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| **C:\Users\se3122\Pictures\1204118510.jpg**  **KEY VALUE – RESPONSIBILITY SPRING 2**  **FOUNDATION/KEY STAGE 1** | | | | | | | | |
| **Links - key school values:** | | Reflection, resourcefulness | | | | | | |
| **Associated values:** | | Caring, courage, happiness, quality, understanding | | | | | | |
| **SMSC** criteria: | | 1,2,3 | | | | | | |
| **Cross-curricular links** | | Science | | | | | | |
|  |  |  | **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** | **Introduction to value - Responsibility**  What is responsibility?  What other values can we think of that are associated with this value?  Why do we need to be responsible for our self and others?  How does taking responsibility make me a better person? | **Personal safety/Risk** | **Focus – Safe places**  Discuss places, things and people that may frighten them and from which they feel that they need to keep safe  Divide class into 4 groups, groups to construct collages or wall stories about keeping safe in these areas   * Keeping safe at home * Keeping safe in school * Keeping safe on the roads * Keeping safe in the   Community – town and country  Bring work together and as a group identify safety rules for each collage – write up and display with collage  Discuss safety clothing e.g. fluorescent bands in the dark | Identify safe rules to reduce risks | **Focus – Friends, secrets and people who can help us**  Discuss how it feels to have no friends  Use literature to read a story about having no friends –discuss story line e.g. ‘I am too absolutely small for school’ – Lauren Child. Talk about what you would look for in a friend    Play agree disagree game with statement bank – see chart below this grid – these are statements that children might say to a child to get them to be their friend – read each statement and ask children if they think a person saying this would be a good friend, ask them to explain reasons. –use less statements if time is restricted  Return to focus on the statement about a secret –discuss the word secret and what would be a good/happy secret  Introduce the fact that there can be bad secrets give examples  Introduce the idea of saying ‘no’ if you are not happy with something  Talk about people who help us and their special people and who they would go to if they were worried about keeping a secret  Plenary – play the ‘no’ game – responding in different ways using voice – see statements below this grid – end on happy voice so children finish feeling positive | Distinguish good and bad secrets and know where to get help | **Focus – Safety rules**  Play a simple name game, reflect on the importance of rules, discuss whose responsibility it is to play by the rules  Ask pupils to compare and contrast safety rules in the classroom and the playground. Ask them to think of some new rules for their classroom or playground. Discuss which rules would work or would not work, giving reasons  Identify unsafe situations in the home including the kitchen  Think about the dangers of, household products, appliances, fireworks etc. (This need only be covered briefly with key rules to inform development of next activity – snakes and ladders. Hazardous substance lesson to follow see week 3.  Develop snakes and ladders safety game or similar, demonstrate game and discuss rules. Play the game discussing why the objects/behaviours shown on the squares are safe/unsafe | To be able to follow safety rules at home and at school  Anticipate the consequences of their actions |
| **2** | **Different types of responsibility**  Being responsible for:   * Self * Society –group responsibility * Economy * Environment   Discuss different types/levels of responsibilities  Provide examples for each of the above  Discuss the responsibilities that we have in school.   * Responsibility for behaviour * Learning * Care and respect for others * Responsibility for attendance and punctuality * Etc   Link to wider school values and expectations | **Drug education** | **Focus – A visit to the doctors**  Feelings faces – Pupils express a range of feelings through facial gestures e.g. happy, excited, calm or sick. Ask pupils to put on the face that they have when they go to the doctors  What does an adult do if you are ill? (Who gives you the medicine?)  Key vocabulary and associated pictures required  Temperature  Thermometer  Doctor’s  Receptionist  Medicine  Tongue depressor  Stethoscope  Heart  Prescription  Chemist  Pharmacist  Label  Germs  Dosage/amount  Book’ Just one spoonful’ available as big book if still in print can be used  Alternatively use another book about a trip to the doctor’s  Discuss feelings about;  Being unwell  Visiting the doctor  Story board about a visit to the doctor could be developed for display | To express feelings about being unwell  Know key vocabulary | **Focus – Medicines**  **Reference Christopher Winter drug education resource**  Pass the talking object – pass the talking object around the circle saying; ‘When I am unwell I need…..’  Sorting activity – discuss what we put into our bodies that help us or do not help us to be healthy. Use selection of pictures showing lifestyles and health – see Christopher Winter drug education resource ensure medicine picture is included.  Use two boxes and divide pictures into a Help Us or Not Help Us box. Ensure that you cover the main points in the medicines teacher fact sheet.  