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| **C:\Users\se3122\Pictures\draft_lens4078582module28614532photo_1240423590Respect_Kids_rotate.jpg**  **KEY VALUE – RESPECT – AUTUMN 2**  **FOUNDATION/KEY STAGE 1** | | | | | | | | |
| **Links - key school values:** | | Reciprocity | | | | | | |
| **Associated values:** | | Appreciation, co-operation, freedom, honesty, trust, hope, peace, thoughtfulness, tolerance, understanding, unity, friendship | | | | | | |
| **SMSC** criteria: | | 2,3,6,8 | | | | | | |
| **Cross-curricular links** | | Geography, RE, French, History | | | | | | |
| **Diversity**  A key focus for the work in this half term relates to developing children’s understanding of diversity. It also supports the implementation of a curriculum which contributes to the schools duty to promote community cohesion. All schools have a duty to promote an understanding of self, society and culture and ensure that children develop their global understanding of the world and its connections.  A framework for developing diversity education is to use four key questions;   1. Who am I? 2. Who are we? 3. Where do we live? 4. How do we live together?   These four key questions have been used a s the framework for the development of the unit of work.  To further support this area of work the school may wish to develop links with partner schools within the UK as well as further afield on a global scale. | | | | | | | | |
|  |  |  | **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 - Respect**  What is respect?  What other values can we think of that are associated with this value?  Why do we need to respect others?  Why do we need to respect our environment?  How does respect help us to understand ourselves and others? | **Who am I?** | **Focus – What makes us special?**  Introduction - Children sit in a circle.  Teacher takes each child in turn and states a quality that makes them special. If other children think that this applies them they stand up.  Alternative starter - use of mirror in a box children look inside to see someone special. Box is passed around the circle. Children must not say who the special person is until everyone has had a look.  Provide each child with a leaf shape. Children draw on the leaf something that makes them special. Children explain their statement and stick their leaf onto the tree outline prepared by the teacher for display.  Alternative activity to create personal shield with various headings for them to complete e.g. name, favourite food, best toy, what they are good at, what they like to do etc  Prepare crown saying, ‘I am special’. Children take it in turns to wear the crown other children stating what makes them special – photographs and statement can be collected as a class book | See themselves as unique and special  Recognise what they are good at  Treat others sensitively  Have an awareness of their own views and feelings, personal affirmation | **Focus – Who are you?**  Pairs work, devise questions to ask each other e.g. what is your favourite food/game/TV show, what do you like in school, what are you good at  Carousel of pairs, interviewing each other using questions  Group work make paper chains – each child 4 strips to write their name and three things about themselves that are important to them link all sections together for class display | Feel good about their strengths  Listen to others carefully | **Focus – Connecting with people (Spiders web)**  Starter – human bingo. Find someone who\_\_\_\_  Develop bingo cards with statements about people e.g. likes sausages, favourite colour is blue etc. Children circulate to collect signatures against each statement – first to have full set of signatures calls ‘house’  Activity - Children sit in a circle.  Teacher begins with ball of wool in their hand and says, ‘My name is \_\_\_\_\_ and I like \_\_\_\_\_. Who else likes\_\_\_\_?  Ball of string is thrown to another who has similar likes holding on to the end of the string.  Repeat until children are connected with a web of string showing the connections between people.  Continue until all children are connected.  Discuss the strength of the web created by the group – discuss strengths in working together in a community | Know that we share similar likes with others and that these connections can make our relationships stronger |
| **2** | **Guess Who!**  Develop an understanding of diversity within the school community and develop curiosity about the lives of others.  Show five facts you have about five members of staff. Ask the same five staff to stand at the front of the assembly holding a number one to five. Can pupils and other staff match the facts to the right people voting by holding up the right number of fingers?  Listen to **‘True Colours’** by Cyndi Lauper – see you tube | **Who are we?** | **Focus – People around the world**  Using pictures of people from different ethnic groups and a suitable age related book about the life of a child in another country e.g Dorling Kindersley’s ‘A Child like Me’  Talk about how we look different, hair size, shape colour of eyes, skin. Discuss pictures and how they show people from around the world. Discuss how cultures differ e.g. food people eat, the way they may choose to dress, languages, their homes etc.  Ask if any children have been to another country and what was it like.  Read selected story and discuss the life of the character. Discuss differences and similarities | Learn about different ethnic groups  Recognise similarities and differences and how this makes us unique | **Focus – Something Else by Kathryn Cave**  Activity 1  Read through story. Key questions:  What do the characters have in common?  Why is the creature not like the others?  Why don’t they include the creature?  What things are the same between Something Else and Something?  Why do they welcome the boy?  Activity 2  Energiser – Change places if?  Children change places in the circle if they meet any of the criteria that you call out e.g. brown hair, brother etc. Discuss how we are similar as well as different  Discuss what makes each of us different and unique. | Empathise with others  Be sensitive to the feelings of others | **Focus – Come and join our club!**  Talk about how we can create visual representations of a group identity through e.g. flags, shields, badges, symbols, logos, uniforms, strap lines etc. Show examples  Ask children what images they would use to represent, their class, school, family, community etc. To others.  Discuss what makes their school special and develop display representing their ideas – pupils may make use of digital photographs for this task and create slideshow for the school entrance. | Understand a common sense of purpose which supports group identity  Recognise the positive qualities of their school |
