

SMSC Medium Term Plan – Year 1

Autumn 1	Learning Outcomes	SMSC Activities	Resources
Making someone feel welcome	<p>I know that I belong to a community. I can help to make the class a safe and fair place. I can help to make my class a good place to learn. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.</p> <p>BV: Mutual respect BV: The rule of law BV: Individual liberty</p>	<p>Circle games: set ground rules refer to poster.</p> <p>How do you do? Circle time game.</p> <p>Remind children about the new world assembly story. Ask them to imagine a different kind of new world. Children draw a happy classroom – label.</p> <p>Develop class rules to be displayed in classroom. Make sure children are aware of good manners.</p>	<p>Are we ready for circle time? Poster.</p> <p>Class rules resource sheet.</p>
Doing something brave – overcome feelings of fearfulness	<p>I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.</p> <p>BV: Mutual respect</p>	<p>Circle game: Building community. P6.</p> <p>Remind children that we are trying to make a happy and safe classroom.</p> <p>Introduce puppet. Explain that the puppet is visiting because he will be joining the class next week. P10.</p>	<p>Puppet, soft toy.</p>
Solving a problem	<p>I know some ways to solve a problem.</p>	<p>Circle game: Hello, how are you?</p> <p>Sometimes things don't go as we would like them to in the</p>	<p>Problem-solving poster – google.</p>

		classroom. Reflect on some things that could go wrong.	
Calming down	I know some more ways to calm myself down when I feel scared or upset.	Circle game: Rounds. I am special because...I feel happy at school when... I think it is fair when.... Remind children of puppet who is visiting the classroom. When the puppet was scared and sad, he wanted to cry and he felt himself doing all the things we do when we are upset.	
Who are we? Something Else	I know that I belong to a community. I can help to make the class a safe and fair place. I can help to make my class a good place to learn. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair. BV: Mutual respect BV: Individual liberty BV: The rule of law	Something Else What makes us belong to a group? What stops us belonging? How do we include others? Circle time and then present findings back to the group. Who are we?	School Linking Network Something Else picture book by Kathryn Cave.
Where do we live? Homes and Habitats	I know that I belong to a community. I can help to make the class a safe and fair place. I can help to make my class a good place to learn. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair. BV: Mutual respect BV: Individual liberty BV: The rule of law	Homes and Habitats How might exploring where animals live help us to learn more about where we live? Where do we live? Children to draw/write about where they live and explain what makes it a fair and safe place to be.	

Speaking and Listening Objectives: To ask and answer questions, make relevant contributions, offer suggestions and take turns.

SMSC Medium Term Plan – Year 2

Autumn 1	Learning Outcomes	SMSC Activities	Resources
Making someone feel welcome	I know that I belong to a community. I feel safe and content within my class. I can help to make the class a safe and fair place. BV: Mutual respect BV: Individual liberty	Circle game: remind children of ground rules. Make sure children are aware of good manners and can demonstrate in circle games. Circle time poster. The lining up game. Remind children about the new world in the assembly story. Ask them to imagine a different kind of new world Read them an appropriate story to discuss. Children to work in small groups to complete the New World challenge.	Circle time poster.
Doing something brave – overcome feelings of fearfulness	I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better. BV: Mutual respect	Circle game: Hedgehogs Use the photocards 'happy', 'sad', 'frightened/scared', 'excited' and Feelings detective poster to explore feelings. Year 5 child to play the role of a new, shy child coming to school for their first day. P19-20.	Feelings detective poster Emotional barometer
Solving a problem	I know some ways to solve a problem.	Circle game: Listening game.	Problem solving poster-

		Children to imagine that there is a problem when the 'new child' starts the school. Read problem. Introduce/revise Problem solving poster. Talking through each step to solve problem.	google
Calming down	I know some more ways to calm myself down when I feel scared or upset. BV: Mutual respect	Circle game: Rounds: I feel happy at school when...The best thing about this class is....If we didn't have rules in school it would be.....I think the best rule in our class is.... Talk with the children about how they felt when they started school. Recap on how we feel inside. Use the ways to calm down sheet.	Calming music. Calming pictures.
Who are we? Something Else	I know that I belong to a community. I feel safe and content within my class. I can help to make the class a safe and fair place. I can help to make my class a good place to learn. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair. BV: The rule of law BV: Mutual respect BV: Individual liberty	Something Else What makes us belong to a group? What stops us belonging? How do we include others? Children to create a group piece of Art to represent how they belong together as a class and school community e.g. all their hand prints and accompany with a word that describes how they all belong. Who are we?	Something Else picture book by Kathryn Cave.
Where do we live? Homes and Habitats	I know that I belong to a community. I feel safe and content within my class. I can help to make the class a safe and fair place. I can help to make my class a good place to learn. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not	Homes and Habitats How might exploring where animals live help us to learn more about where we live? Show habitats of animals and discuss what they need to stay safe. Link this to our community and what we need for a community to be fair and safe. Create drawing of our own habitat and label,	

	OK for other people to make it unsafe or unfair. BV: Mutual respect BV: Individual liberty BV: The rule of law	Where do we live?	
Speaking and Listening Objectives: To listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member.			

<h3 style="text-align: center;">SMSC Medium Term Plan – Year 3</h3>

Autumn 1	Learning Outcomes	SMSC Activities	Resources
Making someone feel welcome	I know how to make someone feel welcome and valued at school. BV: Mutual respect	Circle game: remind children of ground rules. Circle time poster. Changing Places. One of the things that would help a child (or adult), who was new to a school, would be a class guidebook that outlined how things work in the classroom. Discuss together what should be in the guidebook, and why. Children could come up with ideas in pairs and then share them with the class. A general contents list could be agreed and different groups asked to focus on different chapters.	Circle time poster - google
Doing something	I know how it feels to do	Circle game: Mime.	

brave – overcoming feelings of fearfulness	or start something new, and some ways to cope with these feelings. I know how it feels to be happy, sad, scared or excited, and can usually tell if other people are feeling these emotions.	Read the story <i>Sami's new beginning</i> - google Children to hold up appropriate feelings words.	Feelings words.
Solving a problem	I know some ways to solve a problem.	Circle game: Rounds: I like ... and my classmate likes ...I would like the class to be ...I like school when ...I learn when ... After Sami has told the class how he feels, the teacher realizes that there is a problem. She asks the class to help her solve it. . Read problem. Revise problem solving poster to help solve the problem.	Problem solving poster – google
Calming down	I can manage my feelings, and can usually find a way to calm myself down when necessary.	Circle game: What I like about this classroom is ... What I would change about this classroom is ... Ideas for developing shared calming-down strategies with children are explained in the <i>Ways to calm</i> down sheet - google	
Class charter	I can contribute towards making a class charter. I understand my rights and responsibilities in the school. I understand why we need to have different rules in different places and know what the rules are in school.	Negotiate class rules with the children - to be displayed in classroom. Reiterate the conventions and courtesy of manners. Ask children to think back to the continuation of the assembly story and the 'learning school'. Each child should decide: One thing that they would take with them from this school to the dream school, One thing they would leave behind, One new thing, idea they would take.	

	BV: Mutual respect BV: Individual liberty BV: The rule of law		
Where do we live?	<p>I know that I belong to a community.</p> <p>I know what I have to do myself to make the classroom and school a safe and fair place for everyone and that it is not OK for other people to make it unsafe or unfair.</p> BV: Mutual respect BV: Individual liberty BV: The rule of law	<p>Google my place</p> <p>What does my place look like to me? What does it look like to others?</p> <p>Google pictures of our school and the local community. Annotate pictures to explain what makes our community special to us and ways we can make our community fair and safe.</p> <p>Where do we live?</p>	Computers, Google images.

SMSC Medium Term Plan – Year 4

Autumn 1	Learning Outcomes	SMSC Activities	Resources
Making someone feel welcome	<p>I know how to make someone feel welcomed and valued at school.</p> <p>I know what it feels like to be unwelcome.</p> BV: Mutual respect	<p>Circle game: remind children of ground rules. Circle time poster.</p> <p>Circle game - Favourites wheel. Provide children with copies of favourites wheel.</p> <p>Children to be shown a story about 'a new world'. Ask them to imagine a different kind of new world. Read them the story and discuss.</p>	<p>Circle time poster - google</p> <p>Favourites wheel</p>

		Role play – in groups children to act out the story.	
Doing something brave – overcoming feelings of fearfulness	I know how to join a group. I can predict how I am going to feel in a new situation or meeting new people. BV: Mutual respect	Circle game: Rounds: I found out something good that I didn't know about ... this week. It is ... Give each group a soft toy and explain, 'Here is a new child. They have come from far away.' Suggest that the children discuss and model how they can help the toy to fit in. Create a list.	Soft toys.
Solving a problem	I can use the problem-solving process to solve a problem.	Circle game: One of the groups I belong to is ... Choose a story that could be used to remind children of/introduce children to the <i>Problem-solving process</i> , using the poster from the whole-school resource file. In groups, the children could role-play the group of villagers, each with a particular point of view about why the children in the story should or should not be allowed into the village and to share the food.	Problem solving poster – google
Calming down	I can manage my feelings, and can usually find a way to calm myself down when necessary. BV: Mutual respect	Circle game: Favourites wheel. Remind children that when we feel nervous or scared, as we often do when we are joining a new group, we need to find ways to calm our bodies and our minds. Get children to share their ideas on how we feel inside and what we do when we are feeling anxious or scared.	Calming music and calming pictures.
Where do we live?	I know that I belong to a community. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.	Message in a bottle What would you choose to represent where you live to the outside world? Create a message in a bottle to tell others from outside our community about where we live. Explain	Clean plastic bottle or picture of a bottle

	BV: Mutual respect BV: Individual liberty BV: The rule of law	about ways in which we can make a community fair and safe. Where do we live?	
Class charter	I can contribute towards making a class charter. I understand my rights and responsibilities in the school. I understand why we need to have different rules in different places and know what the rules are in school. BV: Mutual respect BV: Individual liberty BV: The rule of law	In the small groups the children should work together to produce their own charter for the classroom. Make sure children demonstrate good manners and are of how to show good manners to others.	Class charter template.
<p>Speaking and Listening Objective: To take different roles in groups and use language appropriate to them, including roles of leader, reporter, scribe, mentor.</p>			

SMSC Medium Term Plan – Year 5

Autumn 1	Learning Outcomes	SMSC Activities	Resources
Making someone feel welcome	I know some of the things that help us in school to learn and play well together. BV: Mutual respect	Circle game: remind children of ground rules. Circle time poster. Circle game: Starcatcher. Remind the children about the new world in the assembly story. Ask them to imagine a different kind of new world. Read them the story. Discuss. Role play – in groups children to act out the story.	Circle time - google.
Doing something brave – overcoming feelings of fearfulness	I understand how it feels to do or start something new, and why. BV: Mutual respect	Circle game: A sticky situation. Ask the children to imagine that a new girl is starting at their school the following week. Explain that she is feeling very nervous about beginning in a new class, as most of us would be. Present situation. Discuss feelings, how she will feel, how you would feel etc.	
Solving a problem	I know that I am valued at school. I understand how it feels to do or start something new, and why. I can explain how I go about solving a problem and can give you an example of a problem I have solved. BV: Mutual respect	Circle game: Rounds: I find it easy to learn when ... I find it harder to learn when ... Recap on situation from previous lesson. How will we make the child feel welcome and accepted. Use problem-solving poster. What has gone well? What will they do differently next time?	Problem-solving poster-google
Calming down	I have some strategies to cope	Circle game: Rounds	

	<p>with uncomfortable feelings and to calm myself when necessary. I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed.</p> <p>BV: Mutual respect</p>	<p>Something I really enjoy in school is ... Something I have learned by myself is ... I helped someone in my class when I ... Remind the children that the title of this theme is <i>New beginnings</i>. Explain that the feeling focus of this theme will be on how we feel when we are new and at the beginning of something.</p> <p>Discuss experiences and feelings.</p>	<p>Ways to calm down – google</p>
Where do we live?	<p>I know that I belong to a community. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.</p> <p>BV: Mutual respect BV: Individual liberty BV: The rule of law</p>	<p>My Place in poetry</p> <p>What do you think and feel about where you live? Where do we live? Use videos in links to the right to discuss communities and how we can make a community fair and safe.</p> <p>Children to make acrostic poems about where they live/their community.</p>	<p>Paper, pencil. Examples provided of acrostic poems using place names.</p> <p>https://www.bbc.co.uk/bitesize/topics/zvypmfr</p>
Class charter	<p>I understand my rights and responsibilities in the school. I understand the need for rules in society and why we have the rules we do in school. If I don't agree with something in school I know how to go about trying to change things.</p> <p>BV: Mutual respect BV: Individual liberty BV: The rule of law BV: Democracy</p>	<p>Children work together to produce class rules using a template with ideas generated.</p> <p>Make sure there is a focus on maintaining the conventions and courtesy of good manners whenever in school.</p>	<p>Class charter template.</p>

Speaking and Listening Objectives: To plan and manage a group task over time by using different levels of planning.

