**Unit of Learning: Being Safe and Asking for Help**

PSHE Association Theme: Relationships

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

The principal aim of this unit of learning is to give opportunities to develop understanding of managing different types of emotions, whilst also reflecting on people who can safely help support with these.

**Learning Outcomes:**

•To reflect on how we always have to take responsibility for our own actions

•To understand there are many people who can help us at a community, national and global scale

•To broaden knowledge of people who can help us in different situations and who we can trust

**Ideas and Content for Learning:**

•Creating barometers for different emotions

•Artwork of those who are close to us

•How would I feel if… writing/art/discussion/performance

•Visits from Local Police

•Understanding different agencies who can help us

•Agony Aunt/Uncle

•Exploring emotions through photos

**Understand the Impact:**

•Sharing names of people who can keep us safe

•Considering how we all react differently and can feel different emotions

•Reflecting on how we can help each other and signpost others to supportive individuals/agencies

**Making Connections**

• Recognition of different types of emotions at different ages in different contexts and the causes of these

•Creating links between how there are trusted individuals in different contexts, i.e., school, home, clubs, healthcare etc.

**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)**)**

|  |  |  |
| --- | --- | --- |
| **Y1**  Lesson 1  Show children pictures from books, magazines, posters, internet of people in the community, people at work and roles people play in helping us inc. school staff.  Thought shower: what is the role of these key individuals? What would happen if those people were not there? Do they wear special clothes or uniform? Why? What ways do they help us?  Group work: list people they know who wear uniforms. Draw pictures of people in uniforms.  Extension activity: invite a member of the local community into school to talk about their job.  Lesson 2  Use photo-cards to illustrate love, friendship, care.  Individual task: draw someone who is close or important to them.  Lesson 3  Use the photo-cards to show ‘jealous’ and ‘proud’  Read story “Amy’s bad day”. How was Amy feeling? Use Emotional barometer to indicate whether feeling proud or jealous in response to scenarios.  Pairs work: use How would I feel .. resource sheet for discussion  Lesson 4  Read story “ Pam””. Use line of dominoes, knocking one over at a time to illustrate how feelings can get out of hand and affect our behaviour. Consider the impact of physical health and mental health.  Thought shower; what should you do in the following situations. Use poster Feelings, thoughts and behaviour. Write ideas on board.  Re-read story of Pam. Ask children to put up their hands to stop you with an idea as you go through.  Extension activity: make a feelings display.  Lesson 5  Use photo-cards ‘lonely’ and ‘included’ to explore feeling of loneliness, belonging and acceptance.  Group work: Feeling Lonely challenge.  Extend ideas to include feeling sad, hurt etc.  Extension activity: Dear Diary. Write to the problem page of a magazine. Imagine and write the editor’s reply. (Could be used as the basis for the following session.)  Lesson 6  Allow an extra session for open discussion of any of the issues from the previous sessions in the unit. Use a structured discussion format e.g. Circle Time to allow children time to raise any worries they have and share support strategies. Undertake draw and write assessment activity. | **Y3**  Lesson 1  Class visit to a local police station or visit from Schools PC.  Prepare questions beforehand e.g. What crimes do children commit most often? What happens when a suspect is brought to the police station? Who looks after the police dogs? Follow-up group work in class: what three things did you learn on your visit about the role of the police and how they keep the community safe? Design and make a poster.  Lesson 2  Use the Three pictures resource sheets to discuss the idea of feeling guilty and why. Thought shower: does guilt have a purpose? Could it alert us to the fact that there is a problem we may need to solve?  Pairs work: sort out scenarios on Taking responsibility - into two piles – one where you would expect the person to feel guilty and one where the person is not responsible and therefore should not feel guilty  Group work: How can the characters make amends? Role play solutions.  Lesson 3  Listen to the interactive story of Jack’s choice. Introduce the notion of ‘conscience’. In groups, give a name to your conscience. Conscience alley drama work: half the class have to try and persuade a child to make an unwise choice (eg. staying up to watch TV late at night) while the other half try to persuade them to do the right thing.  Extension activity: read the story of Pinocchio.  Lesson 4  Read the story “Lynford”. NB. Check children have experience of pets and know what they are.  Pairs work: discuss the story in general. Ask the children how the child in the story might have felt. Use the Emotional barometer if appropriate. Explore what they know about death by asking facilitative questions.  Group work: Lyford challenge – making a special send-off for Lynford.  Lesson 5  Thought shower: what’s the difference between physical hurt and mental hurt of emotions/ feelings? Ask children if the ‘sticks and stones’ expression is true?  Pairs work: give children two blank cards to write one hurtful thing and one healing thing. Take in and shuffle up, then hand out randomly. Ask the children to line up with the most hurtful cards one end and the most healing cards the other end. Fold the line in on itself so the most hurtful are opposite the most healing.  Starting with the least hurtful, read out words and put the hurtful ones in the bin.  Extension activity: Dear Diary. Write to the problem page of a magazine. Imagine and write the editor’s reply. (Could be used as the basis for the following session.  Lesson 6  Allow an extra session for open discussion of any of the issues from the previous sessions in the unit. Use a structured discussion format e.g. Circle Time to allow children time to raise any worries they have and share support strategies. | **Y5**  Lesson 1  Thought shower: what kind of clubs, activities or facilities exists in your area? What would you like to see? What about places to go for advice or if you wanted to talk confidentially? Who would you talk to?  Put up four large sheets of paper around the room with headings e.g. ‘about school/home/ friendships/physical health/ mental health’. Pairs work: write on sticky notes an idea of a problem somebody might need to get help with and put under appropriate heading.  Group work: research/investigate facilities for young people in the local area. Create a fact file of local information e.g. names, addresses of youth clubs, sports clubs, library, national help-lines etc.  Lesson 2  Thought shower: what are the physical and emotional effects of feeling embarrassed? Use photo-cards ‘embarrassed’ and Feelings detective poster. Come up with own ideas for embarrassing situations.  Scaling activity using a blushometer: use situations outlined on The blushometer resource sheet  Read story Embarrassed  Group work: how can we help each other? Come up with strategies and role-play in groups.  Lesson 3  Thought shower: what do we do or say to make each other feel good? Explain put-downs and then ask for examples. Read story Pick me up, don’t put me down from resource sheets. Put 2 large different coloured hoops (PE hoops) in centre of circle and give props to two children to look after – stars and pebbles to represent boost ups and put downs.  Read story and when put downs or boost ups are identified children put star or pebble in appropriate hoop. Discuss afterward how that person might have felt. Explore impact on mental health and physical health. Special Person – round of appreciations and positive feedback directed to one person.  Lesson 4  Thought shower: why do some friendships have to end? Read the story Breaking friends – half the class read story A and the other half story B. Make up a storyboard of the facts of the story.  Role-play in groups: what would Magenic and Paula say to each other so they can sort things out?  Lesson 5  Discuss the feelings associated with being very angry with someone for a long time. Read story Forgiveness.  Pairs work: should Sacha forgive Kelly? Record ideas why she should or should not in a 3 minute time period, then take a vote of hands across the class. Discuss what we often take into account when deciding to forgive someone. Ask children about self-forgiveness.  Lesson 6  Allow an extra session for open discussion of any of the issues from the previous sessions in the unit. Use a structured discussion format e.g. Circle Time to allow children time to raise any worries they have and share support strategies.  Extension activity: Dear Diary. Write to the problem page of a magazine. Imagine and write the editor’s reply. |