| **3** | **My place – living and belonging**  To learn where different people have lived and belonged  Introduction - Blue Beauty – PowerPoint available on You Tube with music showing earth, during both night and day, from space.  Interview with staff and community about where they have lived and belonged placing labels onto a world map. It is particularly important to affirm those who have never moved as well as affirming those who have migrated  Song  **‘Consider Yourself’** – from the stage production ‘Oliver’ | **Where do we live?** | **Focus - Where I live, where others live**  Promote opportunities to discuss:   * My home * My school * My street * The city/the countryside * Our country * Other countries in the world * Animal homes   Holiday pictures show us how we see a particular place – show sample pictures and postcards  Activity 1  Small group work to develop a multi image picture of their given place.  Different groups can be allocated a different place e.g.   * My school * My town | Know that the environment can mean close and immediate surroundings as well as the larger environmental picture  Respect their environment  Have a sense of pride in their surroundings | **Focus – Town and Country**  Use of pictures of towns and the countryside.  Ask children if they live in a town or the countryside – look at illustrations and ask children to describe the differences between the two.  Discuss the amenities that would be available in each location and what would be the good and bad things about living in each of these areas.  Walk to the local high street and take photographs of facilities e.g. shops, library, doctors etc.  Discuss why we need these in our community and assemble into class collage.  Possible use of story relating to town and country life of children if available.  End session with round, ‘I think I would like to live in the town/country best because\_\_\_\_\_\_\_’ | Know different environments and talk about likes and dislikes | **Focus – All around the World**  Illustrations of different geographical locations e.g. jungle, desert, mountains, countryside, arctic, rain forest. Ask children if they can name the areas  Discuss differences e.g. temperature, rainfall, animals, buildings, people who may live there.  Allocate an area to individual groups and ask group to develop a descriptive account of their given area. Share with class. Descriptions and illustrations can be used for display  Closing round, ‘the place that I like the best is\_\_\_\_\_ because\_\_\_\_\_\_\_’ | Identify different features of different geographical locations |
| **4** | **Assembly – Lean on me**  Song – lean on me when you’re not strong  I’ll be your friend I’ll help you carry on  For, it won’t be long till I’m gonna need somebody to lean on  [**http://www.teachingideas.co.uk/more/assemblies/files/rainbowpeople.pdf**](http://www.teachingideas.co.uk/more/assemblies/files/rainbowpeople.pdf)  Story ‘The Rainbow People’ see link above | **How do we all live together?** | **Focus – Helping hands**  Introduction – Discuss how people help us and how we can help others. This is an important part of how we all live together  Show an episode or read a story from e.g. Bob the builder or other suitable children’s show and ask children to identify how the characters help each other  Ask children to think about who has helped them and who they have helped in the last week. Complete a ‘helping hands’ tree the trunk represents the child and the branches with hands on represents they help they have received and given – you may choose to differentiate using colours  Pupils share their personal tree with other members of the class  **Alternative activity –** co-operation  **SEAL – Getting on and falling out**   1. Puzzle game, page 9 SEAL – completion of jigsaw puzzle in groups – sharing, talking, co-operating, supporting each other 2. Our secret drawing page 9 SEAL – developing group drawing 3. Co-operation games – SEAL page 12 activity 2 | Know how we rely on each other  Know that people support and help us in different parts of our lives  Co-operate and work with others to achieve a task  Able to play with others | **Focus – The unspoken rules**  Discuss rules in school that children are familiar with and why we have these.  Discuss expectations that are made of their behaviours but may not be written down as rules  Using a number of scenarios discuss behaviours of characters and what is acceptable and not acceptable behaviours and why.  Discuss the impact that personal behaviours can have on others  Talk about being responsible for our behaviours | Recognise that there are expectations about our behaviours which are the hidden or unwritten rules to help us live together | **Focus - Cultural Diversity**  Before the lesson children bring in pictures from magazines of people from all parts of the world, Google images may be used.  Ask children to look at photographs  How are they the same?  How are they different?  Focus on similarities especially in relation to:   * What all children need to survive * What all children need to be happy   Children prepare collage using pictures, ‘The Human Family’ mount all group pictures together  Discuss the visible and non visible differences between people in the pictures  Develop a slogan to encourage good relationships and understanding between people  <http://www.oxfam.org.uk/coolplanet/kidsweb/children.htm>  See link above to explore the lives of children around the world | Identify and respect differences between people  Understand that differences can enrich and extend the views of others |
| **Anti-Bullying Week** – this falls in November each year and may activities related to the chosen theme for the year can be found on the Anti-Bullying Alliance website. Resource packs/ideas are usually made available for schools based on the chosen theme.  The theme for Anti-Bullying Week 2012 has been announced as ‘We’re better without bullying’, and aims to shine a light on how bullying undermines young people’s achievement, whether it be at school, in sport or in all manner of other extra-curricular activities that children should feel free to enjoy.  Anti bullying week runs from 19TH to the 23rd of November. **PLEASE ENSURE THAT THE PROGRAMME OF WORK FOR THIS HALF TERM IS MANAGED SO THAT SECTION 5 OF THE UNIT FALLS WITHIN THIS WEEK**  Campaign packs are available to order from the website.  Anti-bullying 2012 briefing materials for school leaders and teachers are also freely available. The school will need to register to access these materials  Advice for parents/carers has also been developed  <http://www.anti-bullyingalliance.org/resources/key-stage-1-and-2.aspx> use this link to access further details of resources for schools from a range of companies  Some suggested activities are highlighted before but please feel free to use ideas from a range of websites including the Anti-Bullying Alliance website the further range of materials contained in SEAL for your year group.  A school may wish to implement questionnaires regards pupil perception of bullying in their school to inform self review and evaluation and contribute to the schools safeguarding practice. Questionnaires are available for each key stage  A range of ideas has been developed for this section alongside references to SEAL materials | | | | | | | | |