SMSC Medium Term Plan – Year 6

Autumn 1	Learning Outcomes	SMSC Activities	Resources
Making someone feel welcome	I work well in a group and can tell you what helps my group to work well together. BV: Mutual respect	Circle game: remind children of ground rules. Circle time poster. Circle game: Feelings game. Remind the children about the new world in the assembly story. Ask them to imagine a different kind of new world. Read them the story. Discuss. Collate answers. Create a dream school. Look up dream school challenge online for resources.	Circle time poster – google.
Doing something brave – overcoming feelings of fearfulness.	I have some strategies to cope with uncomfortable feelings and to calm myself when necessary. I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed. I understand how it feels to do or start something new, and why.	Circle game: Feelings game. In the story, the two children feel scared when they come across the eerie, silent, frozen school of nightmares. In the class group, ask children for examples of times that they have been scared and what it felt like.	Photocards representing fear. Feelings Detective poster Emotional barometer

	BV: Mutual respect		
Solving a problem	I can explain how I go about solving a problem and can give you an example of a problem I have solved.	Circle game : rounds: People look happy/sad/angry when they ... Sometimes things go wrong when working in a group. Children to list things that may go wrong. How can we solve these problems? Introduce problem- solving poster. Use to try and solve problems.	Problem-solving poster – google.
Calming down	I have some strategies to cope with uncomfortable feelings and to calm myself when necessary. I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed. BV: Mutual respect	Circle game: If I had a magic wand in my hand right now, I would change ... The world I would like to go to would be ... Explain that we have focused on a number of kinds of new beginnings. Another sort of new beginning we might make is sometimes called 'turning over a new leaf'. This usually means we have decided to change something about our behaviour. Read story 'A New Beginning for Amy'. Ask relevant questions. Develop calming-down strategies.	Calming music.
Class charter	I understand my rights and responsibilities in the school. I know some of the things that help us in school to learn and play well together. I understand the need for rules in society and why we have the rules we do in school. If I don't agree with something in school I know how to go about trying to change things. BV: Mutual respect BV: Individual liberty BV: The rule of law BV: Democracy	Children to produce a charter of rules for the class using a template. Make sure there is a focus on maintaining the coventions and courtesy of good manners in the class charter whenever in school.	

<p>Where do we live?</p>	<p>I know that I belong to a community. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair. BV: Mutual respect BV: Individual liberty BV: The rule of law</p>	<p>How do we interact with our local place? See relevant links and videos for how to be part of a community and similarities and differences between people in a community. Recognise the classroom and school as a community then discuss on a larger scale. Children to write a checklist for how to make a community safe.</p>	<p>Relevant book/videos. https://www.bbc.co.uk/bitesize/topics/zvypmfr</p>
<p>Speaking and Listening Objectives: To understand and use a variety of ways to criticise constructively and respond to criticism.</p>			

SMSC Medium Term Plan – Year 1

Autumn 2	Learning Outcomes	SMSC Activities	Resources
How do we all live together?	I can help other people. I can share BV: Mutual respect	What's in it for me? Reflect on why we help each other and why we share. Read the stories/watch videos and discuss the themes. Children to recall ways they share and ways they can help other people. Pass a talking object round a circle for children to discuss. How do we all live together?	The Bad-Tempered Ladybird, by Eric Carle. Munch by Emma McGann
Being a really good friend.	I can tell you what being a good friend means to me. I can work well in a group. BV: Mutual respect	Circle game: Sharks . In the class group, talk about the qualities of being a friend and introduce the idea that you can be friendly to everyone but a friend is someone that you get to know better. Link to assembly story. Children to make wanted poster to attract a new friend.	The hall or playground. Mats. Photographs of friends.
Keeping calm and overcoming feelings of anger.	I know when I am starting to feel angry. I know what happens on the inside and the outside of my body when I start to get angry. I know some ways to calm down when I am starting to feel angry.	Circle game: The hello and welcome game. Read the children part 1 of a <i>Falling out and making up</i> story – available online Children could draw or paint pictures of what they think anger might look like.	Paint, paper, paint brushes.
Solving a difficult problem with a friend.	I know how to make up with a friend when we have fallen out. I can use peaceful	Circle game: Keeper game	Problem solving poster - google

	<p>problem-solving to sort out problems so both people feel OK.</p> <p>BV: Mutual respect</p>	<p>Read the children part 2 of a Falling out and making up story.</p> <p>Ask the children to role-play in pairs what they think Marsha should do to make up with Shanaz. What could she say to her? What might make things better?</p> <p>Ask the children how they both helped to solve the problem, drawing out the following key points about making up and relating them to the Peaceful problem solving strategy.</p>	
Say No to bullying.	<p>I can tell you what bullying is. I can tell you some ways in which I am the same as and different from my friends. I am proud of the ways in which I am different. I can tell you how someone who is bullied feels. I can be kind to children who are bullied. I know that when you feel sad, it affects the way you behave and how you think. I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied. I know what to do if I am bullied.</p> <p>BV: Mutual respect BV: Individual liberty BV: The rule of law BV: Tolerance of those of different faiths and beliefs</p>	<p>Circle game : Rounds: of say no to bullying.</p> <p>When I am included in the group I feel...When I am left out I feel....</p> <p>Humpty's day – ask the children when Humpty felt bad and emphasise that he didn't just feel bad when the soldiers hurt him. He felt bad all the time he couldn't go to the party – when he wasn't part of (included in) the group. Make the point that when you are bullied you feel bad all the time.</p>	
People who help us.	<p>I can talk about people who help us and care for us. I know that there are lots of different</p>	<p>Circle game: Follow me. Teacher calls out instructions e.g. Touch your toes, scratch your nose, jump up and down etc.</p>	<p>Citizenship – People who help us.</p> <p>www.welltown.com</p>

	<p>people in our community. I know ways of keeping safe, and who can help me stay safe.</p> <p>BV: The rule of law BV: Individual liberty</p>	<p>Round: A safety rule we have at home/school is.... Is it alright to keep a secret if it relates to staying safe? Use a story or video to illustrate a situation where personal safety might be at risk. Discuss safe/unsafe contact and who they can go to if they need help. Ask the children to talk about what they should do in different situations. Discuss ways to stay safe.</p>	
<p>Speaking and Listening Objectives: To ask and answer questions, make relevant contributions, offer suggestions and take turns.</p>			

<p>SMSC Medium Term Plan – Year 2</p>
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Autumn 2	Learning Outcomes	SMSC Activities	Resources
<p>How do we all live together?</p>	<p>I can help other people. I can share</p> <p>BV: Mutual respect</p>	<p>What's in it for me? Reflect on why we help each other and why we share. Read the stories/watch videos and discuss the themes. Talk to children about what we need to do to live together harmoniously by helping each other and sharing. Children to draw/write about a scenario where they have helped another person.</p> <p>How do we all live together?</p>	<p>The Bad-Tempered Ladybird, by Eric Carle.</p> <p>Munch by Emma McGann</p>
<p>Being a really good friend.</p>	<p>I can make someone else feel good by giving them a compliment. I know what to say when someone gives me a compliment.</p>	<p>Circle game: Back to Back game Ask children in pairs to sit back to back and to link arms. Then ask them to stand up slowly together without breaking arms. Then ask them to walk, jump or carry out some other activity while their arms are still linked.</p>	<p>Balloon pump and several balloons.</p>

	BV: Mutual respect	<p>Ask the children what makes a good friend for them and write down their responses. Link this discussion to the assembly story and Rani and Leroy's friendship.</p> <p>Give out 'bricks' for children to build a 'good friend wall' by writing on it one thing that they think makes a good friend.</p>	
Keeping calm and overcoming feelings of anger.	<p>I know that sometimes anger builds up and that I can be overwhelmed by my feelings.</p> <p>BV: Mutual respect</p>	<p>Circle game: Round: 'This week I was a good friend when I ...'</p> <p>Say that to keep friends, we need to make sure that we don't let our anger get the better of us.</p> <p>Explosion activity: Show the children that you have a balloon and a pump. Explain that together you are going to tell a story about a boy called Arthur who could not control his anger. Each time something makes Arthur angry, you (or a volunteer child) will put more air into the balloon which is Arthur's 'anger store'.</p>	
Solving a difficult problem with a friend.	<p>I know that people don't always see things in the same way. I can see things from someone else's point of view. I can use my ability to see things from the other point of view to make a</p>	<p>Circle game: Round: 'This week I could have been a better friend by..'</p> <p>'When I fall out with my friend I feel ...'</p> <p>Explain to the children that we often have a point of view that is different from a friend's.</p>	

	<p>conflict situation better.</p> <p>BV: Mutual respect BV: Tolerance of those of different faiths and beliefs</p>	<p>Explain how the same thing can be seen in two different ways.</p> <p>Read two versions of the same story from different points of view. E.g. The Princess and the Pea from the point of view of the princess and then from the point of view of the pea.</p>	
Say No to Bullying.	<p>I can tell you what bullying is. I can tell you some ways in which I am the same as and different from my friends. I am proud of the ways in which I am different. I can tell you how someone who is bullied feels. I can be kind to children who are bullied. I know that when you feel sad, it affects the way you behave and how you think. I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied. I know what to do if I am bullied.</p> <p>BV: Mutual respect BV: Individual liberty BV: The rule of law BV: Tolerance of those of different faiths and beliefs</p>	<p>Circle game: Changing places game. Change places if: your favourite colour is green; you have brown shoes on; you can speak two languages or more; you ever worry about bullying; you know someone who has been bullied (including yourself); you want to stop bullying from happening in this school.</p> <p>Read children a relevant story related to bullying and discuss what the children should do, what some of them did well and what some of them did wrong, including the witnesses.</p>	Playground/hall.
People Who help Us.	<p>I can talk about people who help us and care for us. I know that there are lots of different people in our community. I know ways of keeping safe and</p>	<p>Circle game: Follow me. Teacher calls out instructions e.g. Touch your toes, scratch your nose, jump up and down etc.</p> <p>Discuss that privacy is important but it is not always right alright to keep a secret if it relates to</p>	<p>People who help us.</p> <p>www.welltown.com</p>