How medicines get into our body/What medicines go onto our body – make list of medicines, on a body outline working in small groups pupils decide if the medicines go inside or outside the body and stick or write them in the appropriate place e.g. swallowed, inhaled, injected, absorbed through the skin. Explain that medicines should be taken only in the way they are intended or they could damage the body  Discuss the role of medicines and the fact that they are good for us if:  They make us better  They make our bodies work properly  Discuss injections and how they are good for us if:  They stop us from catching diseases  They help our bodies to work as they should  They stop us from hurting  They help doctors decide what is wrong with us when we are ill e.g. blood tests | To know how medicines get into our bodies  To know why people use medicines  To understand that some people need to take medicines all the time to stay healthy | **Focus – Risky situations**  Talk about times when we feel safe and times when we feel unsafe – share thoughts  Talk about what is a risk and how we determine if an activity is risky or not  Risk mind map – ask the following questions;  What do they think about when they hear the word risk?  Why do they think people take risks?  Are all risks bad or can they be good?  Return to board and move the responses into good and bad groups. Suggest examples of people who take risks in a positive way e.g. fire-fighters  Discuss strategies for dealing with risk e.g. using the traffic light strategy  **Stop and think** – how does it feel  **Decide** - what are the options, which is the best?  **Do** – how will you get out of the situation  Use of scenarios and riskometer to assess risk  Discuss the importance of taking responsibility for our actions | Identify safe people and places in their lives  Recognise the various degrees of risk in a range of situations  To know when something is too risky |
| **3** | **Taking risks**  Define risk  Discuss positive and negative types of risk  Discuss how we weigh up the risks – a calculated risk  Talk about taking a chance, raising to the challenge  Use stories of explorers or other famous people who took a risk to achieve a dream or to help others | **Drug education** | **Focus – Pick the medicines**  Humpty Dumpty  Read nursery rhyme  Explain that sometimes our bodies can heal if something is wrong but sometimes our bodies can be damaged so badly that they can never repair themselves e.g. an accident where people are left in a wheelchair  Selection of pictures of medicines and other household substances  Divide into medicines and those that are not  Discuss choices  Tell story of young child finding tablets in Gran’s bag that they think are sweets – consider what the young child may do – different endings to the story  Ensure children know that they should never take any substance they find lying around especially if they are not sure what it is  Explain that medicines should be prescribed by a doctor or given to them by a responsible adult  Discuss’ ‘Do you always have to take medicine when you are ill?’  Alternatives to medicine | Recognise which household objects are medicines and which are not  Understand that medicines should be taken only when prescribed by a doctor or given by a parent or carer | **Focus – Who gives us medicines?**  **Reference Christopher Winter drug education resource**  People who help us - Split class into small groups. Using the ‘People Who Help Us’ photo cards (see Christopher Winter resource) give each group a card and ask them to discuss what job they think these people do. Do they think this person may or may not give us medicines or injections? Ask each group to share their answers with the rest of the group and explain their decision.  Display images on whiteboard and ask pupils to place the correct image in the correct box  Whose medicine is it?  How do we know? – labels  Dosage – how do we know how much to take?  Finger puppets and assessment – using finger puppets ask pupils to work in small groups and to make up stories about being unwell and needing medicine. Each Group tells their story to the wider class. Use this opportunity to reinforce the key messages from the teacher support sheet  Safe storage of medicines | To know when we should take medicines and who should give then to us  To know the rules about medicines | **Focus - Hazardous substances**  **Reference Christopher Winter drug education resource**  Safety in the home – look at range of products/substance cards and decide where they should be stored e.g. garage, shed, under the sink, bathroom cabinet.  Discuss:  What are they for?  Who might use them?  In what ways may they harm us?  Where are they obtained from?  Who can get them/buy them  Show children hazardous symbols and discuss how these are on all dangerous substances  Safety rules  Never transfer substances into another container  Never touch or taste an unknown substance  Always ask a responsible adult before using any substance | Follow simple rules for keeping safe  Recognise some symbols showing that something is dangerous |