| **5** | **Beat the bully**  Use of ‘Who wants to be a millionaire’ resource from the Anti-bullying Alliance website (freely available) see embedded PowerPoint below – double click on PowerPoint    **When you insert an entire PowerPoint presentation as an object, the document displays only one slide. To display different slides, double-click the PowerPoint object, and then press ENTER to run the slide show.**  SEAL assembly story also may be used | **Say no to bullying** | **Focus – Bullying and intimidation**  Use of a puppet show with 4 puppets one of which is smaller than the other three  See story line SEAL page 8/9  Discuss questions page 9 SEAL about the thoughts and feelings of the characters  See page 10/11 for ways this can be delivered across areas of learning  Alternate activity – SEAL page 3 – Story about exclusion from a group.  Huggy bears - children move round and when teacher calls, ‘Huggy bears – threes’, children run and hug each other in a group of three  Rounds;  When I am excluded from a group I feel \_\_\_\_  When I am included in a group I feel \_\_\_\_\_\_\_ | Understand what is right and wrong  Empathise with the feelings of others | **Focus – Teasing and bullying**  Children consider a time when someone playfully teased them and how this felt.  Consider a time when they were teased unkindly and how they felt.  Consider the different between the two and how teasing can become bullying.  Use puppets to stage performance in which one animal is being picked on by other animals ensure that there are several occasions when the victim is upset **to demonstrate that bullying is repeated behaviour**  Children retell story and use some of the following questions:  What happened?  How did the victim feel? Why?  How did the bully feel? Why?  What could victims do to help themselves?  What could we do to help?  Why does the bully need help?  Who could we ask for help?  Finish by checking their understanding of ‘bullying’ – see scenarios page 9 SEAL | Understand the difference between teasing and bullying, that bullying is wrong and how to get help to deal with bullying  Recognise how their behaviour affects people | **Focus - Bullying**  Introduction – begin in a circle. Ask children to stand up and cross the circle if:  You don’t like pizza  You have blonde hair  etc.  Ask pupils to discuss with their elbow partner three things they have in common and three things that makes them different  End the circle by celebrating differences and what makes us unique.  Introduce the word ‘bullying’. Ask children to think about what this means and the different forms that it takes. e.g. teasing, verbal abuse, physical abuse, intimidation. Talk about how being unique can lead to bullying.  Provide children with cards to complete the sentences:  Bullies are.....  People who are bullied feel....  Bullies are....  Discuss responses and use cards to produce display  Focus on how we reduce bullying  Build up statement wall  Complete class charter against bullying.  Discuss how the actions we take have consequences for the victim | Give reasons why some people are bullied  Understand that bullying is not acceptable and empathise with the feelings of someone who is being bullied  Give examples of different types of bullying |
| **Some of the material in the theme. ‘Getting on and falling out – SEAL’ for this half term can be integrated into the four key questions framework detailed for teaching about diversity. Below are some additional key activities from this unit of work that you may wish to address with your class**  **A range of additional ideas for developing children’s understanding of friendship have also been given** | | | | | | | | |
| **6** | **Getting on and falling out – SEAL assembly**  **Friendship**  Music – You’ve got a friend – James Taylor  Pictures from school resource file SEAL  STORY – Friendship tokens page 8-11, theme overview  Explore ideas about the story – SEAL page 12, theme overview | **Friendship**  **Compliment - Getting on and falling out**  **(SEAL)**  **Additional ideas added** | **This work could be used to support the diversity planning framework in relation to, ‘How we live together’**  **Focus – conflict resolution** (builds on work covered in the previous half term when dealing with emotional literacy issues.  1.SEAL, page 18 – Miriam, Sanjit and Simon’s story - can use puppets to represent the characters  2. SEAL page 22 – compile book about working together well and resolving conflicts | Can make up when they have fallen out with a friend  Can resolve issues and compromise respecting the views of others | **Focus – Thank you for being a friend**  Introduction - Why do we need friends   * Someone to play with * Someone to talk to * Someone to work with * Someone to share toys with   Remind children that their friends may not be in the same class or even the same school.  Remind them that we can have several friends  Main activity – choose one friend – it may be difficult to choose one and there may be worries about offending people.  Draw picture of friend and complete the following sentence stems;  My friends name is\_\_\_\_  We are friends because ---------  I think our friendship is special because -------  Ending – share worksheets and display  Discuss what happens if they fall out with friends and how they make up again.  Point out that;  1.It can be useful to say sorry if children have hurt their friends’ feelings  2.It is wrong to judge people on first appearances  **Additional SEAL activities;**   1. Friendship getting angry and falling out SEAL page 9 2. Friendship and making up SEAL page 10 | Identify the positive qualities of friendship  Know when they feel angry and how they can calm down  Use peaceful problem solving approach | **Focus – Respecting others**  Introduction – Discuss times when it is better to be on one’s own and when it is better to be in a group.   * What are the advantages and disadvantages of each? * What helps us to get along with each other? * How can difficulties and disagreement be resolved   Main – arrange children in pairs and provide them with a set of feelings cards – use simple face expressions  Sad, happy, cross, worried, pleased, hurt  Ask the following questions or similar questions. Ask them to display the feelings card to show how they would feel.  How would you feel If another child:  Gave you one of their sweets?  Called you a name?  Asked you to play with them?  Pushed in front of you in a line?  Helped you with your work?  Helped you find something that you had lost?  Laughed at you when you had made a mistake?  Invited you to a party?  Refused to play with you?  Ending – make a pledge, focussing on their behaviour in school – share these and display – code of conduct  **Additional SEAL activities:**   1. Friendship and compliments SEAL page 18 2. Seeing another point of view SEAL page 19-20 3. Working together SEAL page 23 | Work co-operatively together  Treat others with respect  Know that their actions impacts on others and have some control over their actions  Make others feel good by giving them a compliment  Understand the view points of others  Evaluate how well they work with others |