	<p>people who can help me stay safe.</p> <p>BV: Individual liberty BV: The rule of law</p>	<p>staying safe. Discuss safe/unsafe contact and who they can go to if they need help. Round: A safety rule we have at home/school is...</p> <p>Use a story or video to illustrate a situation where personal safety might be at risk. Ask the children to talk about what they should do in different situations.</p>	
<p>Speaking and Listening Objectives: To listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member.</p>			

SMSC Medium Term Plan – Year 3

Autumn 2	Learning Outcomes	SMSC Activities	Resources
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<p>Working cooperatively to help a group.</p>	<p>I can decide with my group about how well we have worked together. BV: Mutual respect</p>	<p>Cooperation jigsaws. See activity on P6. Mix up the puzzle pieces for each set of five puzzles and put five random pieces in five envelopes. Give each child an envelope and explain that the aim is for each person in their group of five to make a complete puzzle. The winning team is the one who creates all five puzzles first. Tell the children that unfortunately the puzzle pieces have become muddled so that no one has the right pieces in their envelope to complete their own puzzle.</p>	<p>Pre-prepared cut up jigsaw pieces.</p>
<p>Being a really good friend.</p>	<p>I know how to: look and sound friendly; be a good listener (taking turns); give and receive compliments; see things from someone else's point of view. BV: Mutual respect</p>	<p>Circle game: The Tangled Web: This activity involves the children sitting in a circle. One child is given a ball of wool and told to throw it to someone they have a connection with, while holding the end of the wool and saying what the connection is. The connection can be anything at all.</p> <p>Begin the activity by asking children in pairs to retell the assembly story of Rani and Leroy's friendship – one telling the story of the friendship from the point of view of Rani, and the other from the point of view of Leroy.</p> <p>Show children how to judge whether a friendship is making them feel unwelcome and what to do if this is the case.</p>	<p>A ball of wool.</p>
<p>Keeping calm and overcoming feelings of anger.</p>	<p>I know: what my triggers for anger are; how our bodies change when we start to get angry; some ways to calm down when I start feeling angry. BV: Mutual respect</p>	<p>Circle game: Rounds: I really appreciate it when people ... A good friend is someone who ...</p> <p>Remind children of the work they have done previously on anger, including looking at anger as a firework. Using the <i>Fireworks</i> sheet from the internet, ask the children what 'lights their fuse'.</p>	<p>Fireworks sheet – google.</p>

		Recap with children the work on calming down, discuss any new strategies.	
Solving a difficult problem with a friend.	<p>I can use peaceful problem solving to sort out difficulties.</p> <p>I can tell you what a 'win-win' solution is and always try to find one in a conflict situation.</p> <p>BV: Mutual respect BV: Individual liberty</p>	<p>Circle game: Rounds.</p> <p>I want to be a better friend by ...</p> <p>One way I know to calm down when I am angry is</p> <p>Remind the children of what they know about keeping calm. List what they can remember on a spider diagram or mind map. Use the <i>Peaceful problem-solving</i> poster to remind children of the steps in solving conflicts. Explain each step of the process and ensure that each group can see the poster or the <i>Fireworks</i> sheet.</p> <p>Small group work to solve problems suggested.</p>	<p>Peaceful problem-solving poster – google</p> <p>Fireworks sheet – google</p>
Say no to Bullying.	<p>I can tell you what bullying is. I know what it means to be a witness to bullying. I know that witnesses can make the situation better or worse by what they do. I know how it might feel to be a witness to and a target of bullying. I can tell you why witnesses sometimes join in with bullying or don't tell. I can tell you some ways of helping to make someone who is bullied feel better. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not</p>	<p>Circle game: Rounds.</p> <p>When I see one child being cruel to another I feel ...</p> <p>When I see one child being cruel to someone else I wish I could ...</p> <p>Recap on the assembly story, then discuss the following with the children. What is a witness? (Someone who sees something happen.) Who were the witnesses in the assembly story? (The ones that copied Natasha and joined in, the ones who stood around and watched.) Which children made things worse? (If the children don't identify the witnesses, express your view that the witnesses did make things worse.) How can doing nothing make things worse?</p> <p>Role-play scenario.</p> <p>Pay attention to cyber bullying and how to get help.</p>	

	<p>sure. I can problem solve a bullying situation with others.</p> <p>BV: Mutual respect BV: Individual liberty BV: The rule of law BV: Tolerance of those of different faiths and beliefs</p>		
<p>How do we all live together?</p>	<p>I know who helps me. I know who I depend on in my life.</p> <p>BV: Mutual respect BV: The rule of law</p>	<p>Helping Hands https://thelinkingnetwork.org.uk/resource/helping-hands/</p> <p>Children to draw a hand and put on fingers people who help them and people they depend on. Children to discuss appropriate and safe ways to respond to adults they do now know and what to do if they feel unsafe. How do we all live together?</p>	<p>Paper and pencils</p>
<p>Speaking and Listening Objectives: To use talk to organise roles and action.</p>			

<p>SMSC Medium Term Plan – Year 4</p>
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Autumn 2	Learning Outcomes	SMSC Activities	Resources
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<p>Working cooperatively to help a group</p>	<p>I can take on a role in a group and contribute to the overall outcome. I can discuss in a group how well we are working together. BV: Mutual respect BV: Individual liberty</p>	<p>Circle game: Statues. Explain to the children that they must each walk around the room while keeping a beanbag on their head. If the beanbag falls off, the child is not allowed to move. The aim is for as many people to be moving around for as long as possible.</p> <p>Recap on the peaceful problem-solving process and ask the children to work in groups to design and make a poster or display for the classroom to help people remember this strategy, using annotation, illustration and examples.</p>	<p>One beanbag per person.</p> <p>Paper, pencils, pens etc.</p>
<p>Being a really good friend.</p>	<p>I can tell you lots of ways to give 'friendship tokens' to other people. BV: Mutual respect</p>	<p>Circle game: Rounds: When I help other people I feel ... When other people help me I feel ...</p> <p>Recap on what it means to be a good friend. Discuss boundaries in friendships. Use friendship photocard from whole school resource file. Remind children of the assembly story and how people in the story gave each other friendship tokens. Ask pairs or individual children to produce a story or comic strip, role-play or talk that illustrates how one of the qualities they have identified has been important to them in the past, or might be in a fictional situation. What is the best friendship token they have ever received or given? Discuss who to trust in friendships and what to do if they need to seek help in difficult situations.</p>	<p>Friendship photos..</p>
<p>Keeping calm and overcoming feelings of anger.</p>	<p>I understand why it is important to calm down before I am overwhelmed by feelings of anger. I can tell you some ways I can stop myself being overwhelmed by</p>	<p>Circle game: Rounds My friends are special to me because ...</p> <p>Remind children of the work they have done previously on anger. Use feelings detective poster and</p>	<p>Feelings detective poster - google.</p>

	<p>feelings of anger. I know how it feels to be overwhelmed by feelings of anger. BV: Mutual respect BV: The rule of law</p>	<p>relevant photocards. Ask the children to remember a time when they were the most angry they have ever been. Write the following questions on the board: How did it feel? What words could you use to describe the anger? Did anyone try to calm you down? How did that feel? Did it work? Did anyone threaten to punish you? How did that feel? Did it work? What did the other people do? How long did it take to calm down afterwards? What is the best thing for you to do if you do 'lose it'? How did you feel afterwards? Discuss in pairs, feedback.</p>	
<p>Solving a difficult problem with a friend.</p>	<p>I can use peaceful problem solving to sort out difficulties. BV: Mutual respect BV: The rule of law</p>	<p>Circle game: Rounds I think it is unfair when ... I would like .. Remind the children of what they know about keeping calm. List what they can remember on a spider diagram or mind map. Use the <i>Peaceful problem-solving</i> poster from the whole-school resource file to remind children of the steps in solving conflicts. Explain each step of the process and ensure that each group can see the poster or the <i>Fireworks</i> sheet. Small group work to solve problems suggested.</p>	<p>Getting on and falling out booklet. Peaceful problem-solving poster – google. Fireworks sheet</p>
<p>Say No to Bullying</p>	<p>I know what it means to be a witness to bullying. I know that witnesses can make the situation better or worse by what they do. I know how it might feel to be a witness to and a target of bullying. I can tell you why witnesses sometimes join in with bullying or</p>	<p>Circle game: Rounds: I really feel part of a group when I am ... (at home, at the mosque, with my friends at playtime, etc.) A time I felt left out was when ... Read the stimulus text Pauline's story from the resource sheets P30., using the pictures provided as a support. Ask the children if they consider this</p>	<p>Antibullying week resources.</p>

	<p>don't tell. I can tell you some ways of helping to make someone who is bullied feel better.</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure. I can problem solve a bullying situation with others.</p> <p>BV: Mutual respect BV: Individual liberty BV: The rule of law BV: Tolerance of those of different faiths and beliefs</p>	<p>incident to be an example of bullying and why? (recapping on the three core conditions of bullying: that it is intentional; that it is ongoing; that there is a power difference).</p> <p>Pay attention to cyber bullying and how to get help.</p>	
How do we all live together?	<p>I know how we share spaces.</p> <p>I know ways I can stay safe inside and outside of school.</p> <p>BV: Mutual respect BV: Individual liberty BV: The rule of law BV: Tolerance of those of different faiths and beliefs BV: Democracy</p>	<p>Voices in the park</p> <p>Read story/watch video and discuss appropriate/safe ways to share spaces.</p> <p>Children to discuss appropriate and safe ways to respond to adults they do now know, including online.</p> <p>Discuss safe/unsafe contact.</p> <p>How do we all live together?</p>	<p>Voices in the park by Anthony Browne</p>
<p>Speaking and Listening Objective: To take different roles in groups and use language appropriate to them, including roles of leader, reporter, scribe, mentor.</p>			

SMSC Medium Term Plan – Year 5

Autumn 2	Learning Outcomes	SMSC Activities	Resources
Working cooperatively to help a group	<p>I can tell you some things that a good leader should do.</p> <p>BV: Mutual respect BV: Individual liberty BV: Democracy</p>	<p>Circle game: Thunderstorm. The idea is to create a thunderstorm sound by all working together. Draw out the idea that, if we work together, we are more powerful than if we work alone.</p> <p>Create their own friends magazine.</p> <p>Suggest that each group chooses one person in each group to be the editor. Explain that the editor is like the group leader. Generate ideas for what a good leader is like.</p>	
Being a really good friend.	<p>I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships. I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give.</p> <p>BV: Mutual respect</p>	<p>Circle game: Feeling Lines. Ask the children to draw a line to represent the feeling that they have been given. Discuss which boundaries are appropriate in friendships with peers and others.</p> <p>Draw out the point that we all tend to have friendships at different levels, and this is OK. We do not want to be best friends with all of our friends. Some of us have many friends, some prefer to have one close friend. Discuss online relationships/friendships and that some people often behave differently online than they do in person.</p>	Plain paper, felt tipped pens.
Keeping calm and overcoming feelings of anger.	<p>I can say things and do things that are likely to make a difficult situation better. I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse.</p>	<p>Circle game: Rounds: I like it when a friend ... When I make a friend I feel ...</p> <p>Start this activity by showing the children one or more of the 'conflict' photos selected. Ask the children to recap on the elements that often make people angry in conflict situations: what are the things people do that make the</p>	Conflict photos.

