

| | LO | Main session (class discussion/circle time) | Key skills | Key questions | Resources |
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| SESSION 1 | To learn how to contribute to the life of the classroom | <p>Explain who or what they may be responsible for in the classroom and why this is important</p> <p>Talk about different ways of taking responsibility for themselves</p> <p>Identify the qualities that pupils need to have to make a difference to their classroom</p> <p>Explain what 'rules' mean and how they help all of us</p> <p>Give examples of rules that they have at home and in school and why they are important</p> <p>Give suggestions for what could be included in class rules and explain why they are important</p> | <p>Active listening</p> <p>Team working collaboration & co-operation</p> <p>Giving constructive feedback to others</p> <p>Empathy</p> | <p>What jobs/responsibilities does our teacher have in the classroom?</p> <p>How can we help our teacher?</p> <p>What are our jobs/responsibilities in the classroom?</p> <p>How can we help each other?</p> <p>Does our behaviour help people in the classroom?</p> <p>What are rules and why do we have them?</p> <p>What rules do we have in school?</p> <p>Are these 'good' rules?</p> <p>Do these rules change in different areas of the school?</p> | <p>Stories where characters have some responsibility, either in a role/task or with their behaviour; where they carry out their responsibility and where they neglect their responsibility and have to deal with the consequences</p> |

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| <p>SESSION 2</p> | <p>To understand that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</p> | <p>Identify the needs that others may have (on their table group/in their class)</p> <p>Identify some of the needs of other living things – pets, animals, adults at home and in school</p> <p>Explain what we mean by responsibility to others</p> <p>Give examples of how they can support the needs of others (taking turns, sharing belongings, working co-operatively)</p> <p><i>NB Physical and emotional needs could be explored through the context of pets, i.e. pets need food, water and shelter, but they also need to be played with.</i></p> <p><i>Pupils should have the opportunity to practice these skills and learning opportunities in the class Role-Play area, set up as a veterinary surgery, a home or similar</i></p> | <p>Active listening</p> <p>Empathy</p> <p>Self-reflection</p> | <p>What needs to we all share?</p> <p>Who is responsible for meeting our needs?</p> <p>Does everyone in our class/on our table have the same needs?</p> <p>Would rules help us to be responsible for other people’s needs?</p> <p>Do we help with anyone’s needs at home?</p> | <p>Stories where young characters look after others/pets/animals; where characters help out around the home or community.</p> |
| <p>Session 3</p> | <p>To learn that they belong to various groups and communities such as family and school</p> | <p>Identify their special people</p> <p>Describe ways that special people can be from different groups (family, carers, place of worship etc.)</p> <p>Talk about the other different</p> | <p>Active listening</p> <p>Self-reflection</p> <p>Affirm self and others</p> | <p>Who are our special people?</p> <p>What do our special people do to make us feel special?</p> <p>Are our special people always part of our family?</p> <p>What groups do we belong to</p> | <p>Pupil can bring in resources/evidence of their special people or of the groups/communities that they belong to.</p> |

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| | | groups they belong to and the different roles they have in them (friends, class, year group, faith) | | (friendship groups, place of worship etc.) | |
| Session 4 | To learn what improves and harms their local, natural and built environments and about some of the ways people look after them | <p>Identify and describe their local, natural and built environments</p> <p>Identify what is in these environments – living things and inanimate things</p> <p>Talk about what they particularly like/enjoy about their different environments</p> <p>Suggest some ways in how to care for these environments</p> | <p>Team working</p> <p>Planning and deciding</p> <p>Communication of ideas and views to others</p> | <p>What do we like/dislike about our classroom and school environment?</p> <p>What could be done to improve our class and school environment?</p> <p>What can we do to improve our class and school environment?</p> | Use: local council resources, community gardening projects such as <i>Neighbourhoods Green</i> , or the school's natural environment. |
| Session 5 | To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving | <p>Explain how money is obtained</p> <p>Recognise what money looks like</p> <p>Give some examples of some of the ways that money can be used</p> <p><i>NB Introduce the concept that money is given in exchange for something such as work, help, goods (it may help the pupils to think of this as a bit like a 'swap', or can be given freely, such as in gifts or charity. Reinforce the concept that although money is a help to us and others, it is only one of many ways that we can show people that we care about them (buying things</i></p> | <p>Analysing and applying data</p> <p>Drawing conclusions</p> <p>Empathy</p> | <p>Have we ever received money and where did it come from?</p> <p>What did we do with our money?</p> <p>Where do other people get money from?</p> <p>What can money be used for?</p> | https://natwest.mymoneyse.com |

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| | | <i>for them)</i> | | | |
| Session 6 | To learn about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices | <p>Explain what money may be used for at home and in school</p> <p>Identify the different sources that they have received money from</p> <p>Give example of how they or family members have used money to do things or obtain things</p> | <p>Formulating questions</p> <p>Drawing conclusions</p> <p>Communicating ideas and views to others</p> | <p>Where can we safely keep our money when we are at home/out and about?</p> <p>Why do people save money?</p> <p>What makes us want to spend our money?</p> | <p>https://natwest.mymoneysense.com</p> <p>Visit school office to explore how money is used in the school, i.e. dinner money, buying resources etc.</p> |