| **Celebrating Achievement:**  During the half term use the schools rewards/celebrating achievements system to acknowledge individuals who demonstrate the following:   * Working co-operatively to help a group * Being a really good friend * Keeping calm and overcoming feelings of anger * Solving a difficult problem with a friend * Being kind to someone who has been left out | | | | | | | | |

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| **C:\Users\se3122\Pictures\draft_lens4078582module28614532photo_1240423590Respect_Kids_rotate.jpg**  **KEY VALUE – RESPECT-AUTUMN 2**  **KEY STAGE 2** | | | | | | |
| **Links - key school values:** | | Reciprocity | | | | |
| **Associated values:** | | Appreciation, co-operation, freedom, honesty, trust, hope, peace, thoughtfulness, tolerance, understanding, unity, friendship | | | | |
| **SMSC** criteria: | | 2,3,6,8 | | | | |
| **Cross-curricular links** | | Geography, RE, French, History | | | | |
| **Diversity**  A key focus for the work in this half term relates to developing children’s understanding of diversity. It also supports the implementation of a curriculum which contributes to the schools duty to promote community cohesion. All schools have a duty to promote an understanding of self, society and culture and ensure that children develop their global understanding of the world and its connections.  A framework for developing diversity education is to use four key questions;   1. Who am I? 2. Who are we? 3. Where do we live? 4. How do we live together?   These four key questions have been used a s the framework for the development of the unit of work  To further support this area of work the school may wish to develop links with partner schools within the UK as well as further afield on a global scale. | | | | | | |
|  |  |  | **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 - Respect**  What is respect?  What other values can we think of that are associated with this value?  Why do we need to respect others?  Why do we need to respect our environment?  How does respect help us to understand ourselves and others? | **Who am I?** | **Focus – Whose bag is it?**  Introduce session as a mystery.  Use a bag with a collection of items in it. Tip these out onto the desk and ask pupils to describe the person who owns the bag – you may have a number of bags with different items in.  Ask children to justify their responses. Ask other children to challenge responses by considering alternative possible answers about the individual.  Invite children to list 10 items that have a special meaning to them that they could place into their own memory box.  Children list these with reasons.  Be careful about the possible sensitivity of items children shuld only share with others reasons for their selection which they are happy and comfortable to do so | Challenge stereotypes  Reflect on key aspects of their own identity | **Focus - My identity circles**  3 concentric circles required draw out on a worksheet  Teacher models their own identity circle – picture of self in the centre, write about different aspects of their identity in the circles placing things that are more important closed to the picture and those less important further away.  Children develop their own identity circle and share in small groups.  Discuss what makes up the largest part of their identity  Identify what they have in common and what is unique to them | Recognise key aspects of their lives that contributes to their identity  Recognise similarities and differences between people. |
| **2** | **Guess Who!**  Develop an understanding of diversity within the school community and develop curiosity about the lives of others.  Show five facts you have about five members of staff. Ask the same five staff to stand at the front of the assembly holding a number one to five. Can pupils and other staff match the facts to the right people voting by holding up the right number of fingers?  Listen to **‘True Colours’** by Cyndi Lauper – see you tube | **Who are we?** | **Focus – Belonging to groups**  Identify the different groups that they belong to e.g. family, class, school, football teams, scouts, friendship groups  Discuss the benefits of belonging to groups and working together  Extend this to discussing groups within the community that other people may belong to and the importance of the range and variety of groups to meet people’s needs.  Extend this further to discuss national identity and national groups and then any links globally  Consider the connections and functions of the local, national and global aspects.  Ideas can be mapped as class activity in concentric circles to show three aspects  Children can them develop their own map of groups they belong to and any connections between them and list important factors about their groups that make them special to them – share with partner and then in 4’s | Identify the range of groups that they belong to  Know they are citizens of the local community, the country and the world  Understand the need to contribute to the life of the community | **Focus – The people and services in our community**  This extends the work in year three to consider the groups in the community that provide services e.g. police, the council and the range of services provide, refuge collection, schools, health services, vets, dentist, doctors, fire officers post office, transport etc  Thought shower services/facilities with children.  Ask them if they consider some more important than others – justify their answers  Provide profiles of different family groups and in small groups children decide what services/people the family needs to support their needs e.g. a family with children under 5 may need childcare facilities  Work can be extended to investigating where these facilities and services are situated in their local community  Reflect on their local community and how accessible and available these services are | Know about the work done by people in their community  Appreciate the need for services in the community to meet local needs |