	BV: Mutual respect BV: Individual liberty	conflict worse, and what are the things that make the conflict less likely to end in a fight or tears. Write ideas in two columns on board.	
Solving a difficult problem with a friend.	I can use my skills for solving problems peacefully to help other people resolve conflict. BV: Mutual respect BV: Individual liberty	Circle game: Rounds: I keep my friends by ... When I fall out with a friend I make up by ... Read out the letter from a child. The children should work in pairs to consider what Elly should do when she receives the letter. Remind the children to use the peaceful problem-solving process. Refer back to peaceful problem solving poster. In pairs, the children then role-play what they decide Elly should do. Children should also be taught how friends can support with difficulties and problems as part of the process.	Problem-solving poster – google.
Say no to Bullying	I understand how rumour-spreading and name-calling can be bullying behaviours. I can explain the difference between direct and indirect types of bullying. I can explain some of the ways in which one person (or group of people) can have power over another. I know some of the reasons why people use bullying behaviours. I know some ways to encourage children who use bullying behaviours to make other choices. I can tell you a range of strategies which I have for managing my feelings in bullying situations and for	Circle game: Celebrating our differences: Ask the children to sit in a circle and you call out the name of a group. If a child feels that they belong to that group, they stand up and the others cheer and clap the 'group members'. No member has to stand up unless they choose to. Before reading out the bullying scenario, give each child or pair a character description from the resources. Explain that you are going to describe a bullying scenario and that their job is to decide which character from the scenario their description refers to. When you have finished reading out the bullying scenario, ask the children to say which character they think their description refers to. Read scenario and discuss. Pay attention to cyber bullying and how to get help.	Antibullying week resources.

	<p>problem solving when I am part of one.</p> <p>BV: Mutual respect BV: Individual liberty BV: The rule of law BV: Tolerance of those of different faiths and beliefs</p>		
How do we all live together?	<p>I know the hidden rules that help us all live together. I know ways to stay safe when living with others.</p> <p>BV: Mutual respect BV: Individual liberty BV: The rule of law BV: Tolerance of those of different faiths and beliefs BV: Democracy</p>	<p>It goes without saying See lesson plan on SLN website. Children to know appropriate and safe ways to respond to adults in real life and online contexts. Discuss appropriate and safe contact and otherwise and how to seek advice or help if needed.</p> <p>SLN How do we all live together?</p>	<p>https://thelinkingnetwork.org.uk/resource/live-together-born-free/</p>
<p>Speaking and Listening Objectives: To plan and manage a group task over time by using different levels of planning.</p>			

<h2>SMSC Medium Term Plan – Year 6</h2>

Autumn 2	Learning Outcomes	SMSC Activities	Resources
Working cooperatively	When I am working in a	Circle game: Untangling the knot.	

<p>to help a group.</p>	<p>group I can tell people if I agree or don't agree with them and why. When I am working in a group I can listen to people when they don't agree with me and think about what they have said. BV: Mutual respect BV: Individual liberty</p>	<p>This activity needs an odd number in the group. All the children stand in a huddle with their eyes closed and their hands raised in the air. Each child takes hold of two different hands at random and opens their eyes. The group then has to try to untangle the knot by weaving under arms or stepping over links – the aim is to end up in one big circle.</p> <p>Choose a piece of group work that children are going to do, in any area of curriculum. Focus on the group discussion and interaction objective 'To understand and use a variety of ways to criticise constructively and respond to criticism'.</p>	
<p>Being a really good friend.</p>	<p>I know that sometimes difference can be a barrier to friendship. I try to recognise when I, or other people, are pre-judging people, and I make an effort to overcome my own assumptions. I know how it might feel to be excluded or treated badly because of being different in some way. BV: Mutual respect BV: Tolerance of those of different faiths and beliefs</p>	<p>Circle game: Shape groups: Randomly distribute sticky shapes among the children, sticking the shapes onto the children's foreheads without letting them see their shape. The task is for the children to group themselves according to the shapes on their forehead.</p> <p>In groups or as a class, read out or give children a copy of some short scenarios where people have a difference of opinion. Discuss which boundaries are appropriate in friendships with peers and others including in a digital context. Choose the scenarios with care, being sensitive to how particular children in your class might experience them. Discuss online relationships and that some people often behave differently online than they do in person, including pretending to be someone they are not.</p>	
<p>Keeping calm and overcoming feelings of anger.</p>	<p>I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves. I can use</p>	<p>Circle game : Rounds I used to believe ... but now I have changed my mind and think</p> <p>Remind children about the conflict-management skills they have learned, and about the peaceful problem-solving process. Talk</p>	<p><i>Peaceful problem solving poster – google.</i></p>

	<p>language ('I messages') that does not make conflict situations worse.</p> <p>BV: Mutual respect</p>	<p>through the process, using the <i>Peaceful problem solving</i> poster from the whole-school resource file.</p> <p>Ask children to complete the 'I messages' task by thinking what the response to the first 'accusation' or 'blame' phrase might be, then rephrasing each of the sentences into 'I messages'. This can be done individually or in pairs and discussed in groups afterwards.</p>	
Solving a difficult problem with a friend.	<p>I am able to see a situation from another person's perspective. I know how my behaviour is linked to my thoughts and feelings. I can stop and try to get an accurate picture before I act.</p> <p>BV: Mutual respect BV: Tolerance of those of different faiths and beliefs</p>	<p>Circle game: Rounds</p> <p>To calm an argument or conflict I was involved in I could ...</p> <p>Reiterate how thinking that there is only one perspective can lead to unfortunate outcomes, and how there is usually more than one way of looking at a situation.</p> <p>Discuss that in some situations, and from different perspectives, keeping a secret with a friend may not always be appropriate if it relates to someone's safety and could lead to an unfortunate outcome.</p>	
Say no to bullying.	<p>I understand how rumour-spreading and name-calling can be bullying behaviours. I can explain the difference between direct and indirect types of bullying. I can explain some of the ways in which one person (or group of people) can have power over another.</p> <p>I know some of the reasons why people use bullying behaviours. I know some ways to encourage children who use bullying behaviours</p>	<p>Circle game: Rounds:</p> <p>When I am being left out I feel ...</p> <p>When someone says something good to me it makes me feel ...</p> <p>When someone says something untrue/unkind/unfair about me I feel ...</p> <p>The name I most hate being called is ...</p> <p>Ask them to thought shower the different reasons why the children might have been using bullying behaviours in the assembly story, then to think about other reasons why people might use bullying behaviours. Ask whether they can think of examples from books or TV programmes.</p> <p>Role play situations.</p> <p>Pay attention to cyber bullying and responsibilities you have if you know someone is suffering and also how to get help.</p>	

	<p>to make other choices. I can tell you a range of strategies which I have for managing my feelings in bullying situations and for problem solving when I am part of one.</p> <p>BV: Mutual respect BV: Individual liberty BV: The rule of law BV: Tolerance of those of different faiths and beliefs</p>	<p>Work with children to understand the risks associated with online friendships/how the same respect and principles apply to online interactions and face to face interactions.</p> <p>Ask children...How could not adhering to this lead to bullying?</p>	
How do we all live together?	<p>I understand about global connections. I understand ways I can stay safe when living with others.</p> <p>BV: Mutual respect BV: Individual liberty BV: The rule of law BV: Tolerance of those of different faiths and beliefs</p>	<p>Global Connections See SLN website for lesson plan. SLN How do we all live together?</p> <p>Children to understand when making connections/meeting new people that they need to recognize and report feelings of being unsafe or feeling bad. Express how to report concerns and seek advice if required.</p>	<p>https://thelinkingnetwork.org.uk/resource/global-connections/</p>
<p>Speaking and Listening Objectives: To understand and use a variety of ways to criticise constructively and respond to criticism.</p>			

SMSC Medium Term Plan – Year 1

Spring 1	Learning Outcomes	SMSC Activities	Resources
Taking responsibility – for our successes and when things go wrong.	<p>I can learn from my successes. I can tell you how I learn best. I can predict and understand the consequences of reaching my goal.</p> <p>BV: Individual liberty</p>	<p>Circle games: Pass the squeeze. Eyes closed, children pass the squeeze around the circle all the way round – concentration!</p> <p>Thought shower with the children some of their achievements. For example, 'I can ride a bike.' List them on the whiteboard.</p>	
Waiting for what you want; persistence (keeping going)	<p>I can say what I want to happen when there is a problem (set a goal). I can think of lots of different ideas or solutions. I can predict and understand the consequences of my solutions or ideas. I can choose a realistic goal.</p> <p>BV: Individual liberty BV: The rule of law</p>	<p>Circle game: We could try to get changed for PE quicker if ... We could line up for assembly quicker if ... We could come in from playtime quicker if ...</p> <p>Introduce or recap on the problem-solving process, using the poster in the wholeschool resource file. In groups, give children a problem (which may be taken from the list below) and ask what they would like the outcome to be in this situation (their goal). They then act out what happens next. When they have achieved their goal, they 'freeze' to create a 'freeze-frame' or tableau of the final outcome. The following are some example 'problem' situations. <i>Your friend takes your rubber without asking. You want it back. You don't know what to do next. You want help but the teacher is busy. P.8.</i></p>	
Resilience – bouncing back or maintaining effort through a difficult experience or	<p>I can say what I want to happen when there is a problem (set a goal). I can think of lots of different ideas or solutions.</p>	<p>Circle game: Pass a smile around the circle. I keep going when....</p> <p>Ask the children to look at situations in the playground or on TV. Spend a little</p>	www.welltown.com

after a mistake or failure	BV: Individual liberty BV: The rule of law	time thinking about the situations. What do they think the child's goal was? Was it fair? Would there be a better goal? What ways can they think of to solve the problem? Welltown website, read Goldilocks story – talk about what could she have done differently.	
Setting and achieving goals	I can choose a realistic goal. I can break a goal down into small steps. I can tell you some of my strengths as a learner. I can resist distractions. BV: Individual liberty	Circle game: I am a good learner because..... I could be a better learner by... How do we know what we want to achieve? One way of looking at this is by thinking of our dreams or our miracles – those very special things that we would really like to happen. Explain to the children: 'Just imagine if, in the night when you were asleep, your fairy godmother came and waved her magic wand. A miracle happened and in the morning, when you woke up, you were a miracle learner. • What would I (<i>the teacher</i>) see when I look round the classroom? • What would I see that was different? • What would I hear that was different? • How would I know that you (<i>the children</i>) were miracle learners? Give a few minutes' thinking time, and then ask the children to talk together in pairs about their goal of being a miracle learner. Thought shower on board.	
Healthy Lifestyles.	Identify different eating habits. Classify eating habits as healthy or unhealthy. Know what makes a balanced diet. Learn about the different nutrients that can be found in food and the impact they have	Circle game : Rainbow. The children stand in an inward-facing circle. They are given the colours red, yellow, green and blue in turn. An object is placed in the centre of circle e.g. a book. Call out a colour. Children with that colour run around outside of circle, return to places. First person back collects book and calls out next colour. Discuss with the children their ideas of healthy and	Coloured ribbons or card. Sorting rings. Variety of healthy and unhealthy food/packaging/pictures to sort.