| **4** | **Stand your ground**  Use of story line about standing up for yourself – **assertiveness – firm but fair**  Discuss fairness, right and wrong, sharing and caring, taking turns and negotiation  Possible use of photographs – slide show to discuss range of scenarios | **Good to be me (SEAL)** | **Focus - Standing up for myself – firm but fair**  Starter – stand up if you.....  End sentence with statements that relate to likes and dislikes  Reference SEAL page 14 – puppet activity.  Discuss how we tell others what we need and how we need to stand up for ourselves without hurting others and how we co-operate with others so that we learn to share and negotiate with others  Rounds –  Today I have played nicely with....  I have shared toys with.... | Express their needs  Stand up for themselves without hurting others | **Focus – Keeping calm**  Talk about times when we get angry or when we worry and how it makes us feel – word shower  Discuss the importance of finding ways to keep calm, thinking through issue and learning to relax  Use of **guided meditation strategy** to calm and relax children accompanied by relaxing music  Refer to guidance page 16 SEAL for exercises to relax the body | Identify ways of relaxing and calming down  Enjoy the feelings associated with relaxation | **Focus – Assertiveness – firm but fair**  Reference SEAL PAGE 17  Three play scripts – page 17  Discuss three different responses and how we need to play fair and share  Discuss other scenarios that may happen in the classroom/school situation apply **assertive, passive and aggressive responses – discussing feelings of the characters in respect to each style of response** | Know when it is right to stand up for themselves  Know how they can assert themselves |
| **5** | **Good to be me – SEAL assembly – Reference page 7-11**  Song – ‘Strong’ – Desiree or other upbeat music  I am the one and only!  Pictures from Seal CD  Story – The animals in the forest – tells the story of how ‘Mouse’ rescued the animals.  She didn’t believe in herself but discovered that she had a part to play and could help others and be respected and thanked for her contribution | **Good to be me**  **(SEAL)** | **Focus – Feeling happy and proud**  Starter – Pass the smile SEAL page 12  Ask child to show you through facial expressions how they look when they feel happy or proud  1.Photocards – happy, proud – school resource file  Discuss how the characters are thinking and feeling – Seal page 13.  Refer to questions page 13  2.Children bring into school something from home (object) that represents something that makes them happy/proud – share in circle – show and tell  3. Photograph items and put together in display/class book or personal diary for child | Recognise facial expressions that demonstrate happiness or being proud  Describe how they feel when they are happy or proud. | **Focus – How proud am I?**  Starter – spin the bottle – SEAL PAGE 5  Discuss assembly story – feelings of mouse, record feeling words  Share with partner time when they felt proud – reference SEAL page 5  Put children’s names on slips of paper in a box – NAME should feel proud because.  Children take slip each and complete for that individual and present it to the individual concerned – SEAL page 6  Read story – proud page 10 – 11 SEAL  Discuss story and questions that follow  Reference page 6 SEAL | Know what makes them proud | **Focus – Stop and think!**  Reference SEAL page 18  Discuss what children understand by impulsive behaviour.  Talk through Daphne Dinosaur and Olive Owl scenarios –page 18 and discuss  Discuss how we can use traffic light strategy to consider how we react to a situation  Red – stop and think  Amber – decide how to react  Green – react in a considered and informed manner  Children could work through range of scenarios in small groups applying the traffic light system and recording responses | Consider how their behaviour impacts on others  Recognise impulsive behaviour  Adapt their behaviour |
| **Celebrating Achievement:**  During the half term use the schools rewards/celebrating achievements system to acknowledge individuals who demonstrate the following:   * Doing something to be proud of * Responding in an assertive way * Helping someone with a worry * Stopping and thinking when we are angry | | | | | | | | |

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| Friends – Agree/disagree statements | |
| Come and join in our game  I like your hair  If you come round to my house we can play on my new computer game  Have you got any pets  Would you like to play with us  Can I sit with you at lunch time | Give me your sweets and I’ll be your friend  I want you to be just friends with me  If I tell you a secret you have to tell me one back and then I’ll be ytyour friend  Can I try some of your crisps?  Where did you get those trainers?  If you want to play you have to use our rules  How much pocket money do you get?  If you want to be friends with me you can’t talk to Sam |
| The ‘no’ game | |
| Let me have all your money  Give me your sweets  Give me your bike  Tidy the room for me  Always let me win  Let me say who we can be friends with today | Give me your cat  Hop instead of walk  Carry me everywhere  Do all the washing up when it’s my turn  Let me have your best/new toy  Always let me decide what games we play |

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| **C:\Users\se3122\Pictures\1204118510.jpg**  **KEY VALUE – RESPONSIBILITY-SPRING 2**  **KEY STAGE 2** | | | | | | |
| **Links - key school values:** | | Reflection, resourcefulness | | | | |
| **Associated values:** | | Caring, courage, happiness, quality, understanding | | | | |
| **SMSC** criteria: | | 1,2,3 | | | | |
| **Cross-curricular links** | | Science | | | | |