| **3** | **My place – living and belonging**  To learn where different people have lived and belonged  Introduction - Blue Beauty – PowerPoint available on You Tube with music showing earth, during both night and day, from space.  Interview with staff and community about where they have lived and belonged placing labels onto a world map. It is particularly important to affirm those who have never moved as well as affirming those who have migrated  Song  **‘Consider Yourself’** – from the stage production ‘Oliver’ | **Where do we live?** | **Focus --Different lifestyles**  **Being a citizen of the world**  Resources – pictures of children, houses, food and transport from around the world.  Talk about how we travel and communicate with the rest of the world, buy goods, receive news about different places in the world etc.  Using picture discuss differences in lifestyles and cultures around the world.  Homes different –styles, building materials, standards  Transport – types and availability.  Standards of education  What else is different in our lifestyles?  Use of stories about children in different parts of the world  Talk about our developed country and the difference between standards of living across the world.  Discuss the importance of maintaining traditions and customs. | Know the differences in lifestyles around the world.  Develop empathy for lifestyles other than their own | **Focus – Our Community**  Starter – large space required e.g. hall  Children imagine space as representing local area, then nation, then world  Middle of the room is the school – children imagine room as their local community. Discuss places in the community e.g. church, playgrounds, parks etc and move to the relative area in the room.   1. Ask children to move to a place where they think their house is in the room 2. 2. Name other places in the community that children can move to – keep this general e.g. where they play, a favourite place etc. Interview some children to say where they are and how they feel about that area 3. Repeat exercise thinking about the room as the UK 4. Repeat thinking about the room as the world   Main – mapping exercise of the local community – maps of community required – scale must be good enough to identify features or spaces e.g places of worship, parks, schools, community centres, leisure centres, shops etc. – Children plot these then they plot places that are special to them – where they play, where their family members live and/or work.  Discuss community spaces that would be important for different groups of people and add to map e.g. bowls club, scouts etc.  Final reflection – how important the spaces around them are in contributing to their sense of identity.  This can be extended to think about how different this may look if they lived somewhere else.  Detailed local maps available through tourist information and councils | Recognise the links between people and places  Special awareness of places in relation to each other  Reflect on the importance of places to their identity  appreciate the importance of the local community and its facilities to groups of people |
| **4** | **Assembly – Lean on me**  Song – lean on me when you’re not strong  I’ll be your friend I’ll help you carry on  For, it won’t be long till I’m gonna need somebody to lean on  [**http://www.teachingideas.co.uk/more/assemblies/files/rainbowpeople.pdf**](http://www.teachingideas.co.uk/more/assemblies/files/rainbowpeople.pdf)  Story the rainbow people see link above | **How do we all live together?** | **Focus – Playing and working together**  Starter - Reference SEAL page 6 Co-operation jigsaws.  Resources – page 13 -17  Main –Discuss purpose of sport – fun, teamwork, competition, lifestyle etc.  How are emotions different in competitive sports from friendly play?  Discuss why we have rules in competitive sport and if we need rules in friendly play and if so why?  Link the above to the way we live together – do we compete in life e.g. jobs  List sporting values –possible use of the Olympic values how do these reflect the way we live our lives and how we work and co-operate with others  Ending - Develop a personal slogan for the way we live our lives | Co-operate with others and understand the need to work together | **Focus – Working together**  SEAL page 23 – working together  Develop poster relating to the ‘Peaceful problem solving approach’ – see whole school resource file  Discuss roles in a team – leader, reporter, scribe, and mentor.  Show cartoon pictures from whole school file – ‘Working together, what’s the problem?’ to support discussion  To end use self-review checklist from whole school file to review the different roles. | Play an active positive role in a group activity  Evaluate group effectiveness |
| **Anti-Bullying Week** – this falls in November each year and may activities related to the chosen theme for the year can be found on the Anti-Bullying Alliance website. Resource packs/ideas are usually made available for schools based on the chosen theme.  The theme for Anti-Bullying Week 2012 has been announced as ‘We’re better without bullying’, and aims to shine a light on how bullying undermines young people’s achievement, whether it be at school, in sport or in all manner of other extra-curricular activities that children should feel free to enjoy.  Anti bullying week runs from 19TH to the 23rd of November. **PLEASE ENSURE THAT THE PROGRAMME OF WORK FOR THIS HALF TERM IS MANAGED SO THAT SECTION 5 OF THE UNIT FALLS WITHIN THIS WEEK**  Campaign packs are available to order from the website.  Anti-bullying 2012 briefing materials for school leaders and teachers are also freely available. The school will need to register to access these materials  Advice for parents/carers has also been developed  <http://www.anti-bullyingalliance.org/resources/key-stage-1-and-2.aspx> use this link to access further details of resources for schools from a range of companies  Some suggested activities are highlighted before but please feel free to use ideas from a range of websites including the Anti-Bullying Alliance website the further range of materials contained in SEAL for your year group.  A school may wish to implement questionnaires regards pupil perception of bullying in their school to inform self review and evaluation and contribute to the schools safeguarding practice. Questionnaires are available for each key stage  A range of ideas has been developed for this section alongside references to SEAL materials | | | | | | | |
