**Unit of Learning: Individuality, Independence and Assertiveness**

PSHE Association Theme: Health and Well-Being

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

The principal aim of this unit of learning is to recognise safe and sensible choices to make for myself and why this is important.

**Learning Outcomes:**

•To reflect on the importance of being safe for oneself and others

•To understand what a safe and sensible choice is

•To broaden knowledge of different types of risks and the impact of these on self and otehrs

**Ideas and Content for Learning:**

•Identifying likes and dislikes

•Recognising different emotions and how these an be triggered

•Relaxation strategies

•Strategies for standing up for myself

•Strategies for being assertive whilst respective

•Understanding what bullying is and how to manage this: both online and offline

**Understand the Impact:**

• Sharing strategies for being assertive and overcoming peer-pressure

•Considering how our actions impact on others

•Reflecting on how we are all individual and special with consideration of the protected characteristics

**Making Connections**

• Recognising how we overcome emotions to be as positive as we can be

•Evaluating what is and is not safe

**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  Whole class activity: pass the magic mirror. Hold a mirror up to each child’s face so they see their reflection. Ask them what is so special in the mirror? Introduce idea of being unique but also having things in common with others. Consider and discuss protected characteristics as appropriate.  Pairs work: find two things you and your partner both like e.g. “I like football and so does Abdul”  Whole class activity: create a class chart of hobbies  Lesson 2  Thought shower meaning and examples of ‘boost-ups’ and ‘put downs’. Read story: ‘Proud’  Group work: make up and role-play a situation where someone uses put-downs about someone’s ability and how someone else boosts their self-confidence  Lesson 3  Read the story ‘Mouse’. How might she have been feeling? Whole class listening: children are invited to bring in something from home e.g. toy, teddy bear, photo, to show to rest of the circle and talk about themselves for a minute. Practice talking with a partner first.  Lesson 4  Read story: ‘The Wobbly Tooth’. Thought shower: if Jamina came to our school what would she worry about?  Pairs work: look at the worries and come up solutions Introduce worry-box and its use. Use a catastrophe scale (0-10) to help children gain perspective: is it worth tears or could you blow it away with the wind?  Lesson 5  Look at and discuss photo-card ’relaxed’ from whole school resources. Look at and discuss Feeling detective poster.  Pairs work: cut up and pictures on the How are you feeling? Resource Sheet and put in order of most relaxed to least relaxed. Relate this to learning something new or difficult.  Relaxation exercise  Lesson 6  Role-play scripts and tales with puppets to share positive stories and scenarios. | **Y3**  Lesson 1  Circle Time: “I am individual because …”Activity: draw a badge, shield or coat of arms to illustrate their identity Fingerprint pictures. Consider protected characteristics, as appropriate.  Lesson 2  Changing places game: There’s a chair to my right …  Pairs work: prepare a ‘Good to be me’ interview. Thought shower questions as a whole class first e.g. what things have you done recently that you are proud of?  Lesson 3  Warm-up: place a ‘present’ in the centre of the circle. Individual round: “I would like there to be … in my present”. Look at and discuss the photo-card ‘surprised’ from the whole school resources. Thought shower other words for ‘surprised’.  Pairs work: ask children to discuss how they might feel in certain situations (write situations on board).  Feedback few example to circle. Ask for actions/behaviours that might go with the feelings.  Pass the present around the circle, saying: “I would give … to …  Lesson 4  Use photo-cards ‘hopeful’ and ‘disappointed’ and explore how characters might be feeling. Use Feelings detective poster to explore vocabulary further. Read story ‘Hopeful’ and discuss  Group work: Hopeful and hopeless challenge - make a poster turning hopeless into hopeful thoughts  Lesson 5  Thought shower: when might we want to hide our feelings?  Group work: devise a role-play to present to others situations where children might or might not choose to hide their feelings e.g. when you are playing cards and you  have the card someone else needs to win, when you fall over in front of a group of older children  Lesson 6  Present scenarios to the class e.g. your friend wants you to go to the cinema and you don’t want to. How do you handle the situation? Read story of Lion, Mouse, Fox and Human and discuss. Introduce terms ‘aggressive’, ‘passive’,’ assertive’. Which characters in the story display which behaviours?  Discussion: which approach would be most effective in finding a solution that everyone felt ok about? | **Y5**  Lesson 1  Pairs work: pupils sit opposite a partner in a carousel. Provide them with a problem to solve to allow them to select their own issue e.g. there is not enough space in the playground for football and other games at the same time. What can we do about it? Report back two key points from their pair and compile into class list of suggestions. Pupils vote on suggestions. Share both online and offline examples.  Lesson 2  Pairs work: label each pair agree’ or ‘disagree’. Read out statements to the class and ask pupils to come up with reason for agreeing or disagreeing. Each pair feeds back ‘we agree because …’ or ‘we disagree because …’ Play some music and ask pupils to move around the room. When the music stops, read out one of the statements and ask them to find someone who disagrees with the statement. They need to try and persuade the other person they are right.  Lesson 3  Thought shower some of the risks we often take.  Discuss risks inherent in online scenarios. Write statements on sticky notes and read out. Ask pupils to order them according to risk. Change the criteria for ordering the risks to very worthwhile and not worthwhile.  Pairs work: discuss something you might try that involves taking a risk to extend their skills or improve their work. Write down a plan.  Lesson 4  Use ‘peer pressure’ photo-cards. Thought shower examples e.g. buying the same kind of trainers as other children in the class because of the fear of being laughed at if has different ones. Discuss how peer pressure can be positive and negative and is about trying to persuade others to do things, for right or wrong. Refer back to activity on agreeing and disagreeing.  Group work: Standing out from the crowd memory activity  Lesson 5  Revisit types of behaviour – aggressive, passive, assertive  Ask pupils how much they think is understood through words, the way words are spoken or body language?  Mime/role play: expressing anger without words, saying a sentence where the words do not match the ‘tone.  Lesson 6  Revisit work on anti-bullying (Inc. online-bullying). Thought shower reasons that some people might get bullied. Drama and role-play scenarios to demonstrate bullying incidents. Create a class poster - ‘bully-free zone”. |