	<p>on the body. Make informed choices about the food they eat.</p> <p>BV: Individual liberty</p>	<p>unhealthy food. With the children sort a variety of foods/pictures of foods/food packaging into sorting rings. Explain why our body needs different foods.</p>	
<p>Healthy Lifestyles.</p>	<p>Understand the importance of exercise. Draw up action plans to improve their own exercise and eating habits. Have fun trying out some healthy recipes for children</p> <p>BV: Individual liberty</p>	<p>Circle game: Round: Something I achieved was....</p> <p>Ask the children why they think it is important to exercise. Discuss with the children how much they exercise and in what ways. Try out a healthy recipe with the children such as a fruit salad or fruit smoothie.</p>	<p>Resources in order to make a fruit salad or smoothie.</p>
<p>Speaking and Listening Objectives: To take turns to speak, listen to others' suggestions and talk about what they are going to do.</p>			

SMSC Medium Term Plan – Year 2

Spring 1	Learning Outcomes	SMSC Activities	Resources
<p>Taking responsibility – for our successes and when things go wrong.</p>	<p>I can tell you how I learn best. I can learn from my successes.</p> <p>BV: Individual liberty</p>	<p>Circle game: There’s a chair on the right. Place a chair on your right and say: ‘There’s a chair on my right and I would like (<i>name a child in the group</i>) to come and sit in it.’ The child who is named moves to the spare chair, leaving an empty chair in the circle. The child on the left of this then says, ‘There’s a chair on my right and I would like (<i>name a child in the group</i>) to come and sit in it’ and so on. At the end of the game you might like to ask those who sat in the chair what they felt like when they were chosen.</p> <p>You are going to provide three different ways of learning the skill. You might set these out in different areas of the classroom and ask the children to move round between activities. The three ways of learning are: seeing – this will be through demonstration; hearing – this will be through spoken instructions; doing – this will be through trial and error.</p>	<p>Oragami resource sheets. Chairs.</p>
<p>Waiting for what you want; persistence (keeping going)</p>	<p>I can say what I want to happen when there is a problem (set a goal). I can break a goal down into small steps. I can choose a realistic goal.</p> <p>BV: Individual liberty</p>	<p>Circle game: Pass a smile around the circle. I keep going when.... Ask the children to recap on their knowledge about ‘goals’ in a small group. They should choose how to represent their knowledge, for example by:</p> <ul style="list-style-type: none"> • talking • drawing • using spider diagrams. <p>Read part 1 Daisy and Rehana.</p>	

		Explain that, working in pairs or groups of three, the children's task is to help Daisy and Rehana to come up with a plan to achieve their goal.	
Resilience – bouncing back or maintaining effort	I can recognise when I am becoming bored or frustrated. I know some ways to overcome boredom and frustration through a difficult experience or after a mistake or failure BV: Individual liberty	Circle game: Rounds: We could try to get changed for PE quicker if ... We could line up for assembly quicker if ... We could come in from playtime quicker if ... Read out Part 2 of the story to the children. Discuss how Daisy and Rehana must have felt. Talk about the feeling words 'bored', 'frustrated', 'irritable' and others that the children come up with. Use the photocards 'frustrated' and 'bored'.	
Setting and achieving goals	I can choose a realistic goal. I can break a goal down into small steps. I can tell you what I have learned. I can tell you what I might do differently to learn more effectively. I can tell you why things have been successful. BV: Individual liberty	Circle game: I am a good learner because..... I could be a better learner by... Ask children to work in pairs to come up with a goal that each of them would like to achieve in the next few days (specify the time period). The goal must interest them both and build on something they can do already.	
Healthy Lifestyles	Identify different eating habits. Classify eating habits as healthy or unhealthy. Know	Circle game: Circle game : Rainbow. The children stand in an inward-facing circle. They are given the colours red, yellow, green and blue in turn. An object is	Coloured ribbons or card. Sorting rings. Variety of healthy and unhealthy food/packaging/pictures to

	<p>what makes a balanced diet. Learn about the different nutrients that can be found in food and the impact they have on the body. Make informed choices about the food they eat.</p> <p>BV: Individual liberty</p>	<p>placed in the centre of circle e.g. a book. Call out a colour. Children with that colour run around outside of circle, return to places. First person back collects book and calls out next colour.</p> <p>Discuss with the children their ideas of healthy and unhealthy food. With the children sort a variety of foods/pictures of foods/food packaging into sorting rings. Explain why our body needs different foods.</p>	<p>sort.</p>
Healthy Lifestyles	<p>Understand the importance of exercise. Draw up action plans to improve their own exercise and eating habits. Have fun trying out some healthy recipes for children</p> <p>BV: Individual liberty</p>	<p>Circle game: Circle game: Round: Something I achieved was....</p> <p>Ask the children why they think it is important to exercise. Discuss with the children how much they exercise and in what ways. Try out a healthy recipe with the children such as a fruit salad or fruit smoothie.</p>	<p>Resources in order to make a fruit salad or smoothie.</p>
<p>Speaking and Listening Objectives: To ensure everyone contributes, allocate tasks, consider alternatives and reach agreement.</p>			

SMSC Medium Term Plan – Year 3

Spring 1	Learning Outcomes	SMSC Activities	Resources
<p>Taking responsibility – for our successes and when things go wrong.</p>	<p>I know that I am responsible for my own learning and behaviour.</p> <p>BV: Mutual respect BV: Individual liberty BV: The rule of law</p>	<p>Circle game: Everyone starts sitting and should end standing. One person starts by standing up. Other children follow suit, but if two people move at the same time everyone must sit down and start again.</p> <p>Cut out the sentences and place them in an envelope (one per group). The group has to decide which sentences show that the person is taking responsibility, and which sentences show that they are blaming things outside themselves difficulties.</p>	<p>Lucky dip sentences.</p>
<p>Waiting for what you want; persistence (keeping going)</p>	<p>I can set success criteria so that I will know whether I have reached my goal. I can break down a goal into a number of steps and wait for the result.</p> <p>BV: Individual liberty</p>	<p>Circle game: Count how many people are in the room. This number starts your countdown. Sitting in a circle, children start to count down from the starting number, standing up as they call out. Anyone can stand up and call out the next number but, if more than one child stands at the same time, the countdown has to start again. When you reach 1, everyone stands, raises their arms and shouts 'We have lift-off'.</p> <p>Negotiate with the children a class goal. For example this might relate to any curriculum area, to their social, emotional and behavioural skills work, or to their behaviour in class or in the playground. Draw a line (success line) on the whiteboard or on the floor with chalk or with string. Place a number 0 on one end and a 10 on the other. Explain that when the class have reached the target or goal</p>	<p>String, numbers 0-10.</p>

		they will be at number 10, and that if they couldn't do it at all they would be at number 0.	
Resilience – bouncing back or maintaining effort through a difficult experience or after a mistake or failure	<p>I can identify advantages and disadvantages of the solutions or goals I set myself.</p> <p>I can foresee obstacles and plan to overcome them when I am setting goals.</p> <p>I can predict the consequences of my actions/solutions or goals for myself, other individuals or groups. I can manage frustration by using a number of strategies.</p> <p>BV: Individual liberty</p>	<p>Circle game: One achievement I am proud of is...</p> <p>Ask children to talk to a partner and come up with a definition of what a goal is. Discuss similarities and differences and agree a class definition to display. Elicit from the children the strategies they know to manage their feelings of frustration and irritation.</p>	
Setting and achieving goals	<p>I can break down a goal into a number of steps and wait for the result. I know how others can help me to achieve my goals and how I can help others. I can tell you what has gone wrong with a plan and why. I can talk about the bits that went well and the bits that I need to change if I used my plan again. I can recognise when I have reached my goal or been successful with my learning.</p> <p>BV: Individual liberty</p>	<p>Circle game: One thing that stops me from achieving things is...</p> <p>Ask children to work in pairs to come up with a goal that each of them would like to achieve in the next few days (specify the time period). The goal must interest them both and build on something that they can do already.</p>	

Healthy Lifestyles.	<p>Identify different eating habits. Classify eating habits as healthy or unhealthy. Know what makes a balanced diet. Learn about the different nutrients that can be found in food and the impact they have on the body. Make informed choices about the food they eat</p> <p>BV: Individual liberty</p>	<p>Circle game: Round: Healthy food I eat is..... Unhealthy food I eat.....</p> <p>Sort healthy and unhealthy foods. Talk about the different nutrients that can be found in food. Food pyramid.</p>	
Healthy Lifestyles	<p>Understand the importance of exercise. Draw up action plans to improve their own exercise and eating habits. Have fun trying out some healthy recipes for children</p> <p>BV: Individual liberty</p>	<p>Circle game: Round: To be healthy I....</p> <p>Write an action plan on how to improve their own exercise and eating habits.</p>	
<p>Speaking and Listening Objectives: To actively include and respond to all members of the group.</p>			

SMSC Medium Term Plan – Year 4

Spring 1	Learning Outcomes	SMSC Activities	Resources
<p>Taking responsibility – for our successes and when things go wrong.</p>	<p>I can recognise why I have reached my goal or been successful. I can tell you how I am going to apply what I have learned.</p> <p>BV: Individual liberty</p>	<p>Circle game: Give each child a card with a word or, preferably, a picture and word on it. The card will show an object that might go in a pair. The children should use the cards to try finding their partner without talking. When they are successful they should sit down next to each other.</p> <p>Before the session, ask children to bring in information about a role model or person who has achieved a goal that they respect or would like to achieve themselves.</p>	
<p>Waiting for what you want; persistence (keeping going)</p>	<p>I can tell you how I keep going even when the task is difficult or boring. I know when to keep trying and when to try something else. I can understand that some thoughts help me reach my goal and some are a barrier. I can recognise when I find learning difficult and persevere when I need to.</p> <p>BV: Individual liberty</p>	<p>Circle game: Play above game again. Round: I found this game easy difficult because ...</p> <p>Read the poem <i>The Race</i>. Discuss how this links to the theme of persistence and how you need to keep going to get what you want.</p>	<p>The Race poem.</p>
<p>Resilience – bouncing back or maintaining effort through a difficult experience or after a mistake or failure</p>	<p>I can tell you about myself as a learner. I can use my strengths as a learner. I know what I need to do to learn effectively. I know that I am responsible for my own learning.</p> <p>BV: Individual liberty</p>	<p>Circle game: When I grow up I'd like to be ... like ...</p> <p>Ask the children to think of a piece of work or learning that they did particularly well. This might be at school, at home, in a club or in their place of worship. They should take it in turns to describe</p>	

		the learning experience to their partner.	
Setting and achieving goals	I can break down a goal into a number of steps and wait for the result. I know how others can help me to achieve my goals and how I can help others. BV: Individual liberty BV: Mutual respect	Circle game: I keep going when..... Make a school/class 'Book of records'. Explain to the children that they are going to set themselves a goal – to set a personal best record.	
Healthy Lifestyles	Identify different eating habits. Classify eating habits as healthy or unhealthy. Know what makes a balanced diet. Learn about the different nutrients that can be found in food and the impact they have on the body. Make informed choices about the food they eat BV: Individual liberty	Circle game: Round: Healthy food I eat is..... Unhealthy food I eat..... Sort healthy and unhealthy foods. Talk about the different nutrients that can be found in food. Food pyramid.	
Healthy Lifestyles	Understand the importance of exercise. Draw up action plans to improve their own exercise and eating habits. Have fun trying out some healthy recipes for children BV: Individual liberty	Circle game: Round: To be healthy I.... Write an action plan on how to improve their own exercise and eating habits. Do this over the course of a week and discuss how they feel.	

Speaking and Listening Objectives: To use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans. Plan your time well, making sure that everyone is doing something sensible towards the project.