| **5** | **Beat the bully**  Use of ‘Who wants to be a millionaire’ resource from the Anti-bullying Alliance website (freely available)see embedded PowerPoint below – double click on PowerPoint    **When you insert an entire PowerPoint presentation as an object, the document displays only one slide. To display different slides, double-click the PowerPoint object, and then press ENTER to run the slide show.**  SEAL assembly story also may be used | **Say no to bullying** | **Focus – What I see and what I do**  Introduction  Observation skills – activity page 10 SEAL based on ‘Wink Murder’  Rounds;  In this game I learned....  When I see one child being cruel to another I feel.....  When I see one child being cruel to someone else I wish I could....  If SEAL story has not been used as part of the assembly  Activity – discuss questions page 10 relating to ‘the witness’  Role play Laura scenario from the assembly – discuss thinking page 10-11  Key questions;  Why do witnesses do nothing  How do we encourage witnesses to tell  Children draw or write situations in which they would automatically tell the teacher or get help  Children thought shower ideas for changing the role of the witness – see suggestions page 11 SEAL  Reflection questions;  How can we know what is the right thing to do?  Should we always be free to do what we want to do?  Can we make people change? | Understand the role of witness in bullying  Understand what we can do if we witness bullying | **Focus – Changing behaviours**  A short story is used to help children think about the role of the witness to bullying. They may consider whether they agree or disagree with statements that witnesses might make, and make up an alternative ending in which witnesses take action to stop bullying when they see it.  See detailed lesson plan SEAL page 27-31 | Understand the role of the witness and the potential for helping or making things worse  Understand some of the feelings experienced by witnesses and why they sometimes ‘join in’ reluctantly, and don’t ‘tell’ on bullying behaviours  Have empathy for the people who are bullied |
| **Some of the material in the theme. ‘Getting on and falling out – SEAL’ for this half term can be integrated into the four key questions framework detailed for teaching about diversity. Below are some additional key activities from this unit of work that you may wish to address with your class**  **A range of additional ideas for developing children’s understanding of friendship have also been given** | | | | | | |
| **6** | **Getting on and falling out – SEAL assembly**  **Friendship**  Music – You’ve got a friend – James Taylor  Pictures from school resource file SEAL  STORY – Friendship tokens page 8-11, theme overview  Explore ideas about the story – SEAL page 12, theme overview | **Friendship**  **Compliments - Getting on and falling out**  **(SEAL)** | **Focus – Recipe for a friend**  Reflect on qualities important for friendship  Consider why we choose to be friendly with some people and not others  Ask children to identify the qualities that are important to them – could use card sort approach  Design poster with qualities in recipe format:  30og of\_\_\_\_\_  1 litre of \_\_\_\_  100g of \_\_\_\_\_\_  ½ litre of\_\_\_  50g of\_\_\_\_  A spoonful of\_\_\_\_\_  A pinch of\_\_\_\_  **Consider the relative importance of the chosen ingredients** | Identify key possible qualities of a friend  Be able to prioritise these qualities | **Focus – Making friends**  List qualities of friendship – use cards which children group under two headings;  These help us make friends  These do not help us to make friends   * Playing with others * Being unpleasant to people * Being nice to people * Helping people * Calling people names * Talking to someone * Listening to each other * Working together * Being bossy * Telling people to go away   Select poem/book which explores friendship breakdown – discuss strategies to resolve quarrels  End with round – the most important quality in a friend is\_\_\_\_ | Know that our behaviours impact on relationships  Manage friendship problems  Appreciate the consequences of their actions |
| **Celebrating Achievement:**  During the half term use the schools rewards/celebrating achievements system to acknowledge individuals who demonstrate the following:   * Working co-operatively to help a group * Being a really good friend * Keeping calm and overcoming feelings of anger * Solving a difficult problem with a friend * Being kind to someone who has been left out | | | | | | |

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| **C:\Users\se3122\Pictures\draft_lens4078582module28614532photo_1240423590Respect_Kids_rotate.jpg**  **KEY VALUE – RESPECT-AUTUMN 2**  **KEY STAGE 2** | | | | | | |
| **Links - key school values:** | | Reciprocity | | | | |
| **Associated values:** | | Appreciation, co-operation, freedom, honesty, trust, hope, peace, thoughtfulness, tolerance, understanding, unity, friendship | | | | |
| **SMSC** criteria: | | 2,3,6,8 | | | | |
| **Cross-curricular links** | | Geography, RE, French, History | | | | |
| **Diversity**  A key focus for the work in this half term relates to developing children’s understanding of diversity. It also supports the implementation of a curriculum which contributes to the schools duty to promote community cohesion. All schools have a duty to promote an understanding of self, society and culture and ensure that children develop their global understanding of the world and its connections.  A framework for developing diversity education is to use four key questions;   1. Who am I? 2. Who are we? 3. Where do we live? 4. How do we live together?   These four key questions have been used a s the framework for the development of the unit of work  To further support this area of work the school may wish to develop links with partner schools within the UK as well as further afield on a global scale. | | | | | | |
|  |  |  | **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 - Respect**  What is respect?  What other values can we think of that are associated with this value?  Why do we need to respect others?  Why do we need to respect our environment?  How does respect help us to understand ourselves and others? | **Who am I?** | **Focus – How I see you and how you are!**  Pair children with others they do not know as well.  Each individual lists three visible differences and similarities between them.  Then ask children to talk to each other and discover three similarities and differences that are not so obvious – things that they did not know about their partner before.  In 4’s children share their findings  Discuss how we can label people at times  Concluding thoughts – what would it be like if everyone was the same?  You may chose to complete this activity by using a simple gingerbread man shape and pupils write visible differences on the outside and invisible difference son the inside of the outline | Recognise similarities and differences between people  Recognising the visible and invisible aspects of an individual’s identity | **Focus – My personal values**  Starter – using schools 6 values ask children to define values and the behaviours that demonstrate these values  Main – Provide a more extensive list of values and children identify their top 10 – justify selection  Ask then to then reduce 10 to 5 as a priority list  Identify top personal value  Develop personal behaviour code focusing on their 5 identified values  Share with partner  Ending – ask children to set personal behaviour target relating to personal code and record in personal diaries e.g being helpful to people  At the end of the week children can reflect on how they have demonstrated this throughout the week | Know what values are important to them  Understand that values are reflected in our behaviours |
