

SUBJECT: PSHE

UNIT: Relationships

TERM: 1

YEAR GROUP: 3

Feelings and emotions; Healthy relationships; Valuing difference

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
SESSION 1	⇒ To work collaboratively towards shared goals	<p>Give examples of co-operation when working with others in groups</p> <p>Describe what a shared goal means in terms of group and class shared goals</p> <p>Identify and demonstrate essential attributes that are needed to work collaboratively</p> <p>Play some team building games e.g make a tower using a balloon and paper, build a bridge from straws to hold a weight, link to PE games with Matt</p>	<p>Active listening</p> <p>Team working</p> <p>Empathy</p> <p>Awareness of own needs</p> <p>Perception of how peers show feelings</p>	<p>What will allow our group to work well together?</p> <p>What roles within a group do we like to take on?</p> <p>What peaceful solutions can we use if our group encounters conflict?</p>	<p>Read Little Red Hen or The Selfish Crocodile – to show what happens when we don't work well together</p>

<p>SESSION 2</p>	<p>⇒ About how to develop and maintain healthy relationships</p>	<p>Give examples of all the relationships they have in their lives</p> <p>Describe one or two relationships in detail to a talk partner.</p> <p>Identify what makes a relationship healthy and positive (<i>go through qualities of a good friend sheet</i>)</p> <p>Talk about how to be a good friend</p> <p>Identify peaceful ways to solve problems</p> <p>Are we responsible for our actions: http://www.bbc.co.uk/education/clips/z4bfb9q</p>	<p>Making decisions</p> <p>Drawing conclusions</p> <p>Peer approval</p> <p>Affirm self and others</p>	<p>Who are our networks of special people?</p> <p>What is it about these relationships with our special people that make us feel good?</p> <p>How do we feel when we fall out with our special people?</p> <p>What strategies do we use to solve problems in our relationships? Win-win? Giving in?</p>	<p><i>Read: Grace and Family</i> by Mary Hoffman or other stories about characters who show love and care for others; have strong friendships or loving relationships, especially those that are unexpected, such as</p>
<p>Session 3</p> <p>Ensure that ground rules have been established at the beginning of the session. Liaise with DSP where appropriate. Be familiar with school's safeguarding and child protection policies and protocols in the event of a disclosure. Use storybooks, role-play etc. to distance the learning. Questions box</p>	<p>⇒ To judge what kind of physical contact is acceptable or unacceptable and how to respond</p>	<p>Give examples of acceptable physical contact</p> <p>Describe how appropriate physical contact can be a sign of friendship/family love</p> <p>Explain what we mean by 'body space/personal space'</p> <p>Give reasons for respecting other people's body space</p> <p>Talk about when our body space may change (for example, if we feel unwell)</p> <p>Identify what is unacceptable physical contact</p> <p>Talk about steps to take in response to unacceptable physical contact</p> <p>Identify who they can talk to if they are</p>	<p>Making decisions</p> <p>Setting challenging goals</p> <p>Negotiation</p> <p>Managing risk and personal safety</p> <p>Resilience</p>	<p>Why do people touch each other?</p> <p>How comfortable do we feel about being touched? Does this vary? Why?</p> <p>What can we learn from other people's body language?</p> <p>How do we ask someone to move away?</p> <p>What should we do if someone asks us to move away?</p> <p>When, who and how should we tell, if we're worried or uncomfortable?</p>	<p>See NSPCC: http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/. The underwear rule is a simple, effective technique for embedding this learning, using the acronym PANTS: <u>P</u>rivates are private; <u>A</u>lways remember your body belongs to you; <u>N</u>o means no; <u>T</u>alk about secrets that upset you; <u>S</u>peak up, someone can help.</p> <p>Stories where characters demonstrate love for each other and care for one another.</p> <p>NB Pupils should be taught about the concept of 'body space' and feeling uncomfortable when people get too close. The uncomfortable feeling is the brain's way of warning us. Pupils should practise/rehearse asking someone to move away. It is also of importance for pupils to</p>

or Ask-It Basket to be available.		worried and what they could say Practise asking someone to move away – role play			have an awareness of when someone else's body language is saying that they are too close, such as when they move away or back off.
Session 4	⇒ To be able to recognise and respond appropriately to a wider range of feelings in others	Children to give examples of a range of feelings and emotions (<i>use laminated feelings cards</i>) Describe how to recognise a wider range of feelings in others and suggest signs to look for that indicate the feelings of others (<i>go through emotions powerpoint</i>) Describe how feelings may influence our thoughts and actions and those of other people Look at anger: http://www.bbc.co.uk/education/clips/z4w9wmn	Self-reflection Self-management Empathy	How do other people show their feelings? Can we tell what they are feeling even if they don't say anything? What can we do to help other people?	Stories where characters share their feelings and help each other by listening and responding e.g Sharing a Shell
Session 5 fire safety talk	⇒ To learn that their actions affect themselves and others	Describe what it is like to feel safe Recognise where in their bodies they might experience feeling unsafe or uncertain Explain the difference between risk and danger Identify risky behaviour in the home, outside and in school Describe how risky behaviour might	Self-reflection Making decisions and choices Resilience Self-management Managing risk and personal safety	What are we at risk of/from? Is there anyone else that this risky behaviour might affect? How might it affect them? What might happen if we 'think before we act'?	Stories: where characters get lost/found; find a safe way home or those that contain a critical moment – pupils can provide alternative endings developed. NB It is important for pupils to understand the importance of stopping, taking a deep breath, weighing up the consequences, thinking, thinking a bit more then deciding what to do in a risky situation. They should have opportunities to rehearse/practise

		<p>affect themselves and others, both on the outside and on the inside (e.g. making someone worried)</p> <p>Explain and demonstrate the steps they should take when deciding what to do in a risky situation – role play</p>			doing this.
Session 6	<p>⇒ To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>	<p>Give examples of causes of disputes and conflicts in class/playground/other</p> <p>Describe feelings when disputes/conflicts occur</p> <p>Identify what can help/not help when trying to solve disputes/conflict</p> <p>Describe or demonstrate strategies to use for negotiation and appropriate compromise</p> <p>Demonstrate strategies for solving a dispute in real life situations – role play</p>	<p>Self-reflection</p> <p>Empathy</p> <p>Resolve conflicts</p> <p>Team working</p> <p>Negotiation</p> <p>Using constructive feedback</p>	<p>Does it matter if not everyone agrees?</p> <p>Does the subject of the dispute always matter?</p> <p>What if someone feels very strongly about something – does this affect their behaviour?</p> <p>Would it help if we try to see thing from someone else’s point of view?</p> <p>What strategies can we use to help solve a conflict?</p>	<p>Stories where characters encounter conflict or disagreements which are or are not resolved.</p> <p>Strategies for solving conflict may include: walking away and calming down, finding a compromise, seeing or accepting another point of view or finding a win-win situation etc.</p> <p>NB</p> <p>Pupils should have the opportunities to practise these skills regularly and aim to find a happy outcome or a win-win situation. Give the pupils the opportunity to explore resolution when two people have a dispute and when groups of people have a dispute.</p> <p>Use storybooks to look at things from different character’s points of view, e.g.: <i>Three Little Pigs</i> – does the wolf just want to be friends but doesn’t know how to be a good friend? <i>The Real Story of the Three Little Pigs</i> by Jon Scieszka and Lane Smith</p>