SMSC Medium Term Plan – Year 5

Spring 1	Learning Outcomes	SMSC Activities	Resources
Taking responsibility – for our successes and when things go wrong.	<p>I can recognise and celebrate my own achievements. I know what some of the people in my class like or admire about me. I can set myself a goal or challenge. BV: Individual liberty</p>	<p>Children sit in a circle with one person standing in the centre. The person in the centre has an everyday object (such as a mug) which they use to mime a common activity (such as brushing the hair, ironing, speaking on the phone, etc.) The children have to guess the activity.</p> <p>Ask the children to imagine they are setting off in a time machine by reading the story on p.8. Spend a little time thinking about some of the achievements you would like to have under your name by the time you are 50. Ask the children to write down their ideas</p>	Everyday object.
Waiting for what you want; persistence (keeping going)	<p>I can apply what I have learned. I can tell you what I need to learn next. BV: Individual liberty</p>	<p>Circle game: 'When I guessed the action correctly I felt ... When I got the answer wrong I felt ... but when ... said 'Good try' I felt ...</p> <p>Divide the class into small groups and give each one aspect that they have identified. The group should identify one or more ways in which they can apply what</p>	

		<p>they have learned. They present this to the rest of the class who should decide which ones they are going to pursue and how, for example:</p> <ul style="list-style-type: none"> • Children set their own goals for their work. • Children identify their strengths and set a goal for how they are going to improve on them. • Children take on extended pieces of work and plan how they are going to keep going. • Children set themselves time targets for some pieces of work. • The class set attendance, punctuality or behaviour targets and plan how to achieve them. • Children consider and agree their own rewards for meeting goals and targets. 	
Resilience – bouncing back or maintaining effort through a difficult experience or after a mistake or failure	<p>I know the skills and attributes of an effective learner. I can be a critical friend to others and myself. BV: Individual liberty BV: Mutual respect</p>	<p>Circle game: What helped me to do well just now was ... If I find something hard I ...</p> <p>Read the story <i>The Fourth Son</i>.. Ask the children to consider what might be written on the six pebbles in the story. What did the fourth son do, and what skills did he use, as a good learner? As a whole-class group, decide on the six most important skills involved in learning. Once you have identified your pebbles of learning, display them and refer to them during learning across the curriculum.</p>	Fourth Son Story.
Setting and achieving	I can set myself a goal or challenge.	Circle game: Group the children and ask them to stand in several small circles. Give each group a	Stop watches. Hoops.

goals	BV: Individual liberty	<p>hoop and a stopwatch. The idea is that each person in the group goes through the hoop in the shortest possible time.</p> <p>Ask the children to work in pairs. They should each think of someone famous who they admire. They should use the questions on page 6 to share what they know about the person they admire. The children then thought shower words to describe the qualities and attributes of the person. These qualities could then be used as aspirations or goals that the children might then plan to achieve.</p>	
Healthy Lifestyles	<p>Identify different eating habits. Classify eating habits as healthy or unhealthy. Know what makes a balanced diet. Learn about the different nutrients that can be found in food and the impact they have on the body. Make informed choices about the food they eat</p> <p>BV: Individual liberty</p>	<p>Circle game: Round: Healthy food I eat is..... Unhealthy food I eat.....</p> <p>Sort healthy and unhealthy foods. Talk about the different nutrients that can be found in food. Food pyramid.</p>	
Healthy Lifestyles	<p>Understand the importance of exercise. Draw up action plans to improve their own exercise and eating habits. Have fun trying out some healthy recipes for children</p> <p>BV: Individual liberty</p>	<p>Circle game: Round: To be healthy I....</p> <p>Write an action plan on how to improve their own exercise and eating habits.</p>	

Speaking and Listening Objectives: To understand and use the processes and language of decision making.

SMSC Medium Term Plan – Year 6

Spring 1	Learning Outcomes	SMSC Activities	Resources
<p>Taking responsibility – for our successes and when things go wrong.</p>	<p>I can make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour. I know that it is up to me to get things done by taking the first step.</p> <p>BV: Individual liberty</p>	<p>Circle game: Children sit in a circle with one person standing in the centre. The person in the centre has an everyday object (such as a mug) which they use to mime a common activity (such as brushing the hair, ironing, speaking on the phone, etc.) The children have to guess the activity.</p> <p>Read Martin Luther King's speech from <i>I Have a Dream</i>. Talk to the children about their dreams for the future.</p> <p>As an adult you might share some of the dreams you had when you were younger.</p> <p>Encourage them to have really aspirational dreams, including ones that might not be achievable. The children might then express their dreams in a picture or poem.</p> <p>Remind children about the difference between long-term and short-term goals and the need to break a goal up into sub-steps. Then ask the class</p>	<p>Post-it notes. Everyday object.</p>

		to help the volunteer to think of the many steps that they might need to take to reach their goal. Record the ideas on sticky notes or separate cards.	
Waiting for what you want; persistence (keeping going)	I know that if at first I don't succeed it is worth trying again. I can try again even when I have been unsuccessful. BV: Individual liberty	Circle game: P.5 'When I guessed the action correctly I felt ... When I got the answer wrong I felt ... but when ... said 'Good try' I felt ... Before discussing <i>overcoming obstacles to success</i> , explain that the children will be given a list of names of people who are generally considered to have achieved great goals in their lifetimes. Read out the names and ask children if they know what each person is famous for. (This part can be done in the style of a television quiz with points for the winning team.) The children's task (in pairs) is to match up the description of the past experience or obstacle to the name of the famous person. The correct answers can be given after a set time.	
Resilience – bouncing back or maintaining effort through a difficult experience or after a mistake or failure	I can recognise when I am using an excuse instead of finding a way around a problem. I know that it is up to me to get things done by taking the first step. BV: Individual liberty	Circle game: Circle game: What helped me to do well just now was ... If I find something hard I ... Thought shower or use a round to explore some of the excuses people use. Remind the children that, if we are going to achieve our goals, we must take responsibility for our actions – even if the 'excuse' is true, it does not	Compass, paper, pencil, scissors, felt-pens.

		<p>help us achieve our goal. We need to find a way around the problem.</p> <p>For this activity each child/group will need a compass, paper, pencil, felt-pens and scissors. Tell the children that, by popular request, each child/group is to make their own 'round tuit'.</p> <p>Explain that you have heard that, when it is made, it seems that desks will be cleared, paint-pots washed out, bedrooms tidied, the unfinished work tray emptied, etc. List what will be done in your own house (as the teacher) as soon as you have one of these 'tuits'.</p> <p>Ask the children to offer suggestions as to how the 'tuit' will accomplish all of these things. The answer is of course that we often state that we will do something 'when we get around to it'.</p>	
Setting and achieving goals	<p>I can consider the consequences of possible solutions or reaching my goal on myself, others and on communities or groups.</p> <p>BV: Individual liberty</p>	<p>Circle game: Group the children and ask them to stand in several small circles. Give each group a hoop and a stopwatch. The idea is that each person in the group goes through the hoop in the shortest possible time.</p> <p>Read the story of Paramjeet. In groups, they should then use the steps outlined below to explore the ideas more fully. The steps represent the problem-solving process that the children will have met before, but with additional questions. Each group then shows or tells the rest of the class their ideas. The class as a whole might like to judge which is the wisest of the choices that groups have come up with.</p>	<p>Stop watches. Hoops.</p>
	I know how I feel about myself	Am I average?	The Average Child poem

<p>Who am I?</p>	<p>and my abilities. BV: Individual liberty</p>	<p>Read average child poem and discuss themes. Children to thought shower what makes them special and what they feel they are best at. Children to create poster about their abilities, what they could improve at and what makes them unique. Who am I?</p>	
<p>Healthy Lifestyles</p>	<p>Understand the importance of exercise. Draw up action plans to improve their own exercise and eating habits. Have fun trying out some healthy recipes for children BV: Individual liberty</p>	<p>Circle game: Round: To be healthy I.... Write an action plan on how to improve their own exercise and eating habits.</p>	
<p>Speaking and Listening Objectives: To consider examples of conflict and resolution, exploring the language used.</p>			

SMSC Medium Term Plan – Year 1

Spring 2	Learning Outcomes	SMSC Activities	Resources
<p>Doing something we are proud of.</p>	<p>I can help another person feel proud. I can use the problem-solving process. BV: Mutual respect BV: Individual liberty</p>	<p>Circle games: Rounds: I feel proud when ... My target was ... I felt ... when I achieved my target.</p> <p>Read a story about feeling proud. Discuss the story using the questions that follow it. Children might role-play the story or a similar situation in groups. Use the story to springboard a problem-solving situation, for example, if someone else in the class had noticed that Leon looked unhappy, what could they have done to make Leon feel better? Use the problem-solving process from the poster. Emphasise that feeling proud is a comfortable feeling. The behaviours and words of others can make the feeling even better or can 'squash' or 'kill' that comfortable feeling. Our actions affect others. Our feelings often influence our behaviour (feeling hurt leads to 'put-downs'). We need to think about how other people are feeling and be able to show others that we are happy for them.</p>	
<p>Responding in an assertive way.</p>	<p>I can express my needs. I can stand up for my own needs and rights without hurting others. BV: Mutual respect BV: Individual liberty BV: The rule of law</p>	<p>Circle game: <i>Spin the bottle</i>. Using an empty plastic bottle (weighted with a little water or sand), ask a child to spin the bottle and see who the neck end points to. That child says one thing they really enjoy doing and which they are good at.</p> <p>Role play a situation where one child takes another's toy and the other child hits him and grabs it back. What is wrong with this? What should the second child do? The other child starts to cry. What is wrong with this? What should the second child do instead? Encourage the children to stand up for themselves, but not in an angry, cross way.</p> <p>Discuss how permission seeking links to assertiveness. Talk</p>	

		about being assertive if permission has not been given to take a toy etc.	
Helping someone with a worry.	I can tell when I am feeling worried or anxious. I can explain some things that help me stop worrying. BV: Individual liberty	Circle game: Faces: The children sit in an inward facing circle. Teacher names a feeling and the children have to put on an appropriate face, e.g. happy, angry, disappointed, embarrassed, sad, nervous, lonely etc. Read the story <i>The Wobbly Tooth</i> . Stop at the suggested point and give the children a little time to think about the story. Then work together to check that everyone has understood it by identifying the key points. Ask the children to think of words to describe how Jamima was feeling. Ask for someone to pretend to be Jamima and sit in a way she might have been sitting in bed when she was worrying. Ask the children to work in pairs to think of how they might help Jamima to stop worrying. Read final part of the story. Ask the children to think about the questions: What stopped Jamima from worrying in the story? Do you think this would work? Scribe ideas on the board.	
Stopping and thinking when we are angry.	I can relax with help. I can stay still and quiet for a short time.	Circle game: Round: I feel angry when... I feel calm when.... Provide an opportunity for the children to have some quiet time. This might be sitting still and quiet in the circle or listening to some special music; or you could put on relaxing music and provide a pillow or beanbag. The children should lie down and remain still and quiet. To start with this might need to be for a short time only. You can challenge the children to see if they can stay quiet for increasing lengths of time. Talk about how it feels to be still and quiet.	
Drug and Alcohol Education.	Talk about their individual needs. Listen to others needs and opinions. BV: Mutual respect	Circle game : Pass an imaginary precious object around the circle, without dropping it, keeping its size the same. To enable children to decide for themselves what is safe/ not safe to go onto their bodies.	