|  |  |  | **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** | **Introduction to value - Responsibility**  What is responsibility?  What other values can we think of that are associated with this value?  Why do we need to be responsible for our self and others?  How does taking responsibility make me a better person? | **Personal Safety/Risk** | **Focus – Personal space – What would you do if...?**  Pass objects around to touch and ask which they like to touch and which they do not like  Discuss ways in which people touch each other and if it feels comfortable  Empathise that no one should make children do something that they do not want to do  Discuss personal space and what this means  Look at a range of situations and ask children to think about who would go to for help in the given situation – **see suggestion list below**  Discuss the importance of talking to a trusted adult about things that make you feel unsafe  Children prepare leaflet entitled ‘stay safe’ with simple tips for keeping safe in different places  **Alternative exercise – use problem page from Christopher Winter SRE resource**  **See ‘Kidscape’ keepsafe code below** | Decide who has access to their bodies  Be able to ask for help from a trusted adult  Identify different touches and how to deal with unwanted touch | **Focus – Taking a risk**  Discuss concept of safety and risk, list ideas and examples of risks. Categorise e.g. health, safety etc. Discuss examples and rate feelings using risk meter. Discuss negative and positive results of taking risks  Use continuum 1-10. Ask pupils to rate risks1= low, 10=high. Provide opportunity for discussion and share perceptions  Discuss strategies for keeping themselves safe. Complete round – ‘One way that I can reduce a real risk to my health or safety is to ……’  Weighing up the pros and cons of taking risks  Ask children to think about their feeling when they feel unsafe – are there times when they take risks?  Provide scenario cards; make balance sheet detailing gains and losses from taking a risk. Consider the long term and short term risks associated with scenario  Set goal to improve health – consider benefits of changing their behaviour | Identify the different types of risks people take  Understand that risks can have positive and negative consequences  Begin to weigh up the reasons for and against taking certain risks, based on possible outcomes |
| **2** | **Different types of responsibility**  Being responsible for:   * Self * Society –group responsibility * Economy * Environment   Discuss different types/levels of responsibilities  Provide examples for each of the above  Discuss the responsibilities that we have in school.   * Responsibility for behaviour * Learning * Care and respect for others * Responsibility for attendance and punctuality * Etc   Link to wider school values and expectations | **Drug education** | **Focus – Why people smoke**  **Reference Christopher Winter drug education resource**  Traffic light activity – place pupils in pairs and give each pair a set of traffic lights – red (not healthy), yellow (not sure/depends), green (healthy). Using the healthy/unhealthy activities list in the smoking teacher support sheet read out one activity at a time and ask children to decide which traffic light they will holds up – discuss results  Smoking images – use pictures to show the different ways people smoke. Show no smoking symbol and ask if they know what it means  Smoking word storm – record all they know about smoking include details about health, mood, lifestyles.  Breathing exercises – explain how tobacco gets into the body, breath in and out feeling the rib cage, demonstrate with balloon, discuss how smokers are short of breath children can experience this by feeling their heart rate and then running on the spot and feeling their heart beat faster and being short of breath  Why do people smoke – use pictures and ask pupils to think why people smoke. Discuss if there are any good reasons for smoking | To understand why people smoke  To know how smoking effects people | **Focus – Effects of alcohol**  **Reference Christopher Winter drug education resource**  Circle activity – name one thing that is good for our bodies and one that is bad  Alcohol drinks – define a drug. Introduce alcohol as a drug. Pupils list as many alcoholic drinks as they know. Remind them that alcohol is a legal drug. In small groups give pupils Drinks photo cards’ and ask them to sort them into alcoholic and non-alcoholic drinks, discuss results. Explain that not all people drink and that in certain faiths and cultures it is banned  Discus effects of alcohol – children draw and write on body outline effects on the body. Discuss what effect it has on behaviour  Safer drinking – show safer drinking cards and suggest guidelines for adults – men and woman. Ask pupils why they think there is a difference.  Show class wine bottle, a beer bottle and a bottle of sprits and ask them to discuss which contains the most alcohol.  Explain the strength of drinks and the concept of units discuss how many units are considered safe per day  Review and reflect. Discuss;  What have you learnt about the effects of alcohol?  How much alcohol would be ‘safe’ to drink?  How do we know if someone is drunk?  What might be some of the dangers of being drunk upon the drunken person and other people?  What would you do if someone was drunk?  What is responsible/sensible/appropriate use of alcohol | To know what alcohol is and how it affects the body  To understand that everyone will be affected differently by alcohol |
