## **Unit of Learning: Happiness, Positivity and Feeling Special**

PSHE Association Theme: Relationships

**Year Group: 1/3/5**

The principal aim of this unit of learning is to understand how to build and sustain lasting friendships, families and relationships.

**Learning Outcomes:**

•To reflect on how we and support one another in different contexts.

•To understand different types of feelings, how these can be portrayed and how we can manage these.

•To broaden knowledge of different types of positive role models.

**Ideas and Content for Learning:**

• Creating class charter, in line with school values

• Understanding different role models within families, school and the local community

• Understanding different types of emotions, how to communicate these and understand these

• Differentiating between positive and negative emotions

• Sharing own emotions

• Managing happy playtimes both in the online and offline world

• Recognising the differences between friendships and relationships

**Understand the Impact:**

• Sharing ways we can be the best friends we can be.

• Considering how we can share our emotions effectively.

• Reflecting on how we can be the best possible role model.

**Making Connections:**

• Asking questions about how we can communicate in different ways: online and offline

• Recognising how we can all be thankful in different ways with friends, families and relationships

**Initial Learning Activity Ideas (Credit to** [**Healthy Schools Ealing**](https://www.egfl.org.uk/sites/default/files/Services_for_children/PSHE/PSHE-SEAL-CIT%20scheme%20of%20work-July2015.pdf)**)**

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| **Y1**  Lesson 1  Thought shower: what makes a happy classroom? Refer to the 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? Consider the online and offline world. Extension activity: role play breaking rules and then the right way to behave  Lesson 2  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. Consider protected characteristics within this and how this may look different around the world.  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  Thought shower: what can go wrong in the classroom and how might we feel? Consider online and offline.  Pairs work: role-play problems  Introduce Calming down strategies  Introduce Peaceful problem-solving process  Lesson 4  Whole class discussion: use variety of photo-cards and Feelings detective skills 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  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  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 | **Y3**  Lesson 1  Thought shower: what makes a happy classroom? Refer to the story “Of the new world”. 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.?  Lesson 2  Refer to the story “Of the new world”.  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  Read the 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: photo-cards from the ‘scared’ family e.g. scared, anxious, nervous etc. When did you feel like this? Discuss calming down strategies.  Lesson 4  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.  Lesson 5  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  Thought shower: select a play activity that the children think could be improved or a problem that needs to be resolved E.g. Not enough playground equipment.  Group work: devise an action plan e.g. 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 | **Y5**  Lesson 1  Refer to the story “Of the new world”. Give children characters from the 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?  Lesson 2  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  Thought shower: how do you feel when starting something new? Use photo- cards representing ‘scared’ 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  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  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  Thought shower: what is a role-model? Ask for examples of famous people the children might admire. Consider a range of individuals with protected characteristics. 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 |