	BV: Individual liberty	Recall body parts and highlight skin, mouth, nose, eyes. Talk about what feels nice/not nice on skin. Question how things go onto skin/body e.g. plasters, cream, clothes.	
Drug and Alcohol Education.	<p>Know the difference between 'safe/unsafe'.</p> <p>Use language appropriate to discussion.</p> <p>Be able to sit in a group and listen to others, empathising with them.</p> <p>BV: Mutual respect BV: Individual liberty</p>	<p>Circle game: Pass a squeeze. Children hold hands in a circle, pass the squeeze round the circle.</p> <p>To enable children to decide for themselves what is safe/unsafe to go into their bodies.</p> <p>Discuss what we put into our bodies. Use puppet so each child in turn can contribute to the discussion.</p> <p>Discuss how things get into our body and who has to take responsibility. Highlight that some children need to take medicines</p>	.
<p>Speaking and Listening Objectives: To take turns to speak, listen to others' suggestions and talk about what they are going to do.</p>			

SMSC Medium Term Plan – Year 2

Spring 2	Learning Outcomes	SMSC Activities	Resources
<p>Doing something we are proud of.</p>	<p>I can tell you the things I am good at and those things I find more difficult. I know when and how I learn best. BV: Individual liberty</p>	<p>Circle game: Round: I am good at ...</p> <p>Use pictures and story to talk about how the mouse is feeling...What does he find difficult?</p> <p>Look for the story, 'The Mouse Who Forgot He Had a Special Gift'.</p> <p>Use the prompts to help you. The children should then make a similar profile about themselves, first working individually and then pairing up for help. The role of the partner is to make sure that the child has included as many good things about themselves as possible.</p>	
<p>Responding in an assertive way.</p>	<p>I can tell when it is right to stand up for myself. I know how to stand up for myself. BV: Mutual respect BV: Individual liberty</p>	<p>Circle game: Chinese whispers. Go through assertiveness scenarios. Script 1 A I want it all and I want it now. B Yes but if you have it all there won't be any for me. A I want it all and I want it now. B OK, here you are. (Goes off crying.) Ask the children to work in pairs to work out what might happen next. They might take it in turns to act out their own ideas. Ask the children to work in pairs to work out what might happen next. They might take it in turns to act out their own ideas.</p> <p>Link this to the importance of seeking permission and giving permission and how to be assertive if this hasn't happened.</p>	

<p>Helping someone with a worry.</p>	<p>I can show or tell you what relaxed means. I know some things that make me feel relaxed and some that make me feel stressed. I can tell you when a feeling is weak and when it is strong. BV: Individual liberty</p>	<p>Circle game: Round: A problem I had.... Pass a smile.</p> <p>Use the photocard 'relaxed' from the whole-school resource file or the pictures on the <i>Relaxing</i> resource sheet. The children should work in pairs to talk about the pictures. Thought shower as much information about the pictures as you can. Consider how the people in the pictures might be feeling and why. Ask the children to think about examples of situations when they have felt relaxed. Do the same situations make everybody relaxed? In pairs, ask the children to cut up pictures and put them in order of most relaxed to least relaxed. Ask them to think of and write down words to describe how the person is feeling.</p> <p>Ask the children to choose a picture from a selection to show a feeling to have when they are learning something new and difficult.</p>	
<p>Stopping and thinking when we are angry.</p>	<p>I can tell when I am being impulsive and when I am thinking things through. I can change my behaviour if I stop and think about what I am doing. BV: Mutual respect BV: Individual liberty</p>	<p>Circle game: Send a ripple. Children sit in a circle. Teacher wiggles ten fingers, explaining that they are making rain, and passes it to the child next to them. That child passes it on to the next, and so on around the circle. When all the children are wiggling their fingers, the teacher changes the action to thunder, slapping their knees, or wind, waving arms. End by bringing out the sun – hands mime a circle.</p> <p>Introduce the notion of 'impulsive' behaviour by using two soft toys to represent the two ways we behave (impulsively and thoughtfully). Use the script on p.18. Explain that we are all a bit like Olive and a bit like Daphne. Grown-ups would probably say that Daphne behaved 'impulsively'. Ask the children if they have heard this word. How would a grown-up say that Olive behaved? It sometimes seems as if we have two bits of</p>	<p>Soft toys, puppets.</p>

		<p>our brain – an Olive Owl thinking bit and a Daphne Dinosaur bit. The difference is that if we only use the Daphne Dinosaur bit of our brain we usually do the first thing that comes into our head – we act on our feelings. We all need to learn to think things through like Olive Owl – because when we stop and think we can usually find better ways of doing things so we don't get into trouble or hurt other people.</p> <p>Children could role-play in pairs the examples they have talked about above.</p>	
Drug and Alcohol Education.	<p>Talk about their individual needs. Listen to others needs and opinions.</p> <p>BV: Mutual respect BV: Individual liberty</p>	<p>Circle game: Pass an imaginary precious object around the circle, without dropping it, keeping its size the same. To enable children to decide for themselves what is safe/ not safe to go onto their bodies.</p> <p>Recall body parts and highlight skin, mouth, nose, eyes. Talk about what feels nice/not nice on skin. Question how things go onto skin/body e.g. plasters, cream, clothes.</p>	
Drug and Alcohol Education.	<p>Know the difference between 'safe/unsafe'.</p> <p>Use language appropriate to discussion.</p> <p>Be able to sit in a group and listen to others, empathising with them.</p> <p>BV: Mutual respect</p>	<p>Circle game: Pass a squeeze. Children hold hands in a circle, pass the squeeze round the circle.</p> <p>To enable children to decide for themselves what is safe/unsafe to go into their bodies.</p> <p>Discuss what we put into our bodies. Use puppet so each child in turn can contribute to the discussion.</p>	

	BV: Individual liberty BV: Tolerance of those of different faiths and beliefs.	Discuss how things get into our body and who has to take responsibility. Highlight that some children need to take medicines	
Speaking and Listening Objectives: To ensure everyone contributes, allocate tasks, consider alternatives and reach agreement.			

SMSC Medium Term Plan – Year 3

Spring 2	Learning Outcomes	SMSC Activities	Resources
Doing something we are proud of.	I know about myself and how I learn. I can extend my learning. BV: Individual liberty	Circle game: Blindfold a volunteer to be master of the keys. The volunteer should sit in the centre of the circle with a set of jingly keys just in front of them. Children in the circle should randomly take it in turns round the circle to try and take the keys. If the 'master of the keys' points to him or her, the child has to sit down and another child has a turn. The aim is to take the keys without the master hearing or pointing to you. Look up 'Mouse who forgot she had a special gift' story. Mouse surprised herself. How did she do this? If you do something new or find yourself in a 'risky' situation, do you think you might surprise yourself by how well you cope? Talk to a partner. In the assembly story Mouse surprised herself by rescuing the other animals. Have you ever done anything that you have been surprised that you could do? Ask the children to plan to try something new in their learning this week. Encourage them to see if they can surprise themselves. This might need the help of their friends.	A set of keys. A blindfold.

<p>Responding in an assertive way.</p>	<p>I can choose to act assertively. I know how to be assertive. BV: Mutual respect BV: Individual liberty</p>	<p>Circle game: 'I was surprised when ...' Place a 'present' in the centre of the circle. Each child should say: 'I would like there to be ... in my present.' Give a little reflection time and ask the children to each think of something they would like to put in the present to give the person sitting on their right. As they pass it round they should say: 'I would give ... to ...'</p> <p>Children to work in pairs/groups. Give the children copies of one or more scenarios and ask them to decide how someone could say no to a friend without falling out. Children scribe their ideas. Develop further the themes of permission seeking in relationships and how it is important to remain assertive if you have not given permission to do something e.g. take your belongings.</p> <p>Read the story <i>Lion, Mouse, Fox and Human</i> from the resource sheets. Children could act out the story using masks.</p>	<p>A 'present'.</p>

<p>Helping someone with a worry.</p>	<p>I can think about my worries and decide what I might do about them. I can tell when I should share a worry. I know that most people have worries. BV: Individual liberty</p>	<p>Circle game: Round 'I feel nervous when....'</p> <p>Read the poems <i>Worries</i>.</p> <p>Ask the children to work in pairs. Give each pair a copy of the poems and some scissors. Explain the task: Think of any of your worries that you could add to the poems. Record them. Cut up the worries in the poem with any you have added and classify them into the categories. Discuss outcomes.</p>	<p>Copies of poems, scissors.</p>
<p>Stopping and thinking when we are angry.</p>	<p>I can relax when I want to. I can tell when it is good to relax.</p>	<p>Circle game: Pass a smile.</p> <p>Remind the children about the work they were doing about worries and say that sometimes (if the worry is not likely to happen, and you can't do much about it anyway) it can help if you try to calm yourself down and relax. Ask the children to think of their favourite place to relax. You might share your own special place with the class. If possible, use a visual aid to help you. Provide a few minutes of thinking time for the children to think about their own special place. They might like to share this with the person sitting next to them. Children close their eyes, read passage from calm kids resources.</p> <p>Give the children a card and ask them to draw something to remind them of their special place. This can be used to remind them to think of their special place to relax if they are feeling worried, upset or angry.</p>	<p>Card/paper.</p>

Who am I?	I know what makes me a 'somebody' or makes me who I am. BV: Individual liberty	Mr Nobody – based on the Mr Men book Children to read and discuss Mr. Nobody or watch the youtube video. Discuss ways that they are special and that they are all individual and unique. Children to design and share their own Mr Men character based on their individual personality. Who am I?	Mr Nobody book
Drug and Alcohol Education.	I understand that alcohol and drugs (medicines) can be very dangerous BV: Individual liberty	Circle game: Round: I take regular exercise by... Use Galaxy-h website as a starting point for discussion about the dangers of medicines, drugs and alcohol. Discuss with children, address any misconceptions between what is fiction and non-fiction.	www.galaxy-h.gov.uk/mums_lab_01.html
Speaking and Listening Objectives: To actively include and respond to all members of the group			

SMSC Medium Term Plan – Year 4

Spring 2	Learning Outcomes	SMSC Activities	Resources
<p>Doing something we are proud of.</p>	<p>I can tell you the things I am good at. I can recognise when I find something difficult and do something about it or cope with how that makes me feel.</p> <p>BV: Individual liberty</p>	<p>Circle game: Place a chair on the right of the facilitator, who should say: 'There's a chair on my right and I would like (name a child in the group) to come and sit in it.' The child who is named moves to the spare chair, leaving an empty chair in the circle. The child on the left of this should then say, 'There's a chair on my right and I would like (name a child in the group) to come and sit in it.' And so on. At the end of the game ask the children what it was like as they waited to be chosen.</p> <p>Remind the children that one of the things that being 'Good to be me' means is feeling proud about the things you are good at and being accepting and realistic about the things you find more difficult.</p> <p>Ask the children to work in pairs. They should prepare a 'Good to be me' interview – this is a way of talking to each other that encourages the partner to feel good about themselves. You could give some examples of questions for the interview. What things have you done over the last few weeks that you can be proud of? What went well about it? What did you do that helped it to be successful? Imagine you are doing it again. How does it feel?</p>	
<p>Responding in an assertive way.</p>	<p>I can express myself assertively in a variety of ways.</p> <p>BV: Mutual respect BV: Individual liberty</p>	<p>Circle game: Round: I hope that ...</p> <p>Explain to the children that there are basically three ways of approaching a difficult situation, argument or conflict. Explain the meaning of each word. Read story Lion, Mouse, Fox, Human. Write the name of each character (Lion, Mouse and Human) on the board next to the word that describes their behaviour. Ask half the class to adopt aggressive poses. The other children's role is to observe and describe their body language. Do the same for passive and assertive.</p> <p>Ask the children: 'Which approach would be most effective in finding a solution that everyone felt OK about?'</p>	

		Discuss the importance of seeking and giving permission in relationships with peers and adults and in friendships. Discuss how to be assertive within these scenarios.	
Helping someone with a worry.	<p>I can choose when to show my feelings and when to hide them.</p> <p>I can tell if I have hidden my feelings.</p> <p>BV: Mutual respect</p> <p>BV: Individual liberty</p>	<p>Circle game: Round: 'I feel nervous when...'</p> <p>Use a hiding my feelings picture to consider when we might or might not want to hide our feelings.</p> <p>Have children work in threes to devise a role-play to present to others, for situations where children might or might not choose to show their feelings.</p> <p>Example role-play situations could be: 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; in a quiz when you want to shout out the answer to the question because you are absolutely sure you are right, but if you do the other team would get the point and win; when you find out your mum has won a prize holiday but you will not be able to go with her.</p>	