| **3** | **Taking risks**  Define risk  Discuss positive and negative types of risk  Discuss how we weigh up the risks – a calculated risk  Talk about taking a chance, raising to the challenge  Use stories of explorers or other famous people who took a risk to achieve a dream or to help others | **Drug education** | **Focus - Physical effects of smoking**  **Reference Christopher Winter drug education resource**  Discuss how smoking affects the body – use word storm from previous lesson to recap. Use talking ball and body template  Reversing the effects of smoking – it is important that children know that the effects of smoking can be reversed. Refer to recovery timeline on teacher support sheets  Quitting – discuss why it is difficult to stop smoking, discuss the addictive nature of tobacco and why some people use patches or gum or smoke a pretend cigarette to help them quit  Passive smoking – define passive smoking and effects | To understand what quitting smoking does to the body | **Focus - Alcohol and risk**  **Reference Christopher Winter drug education resource**  Discuss reasons why some people drink and why others choose not to. Use ‘People drinking cards’ and ask pupils to say why they think the people are drinking and do they think they alcohol is affecting them  Card sorting – Consider the social consequences of drinking. Small groups issues with ‘Effects of alcohol cards’ and sort into 3 piles according to effect on;  1. The individual  2. Family and friends  3. The community  Ask pupils to consider what they think is the biggest consequence of drinking  Keeping safe story - read story and consider the following questions;   * Why do you think the adults were drinking? * What effect did you notice the drinks having on the adults? * What risks did the children take in the story? * Remind pupils that the effects of alcohol are different on different people and it is particularly risky for children as their bodies cannot cope with alcohol   Ask pupils to think about alcohol labelling and ask them what sort of warnings should be placed on the alcohol containers about misusing alcohol | To know there are risks to drinking alcohol |
| **4** | **Stand your ground**  Use of story line about standing up for yourself – **assertiveness – firm but fair**  Discuss fairness, right and wrong, sharing and caring, taking turns and negotiation  Possible use of photographs – slide show to discuss range of scenarios | **Drug education** | **Focus - Smoking and society/resisting unhelpful pressures**  **Reference Christopher Winter drug education resource plus additional ideas**  Smoking and the law – read out facts about the smoke free law from the teacher support sheet. Discuss each fact and decide if they agree/disagree or are not sure, ask pupils to justify their answers.  Rules about smoking - use word storm from lesson 1 and ask pupils why some people choose not to smoke. Do they think passive smoking is fair?. Ask them to create rules about smoking if they could make laws  Smoking scenarios – Give each pair a smoking scenario. Pupils practice what they would do in each situation.  Practice the following strategy  Step one – stop and think – how does it feel, right or wrong?  Step two – decide – what are the options, which is best?  Step three – do – how will you get out of the situation or deal with it? | To know the negative effects of smoking  To be able to make positive choice not to smoke | **Focus - Limits to drinking alcohol**  **Reference Christopher Winter drug education resource**  Circle activity – reflect on effects of alcohol. Use talking ball to give negative effects of alcohol  Alcohol and the law quiz – complete quiz – true/false. And discuss answers. Discuss what pupils think the laws are trying to achieve? Do they work?  Alcohol awareness activity – distribute alcohol awareness adverts, ask groups what the advert is trying to say e.g. message about health, behaviour etc. Discuss how effective they think they are  Pupils design poster and draw out the main points  Discuss how the media impacts on drinking habits | To know some of the laws about drinking alcohol  To consider ways of persuading people to drink alcohol sensibly |
| **5** | **Good to be me – SEAL assembly – Reference page 7-11**  Song – ‘Strong’ – Desiree or other upbeat music  I am the one and only!  Pictures from Seal CD  Story – The animals in the forest – tells the story of how ‘Mouse’ rescued the animals.  She didn’t believe in herself but discovered that she had a part to play and could help others and be respected and thanked for her contribution | **Good to be me**  **(SEAL)** | **Focus – Staying strong**  **There are a range of activities within the SEAL resources that you may wish to use. Much of this work links to the emotional literacy unit of work that was begun in the first half term**  **Taking on a challenge**  Discuss how we can surprise ourselves at times by accomplishing things that we thought we could not do but when we took on the challenge we met it – discuss how when we take on a challenge even if we do not succeed fully we still learn along the way and make progress. Ask children to set themselves a task that they would like to achieve by the end of the week (learning target) – record this and revisit.  **Being assertive**   1. Range of scenarios used and children asked to decide how someone could say no to a friend without falling out – carousel could be used see suggestions for scenarios page 8 SEAL 2. Read story ‘Lion, MOUSE, Fox and Human’ page 14-15 – see mask resource sheets,   Discuss questions page 9 in groups | Know how they learn  Know how to be assertive | **Focus – Standing proud**  **There are a range of activities within the SEAL resources that you may wish to use. Much of this work links to the emotional literacy unit of work that was begun in the first half term**  **Feeling good about myself**  Starter – There is a chair on my right – page 22 SEAL  Discuss feeling proud about the things we are good at and accepting that some things are more difficult but we can always continue to learn**.