| **2** | **Guess Who!**  Develop an understanding of diversity within the school community and develop curiosity about the lives of others.  Show five facts you have about five members of staff. Ask the same five staff to stand at the front of the assembly holding a number one to five. Can pupils and other staff match the facts to the right people voting by holding up the right number of fingers?  Listen to **‘True Colours’** by Cyndi Lauper – see you tube | **Who are we?** | **Focus – Levels of friendship**  **SEAL reference page 7**  Key questions;  Do you like all your friends in the same way?  Do you like doing the same thing with all your friends?  Do you tend to see some of your friends only in certain situations?  Would you want to see your friends all the time?  Use concentric circle sheet page 17  Inner circle people most close to them, who they love e.g. family  Next circle people who are close to them – good friends, possibly cousins, people they like a lot  Next circle – people they know well, see a lot, get on ok with  Outer circle – acquaintances, people they know a little, lady in the shop etc.  Discuss people’s expectations of friendship levels | Recognise different types of relationships and appropriate behaviours  Recognise that people have different expectations about relationships | **Focus – ‘We are a class\_\_\_ at \_\_\_ school’**  Using a programme like Microsoft Publisher build a class book with photographs of each individual and aspects of their identity.  This could be the beginning of the ‘End of year book’ that pupils could be presented with when they leave the school at the end of the year.  Work could continue during the year to add to this recording key event – ensure that all pupils are included in these additional entries throughout the year. | Take pride in their class community and the events that they share  Respect the identity of others |
| **3** | **My place – living and belonging**  To learn where different people have lived and belonged  Introduction - Blue Beauty – PowerPoint available on You Tube with music showing earth, during both night and day, from space.  Interview with staff and community about where they have lived and belonged placing labels onto a world map. It is particularly important to affirm those who have never moved as well as affirming those who have migrated  Song  **‘Consider Yourself’** – from the stage production ‘Oliver’ | **Where do we live?** | **Focus – Where is this place?**  Reference lesson plan from Oxfam – follow link below  <http://www.oxfam.org.uk/education/resources/global_citizenship/key_stage_two/files/lesson3_where_is_this_place.pdf>  Statements worksheet required see lesson plan  Photographs of chosen place  See extension work – portraying their local community – photo-book  List top 10 places in their community that are important to them | Recognise prejudice and how to combat it  Detect bias, opinion and stereotypes, and feel empathy towards others locally and globally. | **Focus –Cultural similarities and differences**  Introduction – we are all of equal value as human beings. We may have different backgrounds, abilities and opportunities but we are all equally valuable.  Discuss cultural differences between people living in the UK.  Explain through history people have come to Britain or left to live elsewhere – the invasion of the Romans and the Vikings, also immigration after the second world war when there was a labour shortage.  Some people come into the country as asylum seekers or refuges.  Use map of the world to look at migration patterns as part of our history.  Book- We are Britain by Benjamin Zephaniah is a way of exploring the diversity of British people – showcases the lives of 13 British Children.  Look at similarities and differences between culture in the UK – children could work on this in groups and report back | Respect diversity in their community  Show tolerance |
| **4** | **Assembly – Lean on me**  Song – lean on me when you’re not strong  I’ll be your friend I’ll help you carry on  For, it won’t be long till I’m gonna need somebody to lean on  [**http://www.teachingideas.co.uk/more/assemblies/files/rainbowpeople.pdf**](http://www.teachingideas.co.uk/more/assemblies/files/rainbowpeople.pdf)  Story the rainbow people - see link | **How do we all live together?** | **Focus – Our links around the world**  Introduction - blank outline map of the world, atlases required.  Explore connections to other parts of the world   1. Identify their starting point – mark this 2. 2. Connect other parts of the world to this hub by drawing a line e.g. to places they have been on holiday, where certain foods that they eat come from, if family live in other parts of the world, where our clothes may be made etc.   This can be done as class level on whiteboard  Main - Reference lesson plan from Oxfam – follow link below  <http://www.oxfam.org.uk/education/resources/global_citizenship/key_stage_two/files/lesson2_our_links_around_the_world.pdf>  Worksheet, pencils and globe, map required  See follow up work for extension activity | Understand the global connections between people, places and cultures in other places in the world  Appreciate the contribution of different cultures, values and beliefs to their lives; to begin to understand trade between countries; and to have a growing interest in world events.  Challenge stereotypes | **Focus - Diversity and difference**  **INTRODUCTION –** Remind children that the UK is made up of people from many different countries and backgrounds, cultures, religions, identities and we are all equal  Explore diversity and difference   * discuss what is prejudice * discuss the causes of prejudice * identify examples e.g. disability, sexism, racism, homophobia, religious intolerance * discuss the different ways of dealing with prejudice * discuss ways of celebrating difference * Explain the difference between prejudice and discrimination   Link to SEAL exercise p21 – Difference – a barrier to friendship?  Resources sheet page 28  Discuss scenarios – see key questions page 22 | Know the terms diversity and difference  Explain the negative impact of prejudice and intolerance  Identify ways of dealing with prejudice  Recognise that difference can lead to exclusion if people pre judge others |
