:   * How do you feel when someone criticises your work, your effort, your behaviour/ * Does the way they criticism make a difference? * Do you try to learn from criticism? * How do you feel if you rae asked to criticise your own work? * Are you sometimes too hard on yourself, seeing things that are wrong rather than what is good? * Do you criticise other people, even if they don’t want you to? * Do you ever put people down by criticising them? * If so how do you think they feel when you do this? | Know the importance of fulfilling one’s potential  Make decisions  Be responsible for personal learning and behaviour  Develop supportive relationships  Know what we mean by constructive criticism | **Focus – Managing risk – being assertive**  List people places and objects and fears they think poses a risk to their personal safety – list  Discuss how we respond in a range of ways to uncomfortable situations or when we are under pressure – talk about using assertive behaviours  Children to work in group of four with scenario to consider how they would respond to the situation  Discuss different responses  **Passive** – you may end up in a risky situation in which you do not feel comfortable – you feel like the victim  **Aggressive** – this may cause an argument or start a fight and make the situation worse  **Assertive** – you say what you think and stand up for yourself firmly but politely, respecting the other person but also knowing you have equal rights yourself  Looking at the situation consider  What you think  What you say  How you feel  What you do  Possible scenarios to use  An older child tries to make you steal some sweets from the shop  An older person comes up to you and tries to take your money  Your friend wants you to play on a building site  Your friends brother offers you a cigarette  Others can be developed | Know how to use a range of strategies to deal with unwanted influence and pressure  Develop assertive behaviours |
| **Celebrating Achievement:**  During the half term use the schools rewards/celebrating achievements system to acknowledge individuals who demonstrate the following:   * Making someone feel welcome * Doing something brave – overcoming feelings of fearfulness * Solving a problem/remembering to use the problem-solving process * Calming down/helping someone to calm down | | | | | | |

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| **When Parents Separate**  **‘In a way, it was a relief when they separated. All the shouting stopped. I even get on better with my dad now’ –Diane 11**  **‘It came as a complete surprise. I was about six at the time and I couldn’t understand why it was happening. I thought it must have been something that I had done. I was really confused until my gran talked to me and convinced me that it was not my fault’ – Peter 14**  **It;s taken me ages to accept the fact that they’ll never get back together. I spent a lot of time hoping that they would and dreaming up ways of getting them together again’ – Gemma 11**  **‘Dad left Mum for another woman. I felt really angry with him and I was really horrible to his girlfriend, because she was taking him away from my Mum’ – Clare 10**  **‘I was really upset. They kept asking me who I wanted to live with. It was terrible, because I didn’t want to have to choose. I wanted them to go on living together’ – Tony 11**  **‘I felt really jealous because my Dad was leaving to go and live with this other woman who had two children. I felt he couldn’t love me very much’ – Joe 13**  **‘I never really knew my dad. He left when I was little. He sends things on my bbirthday and at Christmas, but I never see him’ – Lisa 10**  **‘I felt ashamed. I thought people would make fun of me because my mum had gone off with another man. I felt really miserable and kept making excuses not to invite my friends round. Eventually they found out, but they didn’t tease me and it helped to talk about it’ – David 12** |

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| What are you good at?  Pupils rate themselves;  Very good  Good  Average  Not very good  Poor   * Organising your time * Looking after your possessions * Keeping promises * Taking responsibility * Keeping yourself fit and healthy * Completing school work on time * Remembering to do things * Sharing * Helping at school * Making decisions * Not giving up when you face difficulties * Considering the feelings of others * Understanding the view point of others * Managing pocket money   Further statements may be added as appropriate |

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| Skills  Circle skills that you are good at | |
| Language skills;   * Talking and expressing my views * Reading and understanding what I read * Writing stories and poems * Following and carrying out instructions | One activity that I am good at is... |
| Maths and science skills;   * Number work * Solving maths problems * Carrying out investigations * Observing and drawing conclusions from observations |
| Research skills;   * Planning a project * Finding information – research work * Interpreting evidence * Presenting information to the rest of the class | One skill I’m getting better at is... |
| Creative skills:   * Designing things * Drawing and painting * Singing/acting * Making music/playing an instrument |
| Practical skills:   * Making models * Using tools and machinery * Repiring things with my hands * Using the computer | One thing that I need to practice is.... |
| Physical skills:   * Dancing * Running * Swimming * Gymnastics * A team game * An individual sport |

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| Assessing the way I work | | | | | | | |
|  | Yes | Not sure | No |  | yes | Not sure | No |
| Do you remember to get your equipment ready/ |  |  |  | Do you ask for help when you really need it? |  |  |  |
| Do you start work quickly? |  |  |  | Do you remember what you have been told to do? |  |  |  |
| Do you get on with your work? |  |  |  | Are you good at organising your work? |  |  |  |
| Do you work without being told to? |  |  |  | Do you pack away quickly at the end of the lesson? |  |  |  |
| Do you always try your best? |  |  |  | Do you look after your possessions at school? |  |  |  |
| Do you always try before you ask for help? |  |  |  | Do you enjoy your work? |  |  |  |