**  Introduction – pair work interview   * What have you done in the last few weeks that you are proud of? * What went well? * What did you do that made it successful? * How did it feel?   **Fight or flight**  Reference page 25 SEAL  Photocard – scared from resource pack – discuss feelings  Fight or flight resource sheet from CD ROM and accompanying pictures – explore responses to feeling scared  Discuss how we feel threatened and our responses  Discuss other responses in addition to flight/fight – freeze (staying in the hope that you won’t be seen) and Flock ( grouping with others  Use hall to allow children to show stylised response to number of situations/threats   * Fists up for fight * Running for flight * Standing still for freeze * Running to centre of room for flock   Children move around room to music and then teacher crashes cymbals and children freeze – scenario is read and children select stylised response.  Bring back to central group and discuss responses | Know what they are good at  Recognise when they find something difficult and develop strategies to address this  Reflex on the range of behaviours of self and others in response to a perceived threat |
| **Celebrating Achievement:**  During the half term use the schools rewards/celebrating achievements system to acknowledge individuals who demonstrate the following:   * Doing something to be proud of * Responding in an assertive way * Helping someone with a worry * Stopping and thinking when we are angry | | | | | | |

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| Personal Space – What would you do if...? |
| Someone makes you promise to keep a secret  You are at home alone and someone knocks on the door  It is raining and someone offers you a lift in their car  Someone offers you a present if you do something that you don’t want to do  Someone arrives at the school gates and says that your parents have asked them to take you home  You fall over in the street an someone offers to pick you up  Someone jumps out in front of you on a path and blocks your way  You get lost while you are out shopping |

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| The Kiscape Keepsafe Code |
| Hugs – hugs and kisses are nice, especially from people we like. Even hugs and kisses that feel good and that you like should never be kept a secret  Body – your body belongs to you and not to anyone else – particularly the private parts covered by your swimsuit. If anyone ever tries to touch your body in a way which confuses or frightens you, say NO and tell  No – if anyone tries to kiss or touch you in a way you don’t like or which they say must be a secret, say NO in a very loud voice, don’t talk to anyone you don’t know when you are alone or just with other children  Run – If a stranger or even someone you know tries to harm you or touch you in a frightening way, run away and get help. Always try to run towards other people or in a shop, if you can  Yell – Wherever you are, it is alright to yell if someone is trying to hurt you  Tell – Tell a grown-up you trust if any frightens you or tries to touch you in a way that makes you feel unsafe, it is never your fault, if an older person tries to do this  Secrets – Secrets such as surprise birthday parties are fun. But some secrets are not good and should never be kept.  No older person should ever ask you to keep a kiss, hug or touch secret. If anyone does, even if you know the person, tell a grown-up you can trust  Bribes – don’t accept money, sweets or a gift from anyone without first checking with your parents or guardians. Most of the time it will be alright. But some people try to trick children into doing something by giving them sweets or money. This is called a bribe... don’t ever take one  Code – have a code word or sign with your parents or guardians, if they need to send someone to collect you they can give that person the code. Don’t tell the code to anyone else. |

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| **C:\Users\se3122\Pictures\1204118510.jpg**  **KEY VALUE – RESPONSIBILITY-SPRING 2**  **KEY STAGE 2** | | | | | | |
| **Links - key school values:** | | Reflection, resourcefulness | | | | |
| **Associated values:** | | Caring, courage, happiness, quality, understanding | | | | |
| **SMSC** criteria: | | 1,2,3 | | | | |
| **Cross-curricular links** | | Science | | | | |
|  |  |  | **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** |
| **1** | **Introduction to value - Responsibility**  What is responsibility?  What other values can we think of that are associated with this value?  Why do we need to be responsible for our self and others?  How does taking responsibility make me a better person? | **Personal safety/Risk** | **Focus – Peer pressure**  **Reference Christopher Winter drug education resource plus additional ideas**  Introduce lesson explaining that you will be looking at how we can make informed choices  Explain that pressure to take risks comes from a variety of sources. We can also take risks because of what people expect of us. Explain that we have the right to feel safe and secure, and have a responsibility to look out for each other, as well as making our own decisions  Diamond nine – in small groups pupils arrange statements – most important to least important  Peer pressure scenarios – use cards and pupils work in small groups to develop a piece of drama – see teacher guide for strategies that can be used to resist pressure. Take feedback about which assertive strategies were successful.  