| **Anti-Bullying Week** – this falls in November each year and may activities related to the chosen theme for the year can be found on the Anti-Bullying Alliance website. Resource packs/ideas are usually made available for schools based on the chosen theme.  The theme for Anti-Bullying Week 2012 has been announced as ‘We’re better without bullying’, and aims to shine a light on how bullying undermines young people’s achievement, whether it be at school, in sport or in all manner of other extra-curricular activities that children should feel free to enjoy.  Anti bullying week runs from 19TH to the 23rd of November. **PLEASE ENSURE THAT THE PROGRAMME OF WORK FOR THIS HALF TERM IS MANAGED SO THAT SECTION 5 OF THE UNIT FALLS WITHIN THIS WEEK**  Campaign packs are available to order from the website.  Anti-bullying 2012 briefing materials for school leaders and teachers are also freely available. The school will need to register to access these materials  Advice for parents/carers has also been developed  <http://www.anti-bullyingalliance.org/resources/key-stage-1-and-2.aspx> use this link to access further details of resources for schools from a range of companies  Some suggested activities are highlighted before but please feel free to use ideas from a range of websites including the Anti-Bullying Alliance website the further range of materials contained in SEAL for your year group.  A school may wish to implement questionnaires regards pupil perception of bullying in their school to inform self review and evaluation and contribute to the schools safeguarding practice. Questionnaires are available for each key stage  A range of ideas has been developed for this section alongside references to SEAL materials | | | | | | |
| **5** | **Beat the bully**  Use of ‘Who wants to be a millionaire’ resource from the Anti-bullying Alliance website (freely available)see embedded PowerPoint below – double click on PowerPoint    **When you insert an entire PowerPoint presentation as an object, the document displays only one slide. To display different slides, double-click the PowerPoint object, and then press ENTER to run the slide show.**  SEAL assembly story also may be used | **Say no to bullying** | **Focus - Bullying**  Class discussion why people get teased or bullied. Draw distinction between falling out and bullying  In pairs write out scenarios concerning bullying  Read and decide how serious they are  Discuss the feelings of the victim and the bully  Discuss what the victim would do  Ask children to share scenarios and using choice cards – see below decide what they would do in each case  **Choice cards**  1.Easy – say nothing, keep your head down and hope that it stops  2. Harder – don’t involve yourself in it. Say to the bullies that you think it is unfair to keep picking on one person, but don’t make too much of a fuss  3. Hard – defend the bullied person. Tell the bullies that if they don’t stop you will tell on them. Go ahead and tell a responsible adult  Research helplines.  Further activity SEAL page 6 supported by scenario page 15-17 | Know that differences can lead to mistrust  Identify reasons why people can be bullied  Provide examples of different types of bullying  Care about the feelings of others and see things from their point of view | Focus: Mapping out our school Starter – The exclusion game  SEAL page 24  Rounds – SEAL page 25  Pupils map out the school and surrounding area and identify hotspots where bullying can or does occur. Pupils come up with practical solutions for making those areas safe for all students.  Resources - A cleared space such as a classroom or a hall. Sheets of paper, pens, post-it notes.  You could either run the activity with large group or with smaller focus groups if you are concerned about the safety of particular students, or groups of students.  **Approach**  Introduce the session by asking students what bullying is and the different forms it can take.  Encourage them to discuss the different areas where bullying can take place – both inside and outside of school, and via cyberspace.  Encourage them to either work as a large group, or in smaller groups to draw a map of the school and the wider community. They can then use post-it notes or red dots to mark out areas where bullying can or might take place.  If students have worked in smaller groups they can then come together to share their findings and come up with one big map that incorporates all of their views.  Staff should then work with students to come up with recommendations for making these areas safer. For example, if classrooms have been highlighted you can discuss things that the teacher can do to prevent and respond to bullying. If mobile phones and computers been included, you can discuss ways that students can keep themselves safe online and report bullying if it happens.  Further or alternative activities – page 25-28 SEAL | Identify hotspot areas for potential bullying in the school  List strategies/solutions for implementation in the school to reduce incidents of bullying |
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| **Celebrating Achievement:**  During the half term use the schools rewards/celebrating achievements system to acknowledge individuals who demonstrate the following:   * Working co-operatively to help a group * Being a really good friend * Keeping calm and overcoming feelings of anger * Solving a difficult problem with a friend * Being kind to someone who has been left out | | | | | | |

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| **Scenarios – Year 6** | | |
| Case study 1 Joe, Ben and Mohammed are good friends. Joe and Ben have found out that Mohammed is being called names by a group of older boys on his way home from school.   * What should Joe and Ben do? * How can they help Mohammed without getting into trouble? * Who do you think they should tell? | Case study 2 Anne found out that her friend Emily has been talking about her with other girls and saying nasty things about her.   * Why should Emily not do this? * What should Anne do? * What would you do if you were in Anne’s shoes? * How do you think Anne feels? | Case study 3 Joanne, Louise and Karen are good friends. Louise and Karen have noticed that some of their things have disappeared and they think Joanne has took them.   * What can Louise and Karen do about the situation? * Should you break a friendship with someone who does something wrong? * What would you do? |
| Case study 4 Laura had a cigarette. She asked her friend, Julie if she would like to try the cigarette. Julie did not want to, but Laura kept on trying to persuade her   * What should Julie do? * What would you say to Laura? | Case study 5 David’s mother does not want him to play with John and Paul because David often gets into trouble when he plays with the boys. David likes his friends and gets on well with them.   * What should David do? * How do you think David feels? | Case study 6 Jane and Susan are best friends. Jane is worried about Susan because she often comes to school upset and doesn’t want to play with Jane or speak to anyone. Jane is worried about her friend.   * Should Jane do anything to help? * What would you do? |