



Core Theme 1: Relationships

Strand: Social

General topic for all classes - We're all stars.

Year: 1 and 2

Lesson 1

L.O: To write a class charter.

Possible SC: I know that I belong to the class and school community.

I can help make my class a safe and fair place.

Key vocab: rules, charter, happy, sad, belong, sharing, kind, polite.

Possible activities: Thought shower: what makes a happy classroom? Refer back to the assembly story of the new world.

Draw a happy classroom using speech bubbles to show what people are saying. Label all the things that make it a happy school. Discuss children's ideas and record in a concept-map, spider-gram etc.

Devise a class charter: what rules do we need to ensure our class is happy?

Extension activity: role play breaking rules and then the right way to behave.

Lesson 2

L.O: To find out about each other.

Possible SC: I feel good about my strengths.

I can listen well to other people.

Key vocab: Same, different, likes, dislikes, questions.

Possible activities: Pairs work: devise questions to ask each other e.g. what's your favourite food/game/TV programme, what do you like in school, what are you good at etc.

Carousel of pairs: interviewing each other using the questions devised.

Group work: making paper chains. Each child has four strips of paper on which they write their name and three things that are important to them e.g. things or people they like doing or being with.

Lesson 3

L.O: To understand how to solve problems.

Possible SC: I know some ways to calm myself down when I feel scared or upset.
I know some ways to solve problems.
Key vocab: happy, sad, angry, upset, feelings, problems, and solutions.
Possible activities: Thought shower: what can go wrong in the classroom and how might we feel?
Pairs work: role-play problems.
Introduce Calming down strategies.
Introduce Peaceful problem-solving process.

Lesson 4

L.O: To think about ways to look after each other.
Possible SC: I can recognise when someone is feeling upset, scared or nervous.
I know how to make them feel better.
Key vocab: happy, sad, scared, frightened, excited, nervous, new, welcome.
Possible activities: Whole class discussion: use variety of photo-cards and Feelings detective poster to look at facial expression, body language etc.
Ask children to think how a new child to the class might feel and how s/he could be welcomed. Introduce Emotional barometer.
Pairs/group work: Make a welcome to our class poster.

Lesson 5

L.O: To understand what makes a happy playtime.
Possible SC: I can enjoy my playtime and make new friends.
I know the rules of the playground.
Key vocab: play, friends, friendly, include, invite, rules, safe.
Possible activities: Thought shower: what makes a happy playtime? What makes a good friend? How can you be friendly?
Group work: look at class rules devised under class charter and think of a few examples of how each rule can apply to the playground.
Take photographs of children in the class playing at playtime and display in the classroom alongside the class charter.
Extension activity: in groups look at a photo of a piece of playground equipment and devise a list of questions about how to use it safely.

Lesson 6

L.O: To be able to make choices.
Possible SC: I know the difference between right and wrong.
I can explain the choices I make.
Key vocab: problems, choice, decision, right, wrong.
Possible activities: Present to the children a range of playground scenarios involving a problem or decision to be made. Revisit Peaceful problem-solving process.
Pairs work: using puppets, children act out problems and devise solutions. Each pairs plays out their solution to the other children who suggest other approaches that the puppets can try out.

Year 3 and 4

Lesson 1

L.O: To develop a class charter.

Possible SC: I understand my rights and responsibilities in the school.

Key vocab: rules, charter, happy, rights, responsibilities, fair, respect.

Possible activities: Thought shower: what makes a happy classroom?

Devise a class charter: what rules do we need to ensure our class is happy?

What other rules are needed- for the playground, the dining hall, in assembly, etc?

Alternative activity might be school or class tree.

Lesson 2

L.O: To understand the meaning of gifts and talents.

Possible SCL I can tell you one special thing about me.

I know that I am valued at school for my gifts and talents.

Key vocab: gifts, talents, strengths, and skills, unique, special, valued.

Possible activities: Refer back to the assembly story of the new world. Read story on p6. Gifts and talents matching activity.

Group work: Gifts and talents challenge. Find out about each other's strengths and skills, Create a name and logo for group and present to the rest of the class.

Lesson 3

L.O: To explore feelings.

Possible SC: I know how it feels to do or start something new, and some ways to cope with these feelings.

Key vocab: happy, sad, scared, excited, curious, nervous, anxious, calm.

Possible activities: Read story Sami's new beginning. Thought shower how Sami might have felt, write words on separate pieces of A4 paper and distribute randomly. Re-read story and ask children to hold up their feeling word when Sami might have felt that way.

Investigating intensity of feelings: SEAL photo-cards from the 'scared' family e.g. scared, anxious, nervous etc. When did you feel like this? Discuss calming down strategies.

Lesson 4

L.O: To work cooperatively in a group.

Possible SC: I can work well in a group.

I know how to support other people.

Key vocab: group, roles, listen, cooperate, welcome, challenge.