Why might it be hard to make the right decision?  Why is it difficult to say no to friends  Use scenario cards to encourage pupils to think about how they would react to a variety of situations and discuss, share through role play. Children should consider;   * What they think * What they would do * What they would say * How they feel   See also SEAL activity page 8 – making choices which could be used as an introductory activity | Identify different reasons why people take risks  Understand that they can feel pressured into taking unwanted risks, but can take steps to deal with this pressure  Begin to understand that pressure can have both positive and negative outcomes  To know a range of skills to resist peer pressure  To develop assertiveness skills | **Focus - Help, advice and support**  **Reference Christopher Winter drug education resource plus additional ideas**  Circle activity – pupils complete sentence stem;   * children may feel happy when * children may feel sad when * children may feel confident when * children may feel worried when   Asking for help – ask children to think about times when they had worries and who they would turn to for help ensure that this covers family, friends and school staff.  Discuss who else can help e.g. possible outside services, phone lines etc that they may know of – discuss Childline and Talk to Frank  Look at problem page scenarios and give each small group one problem.  Pupils develop responses and then share with the class | Know where and how to get help  Name some national advice services and know how to access them |
| **2** | **Different types of responsibility**  Being responsible for:   * Self * Society –group responsibility * Economy * Environment   Discuss different types/levels of responsibilities  Provide examples for each of the above  Discuss the responsibilities that we have in school.   * Responsibility for behaviour * Learning * Care and respect for others * Responsibility for attendance and punctuality * Etc   Link to wider school values and expectations | **Drug education** | **Focus - Legal and illegal drugs**  **Reference Christopher Winter drug education resource plus additional ideas**  Define what is a drug – small groups list all the drugs that they have heard of and classify into legal and illegal groupings explore concept of legal and illegal  Graffiti boards – write name of each of the drugs listed on the top of flip chart paper pupils write everything that they have heard of about this drug under the heading. Circulate sheets s o that all pupils have contributed to each sheet. Display and discuss. Correct any misconceptions | To know about the range of legal and illegal drugs  To have some understanding of the effects and risks of illegal drugs | **Focus – Cannabis**  **Reference Christopher Winter drug education resource plus additional ideas**  Review the legal and illegal drugs that they know about and list these. Explain that today’s lesson will focus on cannabis  Complete cannabis quiz and discuss each point – use teacher support sheet  Discuss why people choose to rake cannabis. Explain that the majority of young people do not take it – refer to data (use local data if possible)  Resisting pressure - Role play resistance strategies when faced with pressure to take cannabis by a friend  Review and reflect | To know what effect cannabis can have on your health and life  To know the legal consequences of using cannabis |
| **3** | **Taking risks**  Define risk  Discuss positive and negative types of risk  Discuss how we weigh up the risks – a calculated risk  Talk about taking a chance, raising to the challenge  Use stories of explorers or other famous people who took a risk to achieve a dream or to help others | **Drug education** | **Focus - Attitudes to drugs**  **Reference Christopher Winter drug education resource plus additional ideas**  Question and answer session from last lesson. Discuss why people may take drugs  Attitudes to drugs – use of strongly agree/disagree cards – continuum. Pupils listen to statement and stand in position on the line and have to justify their position if asked to do so   * Smoking is legal so you should be able to do it anywhere * Sniffing aerosols should be legal * Children should not be allowed to drink alcohol * It should be legal to use cannabis * All alcohol should carry a health warning on the label * People who are addicted to drugs should get help not out in prison * There is no harm in using medicines   4. Stereotypes – use drug user images. Pupils decide if the image represents an illegal drug user – sort into agree/disagree piles. Pupils will be expected to justify their opinion. Discuss any misconceptions. Ask pupils if you can tell whether someone uses drugs just by looking at them. Discuss how the media influences attitudes and can develop stereotypes  5. Reflect and review –look at pictures. Ask - What are the dangers of stereotyping people especially around drug use? | To explore our attitudes to drug use  To understand that all sorts of people may misuse drugs  To challenge myths about drug use | **Focus - VSA and getting help (volatile substance abuse)**  **N.B. Children need to know the dangers of VSA’s. These substances tend to be used by young children and users are often in isolated places and alone so asphyxiation can occur. Teachers need to be sensitive to the nature of the children in their class and it may be advisable to include these substances when discussing hazardous substances in general covering the points in the fact sheet.**  **Reference Christopher Winter drug education resource plus additional ideas**  Introduce the focus of the lesson – VSA. Ask pupils what they think these are and list them  In small groups pupils discuss risks of VSA and list. Provide fact sheet, read through and explain difficult words or concepts. Review pupils original ideas with the information presented    Contacting emergency services - discuss stages of contacting the service – see sheet. Pupils use script to role play. Discuss basic first aid principles | To know the effects of VSA  To know how to get and give help |
