

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
SESSION 1	To learn how to contribute to the life of the classroom	<p>Explain why it is important to contribute to the life of the classroom</p> <p>Identify the different contributions that pupils make in their classroom and how this helps the classroom to run smoothly</p> <p>Describe the effect that this has on pupils and the adults/teacher in the classroom</p> <p>Give reasons for why it is a shared responsibility to contribute to classroom life</p>	<p>Active listening</p> <p>Team working collaboration & co-operation</p> <p>Giving constructive feedback to others</p> <p>Empathy</p>	<p>How do we contribute in the classroom?</p> <p>Do our actions always have a positive effect?</p> <p>What can we do to help our class room be a happy place?</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
SESSION 2	To help construct, and agree to follow, group and class rules and to understand how these rules help them	<p>Describe how rules have been constructed and agreed in their class</p> <p>Give reasons for the rules that have been agreed</p> <p>Identify what can happen if class/group rules aren't followed</p> <p>Explain how class/group rules help them to learn and make the classroom a safe place</p>	<p>Active listening</p> <p>Team working collaboration & co-operation</p> <p>Giving constructive feedback to others</p>	<p>Why is it important that we make up our own rules?</p> <p>What could happen if the rules are not followed?</p> <p>Why do we need rules in the classroom and in school?</p>	Stories where characters follow or do not follow the rules and have to deal with the consequences
Session 3	To understand	Explain the different responsibilities	Active listening	What do we do at home to help	Stories where young characters

	<p>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>they have to support the needs of other people in school/home</p> <p>Describe or demonstrate the different ways that they can demonstrate their responsibilities (working co-operatively, asking for permission to borrow things)</p> <p>Describe how it feels to have your needs met by your group/class (helped with work, sharing equipment, listening to others) and the importance of saying thank you.</p> <p>Describe how it feels when your needs/others needs have not been met and what this can lead to</p> <p>Explain some positive actions that can be taken to redress unmet needs</p>	<p>Empathy</p> <p>Self-reflection</p>	<p>or support our grown-ups or others who live with us?</p> <p>What do we do at school that shows that we can be responsible and meet the needs of our class mates?</p> <p>How do we feel when others are not meeting our needs?</p>	<p>look after others/pets/animals; where characters help out around the home or community.</p>
Session 4	<p>To learn that they belong to various groups and communities such as family and school</p>	<p>Explain the importance of working together/co-operation</p> <p>Describe how it feels to be a member of a group</p> <p>Describe the different rights and responsibilities they have in the groups they belong to</p> <p>Identify the reasons why some children might feel excluded and the actions that can be taken to</p>	<p>Active listening</p> <p>Self-reflection</p> <p>Affirm self and others</p>	<p>Why do we need to cooperate when we work in a group?</p> <p>What could we do if someone disagrees with us, or if we disagree with them?</p> <p>How can we make sure that everyone feel included?</p>	<p>Stories about families such as <i>The Great Big Book of Families</i> by Mary Hoffman</p>

		<p>avoid this happening</p> <p>Describe how it feels to not want to do something the rest of the group does and what you can say or do?</p> <p>Describe or demonstrate how you should behave towards someone who doesn't want to do something the rest of the group does.</p> <p><i>NB The teacher should choose the context, for example family (taking care that no 'ideal' model of family is used), groups at school or groups outside of school.</i></p>			
Session 5	<p>To learn what improves and harms their local, natural and built environments and about some of the ways people look after them</p>	<p>Identify the different aspects that make up each of these environments</p> <p>Give examples of some of the problems that occur in these environments (litter, anti-social behaviour, neglect, etc.)</p> <p>Give examples of different ways to improve their local, natural and built environments (signposting, litter picking/tidy, bins, benches, tree planting, swings, marked playing areas)</p> <p>Explain the shared responsibility we have to take care of our environments for others</p>	<p>Team working</p> <p>Planning and deciding</p> <p>Communicating ideas and views to others</p>	<p>What do we like about where we live or go to school?</p> <p>What makes these places not so good?</p> <p>What could we do to improve our local environment?</p> <p>Will this make a difference? Who for?</p>	<p>Use: local council resources, community gardening projects such as <i>Neighbourhoods Green</i>, or the school's natural environment</p> <p>Invite Greenpeace, WWF, Woodland Trust, etc. to talk to pupils. Involve parents and local community groups/eco businesses.</p>

		Suggest some steps they could take as an individual and as a class to improve their local community			
Session 6	To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving	<p>Describe how money is used to buy things that we need and things that we want?</p> <p>Understand that not everyone has money through work and that some people receive money from the government to help them (people who are ill, don't have a job, have a disability, old-age pension, etc.)</p> <p>Describe how money can affect how we feel</p> <p>Give examples of what it means to spend money and save money</p> <p><i>NB Reinforce the concept that although money is a help to us and others, it is not the only way that we can show people that we care about them (buying things for them).</i></p>	<p>Analysing and applying data</p> <p>Drawing conclusions</p> <p>Empathy</p> <p>Making choices</p>	<p>How do we get money?</p> <p>How do other people get money?</p> <p>What is the difference between something that we need and something that we want?</p> <p>How can having or not having money make us feel?</p>	<p>https://natwest.mymoneysense.com</p>