Possible activities: Thought shower; how can we welcome someone new into our class? Recap on Sami's story from previous session.

Group work: Welcome pack challenge. Make a welcome pack for children new to the school. Focus on group work skills. Present work to rest of class.
Group work evaluation using Working together self-review checklist.

Lesson 5

L.O: To understand how to create a happy playtime.

Possible SC: I can play fairly.

I know how to be friendly in the playground.

Key vocab: fair, include, friendly, lonely, isolated.

Possible activities: Discussion about what makes a happy playtime. Refer to work on class charter in week one. What is friendly behaviour? How do we include everyone?

Refer back to Sami's story. What might have happened to Sami in the playground?

Group work: role play. Imagine you are Sami and how you felt. Freeze-frame and role play how to make Sami feel better. Present to class.

Lesson 6

L.O: To express ideas and opinions.

Possible SC: I can express my opinions confidently.

I can use my group work skills when working on a real life issue.

Key vocab: opinion, improve, action, communication, solution.

Possible activities: Thought shower: select a play activity that the children think could be improved or a problem that needs to be resolved eg. not enough playground equipment.

Group work: devise an action plan eg. observe use of equipment during a playtime, devise solutions such as writing new instruction cards, devising new games and writing the rules. Each group feeds back to the rest of the class.

Secret ballot to decide on the best idea - goes to school council.

Year 5 and 6

Lesson 1

L.O: To devise a class charter.

Possible SC: I understand my rights and responsibilities in the school.

I know some of the things that help us in school to learn and play well together.

Key vocab: rules, charter, rights, responsibilities, apathy, attitude.

Possible activities: Refer back to the assembly story of the new world. Give children characters from a story and act out. Discuss apathy and attitude.

Thought shower: what kind of attitudes do we want in our classroom?

Devise a class charter: what rules do we need to ensure our class is happy and attitudes are positive?

Alternative activity might be school or class tree.

Lesson 2

L.O: To identify personal gifts and talents.

Possible SC: I know that everyone has some skills.

I can name some of my own skills.

Key vocab: gifts, talents, skills, strengths, welcoming, belonging.

Possible activities: Thought shower: what skills do you feel you have?

Group work: create a class guide. Emphasise group work skills.

Alternate activity: produce a personal fact file and identify how you are gifted.

Include photographs as well as drawing and writing. Celebrate by making a class display.

Lesson 3

L.O: To explore feelings when starting something new.

Possible SC: I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.

Key vocab: fear, frightened, scared, nervous, anxious, helpful, hopeful, calm.

Possible activities: Thought shower: how do you feel when starting something new? Use photo-cards from the 'scared' family and discuss.

Read story 'A new beginning for Amy'. Draw up a class list of helpful strategies to overcome fear - helpful or hopeful talk. Refer to calming down strategies.

Lesson 4

L.O: To develop ideas cooperatively.

Possible SC: I can work well in a group and can tell you what helps my group to work well together.

Key vocab: group, team. Nightmare, dream, role, contribution.

Possible activities: Read story 'The school of nightmares'. Role-play: act out story of school of nightmares. Thought shower: what is going wrong in the nightmare school?

Group work: discuss what a dream school might be like. Dream school challenge. Present to rest of the class.

Evaluate group work process and main ideas about team work. Ask the children: what can go wrong in group work? How would you resolve this?

Lesson 5

L.O: To be able to use a range of communication skills.

Possible SC: I can engage in a discussion, offer my own opinions and listen to the views of others.

I can contribute to a simple debate.

Key vocab: listen, debate, views, opinion, respect, issue, voting.

Possible activities: Children sit opposite a partner in a carousel (inner circle facing outwards, outer circle facing inwards). Discuss a question or problem e.g. there is not enough space in the playground in winter for football and other ball games take place at the same time. What can we do about it? Discuss in pairs, report back two key points.

As a class, compile a list of suggestions from the outcomes of pairs discussion. Children vote on suggestions. This is then put to the school council.

Lesson 6

L.O: To understand what a role model is.

Possible SC: I understand that I can be a good example to younger children around the school.

Key vocab: behaviour, attitude, role model, responsibility admire.

Possible activities: Thought shower: what is a role-model? Ask for examples of famous people the children might admire. What do they admire them for?

Pairs work; role play rule-breaking. One pupil to be the teacher and the other the pupil. What does the teacher say? Role-play a younger child breaking a school rule. What would you say?

Encourage participation in various schemes around the school e.g. lunchtime 'buddies' scheme, prefect system, helping out in dining hall/infant playground.

Lessons to follow in Autumn Term 2-

Anti bullying focus with specific topic

(See Separate planning and Inset training for whole school)

Whole school initiative

Lessons on:

friendship: What makes a good friend

Respecting our similarities and differences

How we can be a kind school.

The 8 School Middot/Behaviour