| **4** | **Stand your ground**  Use of story line about standing up for yourself – **assertiveness – firm but fair**  Discuss fairness, right and wrong, sharing and caring, taking turns and negotiation  Possible use of photographs – slide show to discuss range of scenarios | **Drug education** | **THE LAW AND DRUGS**  1. Discuss why we have laws and what happens when people break the law. Ask if pupils know of any examples relating to drugs  2. Divide class into small groups and provide each group with question sheet. Bring groups back together and discuss answers  3. Ask groups to look again through the worksheet and find two laws that they agree with and two they think that should be changed AND WHY. This work can be developed into research work and debate | Pupils understand a number of drug laws | **There are a range of activities within the SEAL resources that you may wish to use. Much of this work links to the emotional literacy unit of work that was begun in the first half term**  **Standing up for what I think – peer pressure**  Discuss what they understand by peer pressure  Use examples – SEAL page 17 to explore this  Recognising peer pressure – influences and pressures  Children share one thing that they believe in see examples page 17-18 SEAL  Child makes statement and others decide if they agree or disagree – pair children, one who agrees and one who disagrees. Children have to justify their opinion to the other.  Debriefing questions:  Did anyone manage to persuade the other to change their mind?  How did people try to persuade you to change your mind?  What did people say or do to make you change your mind?  Did you recognise any of these as ’peer pressure’?  Finally:  How did it feel if no-one agreed with you?  Is it easy to say what you believe when others do not agree?  Why do people sometimes ‘go along with the crowd’?  Have your choices ever been influenced by peer pressure? | Make informed choices  Stand up for what they think |
| **5** | **Good to be me – SEAL assembly – Reference page 7-11**  Song – ‘Strong’ – Desiree or other upbeat music  I am the one and only!  Pictures from Seal CD  Story – The animals in the forest – tells the story of how ‘Mouse’ rescued the animals.  She didn’t believe in herself but discovered that she had a part to play and could help others and be respected and thanked for her contribution | **Good to be me**  **(SEAL)** | There are a range of activities within the SEAL resources that you may wish to use. Much of this work links to the emotional literacy unit of work that was begun in the first half term   1. Proud and boastful – page 6   Why do we boast – make others feel jealous, want others to admire us or make ourselves feel better.  Discuss difference between boasting and being proud – use examples to show the difference – see situations page 6 SEAL.  Questions;   * Why do people boast? * How does it make you feel? * How does it make others feel? * Does feeling proud make you feel comfortable? * What can we do if someone boasts a lot – problem solving approach  1. Agreeing and disagreeing – page 9   Pair work – agree and disagree roles  Prepared statements required page 6  Discuss statements and agree/disagree  Debriefing – how did this feel, can you disagree with someone without falling out | Know the difference between being proud and boasting  Know how boasting can make others feel inadequate or useless  Disagree with others without falling out  Cope when someone else disagrees with them | **There are a range of activities within the SEAL resources that you may wish to use. Much of this work links to the emotional literacy unit of work that was begun in the first half term**   1. Anxious and worried page 15 – 16   Consider anxiety and worries.  Read out sample worries – page 16  Thought shower worries children may have – place on cards – redistribute cards and children solve the worries for each other offering solutions   1. Assertiveness page 19-20   Assertiveness poster – whole school resource file  Discuss aggressive, passive and assertive behaviour – give examples  4 things that need to be addressed in order to be assertive  Body language  Eye contact  Tone of voice  Words we use  Part 1 –how do we show anger without saying a word – facial expressions/body language – see sample list page 20  Part 2 – tone and words.  Children say something where the words and tone do not match  Part 3 – discuss impact of words, tone, body language  Words – 7 %  Way they are spoken – tone 38%  Body language 55% | Recognise when they are worried  Know what to do about their worry  Use assertive body language and tone of voice |
| **Celebrating Achievement:**  During the half term use the schools rewards/celebrating achievements system to acknowledge individuals who demonstrate the following:   * Doing something to be proud of * Responding in an assertive way * Helping someone with a worry * Stopping and thinking when we are angry | | | | | | |