<p>Stopping and thinking when we are angry.</p>	<p>I can recognise feelings of anger and know</p> <p>I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming-down strategy.</p>	<p>Circle game: Pass a feeling. Children to guess which feeling their friend has mimed.</p> <p>Discuss feelings of anger and link this to the 'emotional brain' and that an immediate reaction can make you behave in an angry way. Explain that taking time away from this can help us to stop and think, using Ready, Steady, Go – Peaceful problem solving.</p> <p>Provide a few minutes of thinking time for the children to think about their own special place.</p> <p>Use calmer classroom activity such as glass bottom boat to regulate feelings and calm down.</p>	<p>Peaceful problem solving poster – google.</p>
<p>Who am I?</p>	<p>Are we always happy with who we are? Can we change our identities?</p> <p>BV: Individual liberty</p>	<p>Questioning Willy the Wimp</p> <p>Read Willy the Wimp and discuss. Question whether it is appropriate for the other children to say that Willie is a Wimp.</p> <p>Discuss how he changes throughout the story and how he changes his identity. Children to share anecdote about ways they have changed and how they are happy with who they are.</p> <p>Who am I?</p>	<p>Willy the Wimp book</p>
<p>Drug and Alcohol Education.</p>	<p>I understand that alcohol and drugs (medicines) can be very dangerous.</p> <p>BV: Individual liberty</p>	<p>Circle game: Round: I take regular exercise by...</p> <p>Use Galaxy-h website as a starting point for discussion about the dangers of medicines, drugs and alcohol. Discuss with children, address any misconceptions between what is fiction and non-fiction.</p>	<p>www.galaxy-h.gov.uk/mums_lab_01.html</p>

Speaking and Listening Objectives: To use time, resources and group members efficiently by distributing tasks, checking progress and making backup plans

SMSC Medium Term Plan – Year 5

Spring 2	Learning Outcomes	SMSC Activities	Resources
<p>Doing something we are proud of.</p>	<p>I can tell the difference between showing I am proud and boasting. I know that boasting can make other people feel inadequate or useless. BV: Mutual respect BV: Individual liberty</p>	<p>Circle game: Children should work in pairs round the circle. They should decide on a feeling – Give the children an activity. For example: make the bed; change a wheel on the car; explain how to make a cup of tea; change a light bulb. One of the children should try to show the feeling, by doing the activity in the manner of a feeling that they have chosen. The child's partner should try to guess the feeling. When the partner has guessed the feeling, the pair should sit down and wait for the next activity, when they will swap roles.</p> <p>Explore the idea that sometimes people talk about things they have got or have done (even when they haven't) in a boastful way. Sometimes people do this to try to make other people feel jealous, to make other people admire them or to make themselves feel better. Use the examples on p.6 to role play the situations. Children should work in pairs to write the assembly story from Mouse's point of view. In one version Mouse should boast and in the other she should show that she is proud. The class should guess which story represents which type of feeling.</p>	
<p>Who am I?</p>	<p>I know what has made me who I am. BV: Individual liberty</p>	<p>What's in my backpack? https://thelinkingnetwork.org.uk/resource/whats-in-my-backpack/</p> <p>Children to discuss three things that makes them individual and special. Write them down and in</p>	<p>Backpack and pictures/objects.</p>

		<p>rounds, play guess who to see if children can guess their classmates based on their unique characteristic.</p> <p>Children to create their own backpack with items in that represent them as an individual. Draw, describe and share with the group. Who am I?</p>	
<p>Helping someone with a worry.</p>	<p>I can disagree with someone without falling out. I can cope when someone disagrees with me. BV: Mutual respect BV: Individual liberty</p>	<p>Circle game: Round: I like to have friends because...</p> <p>When children are sitting in a circle, explain that they will be working in a pair with the person sitting next to them. Go around the circle labelling each pair of children an 'agree' pair or a 'disagree' pair. Make it clear that children should work in pairs and that if they are in an 'agree pair' they say, 'We agree because ...'. If they are in a 'disagree pair' they say, 'We disagree because ...'.</p> <p>Next, play some music or use a percussion instrument to make some. Children should wander around the room while the music plays. When the music stops you should shout out a statement from the list used above. The children should find one person who disagrees with their view about the statement. They should talk about their respective views and try to convince the other person they are right. How does it feel to disagree? How can you disagree with someone without hurting their feelings?</p>	
<p>Stopping and thinking when we are angry.</p>	<p>I understand that sometimes the feeling part of my brain takes over and I might make mistakes. I can understand how my strong feelings might build up and how I might be</p>	<p>Circle game: Chinese Whispers.</p> <p>Read the short story Paul's Story to support children's understanding. Discuss questions. Read Maggie's story. Discuss. Ask the children to think of their own strategies to suggest to Maggie to help her calm down. Put them on the board.</p>	

	<p>overwhelmed by my feelings. I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming-down strategy.</p> <p>BV: Individual liberty</p>		
<p>Drug and Alcohol Education.</p>	<p>I understand that alcohol can be used safely and responsibly, but it can have very damaging effects if misused.</p> <p>I understand that not everyone drinks alcohol.</p> <p>BV: Individual liberty</p>	<p>Circle game: round: I am healthy because...</p> <p>Draw out a body shape on a large sheet of paper and ask groups of pupils to draw or label all the possible effects of alcohol on the body and the feelings it can induce.</p> <p>Discuss – distinguish between fact and fiction and identify some of the differences between drinking small amounts and using it to excess.</p> <p>Identify some of the benefits of non use.</p> <p>Children to write under headings: when or if, why, possible results, effects on self and others. People use alcohol, people misuse alcohol, people choose not to use alcohol.</p>	<p>Alcohol fact sheets</p>
<p>Drug and Alcohol Education.</p>	<p>I know that it is important to find out as many facts as possible about smoking. It is essential to be able to distinguish fact from opinion. I know that there are many reasons people begin to smoke and once they start it can be very difficult to give up.</p> <p>BV: Individual liberty</p>	<p>Circle game: round: I take regular exercise by...</p> <p>Thought shower as a class all the things they know or think they know about smoking tobacco. Groups can be provided with smoking fact sheet and asked to decide which of their own suggestions are : facts about smoking, opinions-what people say, nobody really knows-yet.</p> <p>Discuss with pupils why some young people smoke: they see others doing it, curiosity, they think it is grown up, people persuade them, they</p>	<p>Smoking fact sheets.</p>

		don't know how dangerous it can be, they think they will be able to stop.	
Speaking and Listening Objectives: To understand and use the processes and language of decision making.			

SMSC Medium Term Plan – Year 6

Spring 2	Learning Outcomes	SMSC Activities	Resources
Doing something we are proud of.	I accept myself for who and what I am. BV: Individual liberty	Circle game: Use a tambourine or another musical instrument. Shake the tambourine and have the children walk around, changing directions and mixing amongst themselves. When the tambourine stops the children should turn to someone standing close to them and tell them one thing that really annoys them (not about that particular person) and one thing that makes them happy. Repeat this about three times. The children should stop and sit in a circle. They should then do a round saying: 'I spoke to someone who said that it really annoys them when ...' 'I spoke to someone who said that it makes them happy when ...' Look up the 'Mouse Factfile Story'. At the end of the story how do they think Mouse felt about her little legs, her small feet, and so on? She probably still didn't like them but learnt that it didn't matter. She felt good to be her with both the good and the not so good. In pairs, the children should help each other to make a	Tambourine.

		<p>fact file of themselves. Remind them to include a whole range of things about themselves – good and not so good.</p>	
<p>SLN Who am I?</p>	<p>I know who I am. I know who we are. I know what makes me unique. I know what is important to us all. BV: Mutual respect BV: Individual liberty BV: Tolerance of those of different faiths and beliefs</p>	<p>Identity Circles See SLN website for lesson plan and resources for identity circles task. Link to the right. SLN Who am I?</p>	<p>Identity circles worksheet. https://thelinkingnetwork.org.uk/resource/identity-circles/</p>

<p>Helping someone with a worry.</p>	<p>I can recognise when I am feeling worried. I know how to do something about my worry.</p> <p>BV: Individual liberty</p>	<p>Circle game: Chinese whispers Maggie was a girl who had a bad day. She was late getting up, her sister called her stupid, there was no cereal left for her breakfast, her sister took her bike and she thought her friends didn't want to play with her. A small boy accidentally trod on her toe and she hit him. Ask the children: 'What do you think happened next?' Suggest that Maggie's best friend came over to see what was wrong. She said, 'What did you do that for?' Maggie threw her bag at her best friend and called her a horrible name. Ask the children to talk together in pairs to consider why Maggie was so horrible to her best friend before giving the possible explanation. You could explain that it takes a long time to calm down after we have been overwhelmed by our feelings. Show the graphs on the <i>Overwhelmed by our emotions</i> resource sheet. What do you think you can do to stop you getting angry again once you have been overwhelmed by emotion? Ideas might include: <i>relaxation; exercise; going to a quiet place to calm down; distraction, by doing something different that you enjoy; talking with friends.</i></p>	
<p>Stopping and thinking when we are angry.</p>	<p>I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming down strategy. I know that if I have once been overwhelmed by my feelings I might easily 'lose it' again another time.</p> <p>BV: Mutual respect BV: Individual liberty</p>	<p>Circle game: Round: I like to have friends because...</p> <p>Explain that you are going to consider anxiety and worrying. Read out some of the worries you have or that you know children might have. For example:</p> <ul style="list-style-type: none"> • I worry when my daughter is out late without telling me. • I worry that my car might break down on the motorway. • I worry that I don't have any friends. • I worry that I might have hurt a colleague's feelings. • I worry that the other teachers will laugh at me when I do an assembly. <p>Thought shower any worries that the class can think of or would like to share. They should follow the format 'Someone might worry that</p>	

		<p>...’ not ‘I worry that ...’.</p> <p>For example, some worries are sensible worries – they might happen. Others are not so sensible, as the thing we worry about is not at all likely to happen. Some worries we can do something about and others we can’t do anything about.</p>	
Drug and Alcohol Education.	<p>I understand that alcohol can be used safely and responsibly, but it can have very damaging effects if misused.</p> <p>I understand that not everyone drinks alcohol</p> <p>BV: Individual liberty</p>	<p>Circle game: round: I am healthy because...</p> <p>Draw out a body shape on a large sheet of paper and ask groups of pupils to draw or label all the possible effects of alcohol on the body and the feelings it can induce.</p> <p>Discuss – distinguish between fact and fiction and identify some of the differences between drinking small amounts and using it to excess.</p> <p>Identify some of the benefits of non use.</p> <p>Children to write under headings: when or if, why, possible results, effects on self and others. People use alcohol, people misuse alcohol, people choose not to use alcohol.</p>	Alcohol fact sheets.
Drug and Alcohol Education.	<p>I know that it is important to find out as many facts as possible about smoking. It is essential to be able to distinguish fact from opinion. I know that there are many reasons people begin to smoke and once they start it can be very difficult to give up</p>	<p>Circle game: round: I take regular exercise by...</p> <p>Thought shower as a class all the things they know or think they know about smoking tobacco. Groups can be provided with smoking fact sheet and asked to decide which of their own suggestions are : facts about smoking, opinions-what people say, nobody really knows-yet.</p>	Smoking fact sheets.

	BV: Individual liberty	Discuss with pupils why some young people smoke: they see others doing it, curiosity, they think it is grown up, people persuade them, they don't know how dangerous it can be, they think they will be able to stop.	
Speaking and Listening Objectives: To consider examples of conflict and resolution, exploring the language used.			

SMSC Medium Term Plan – Year 1

Summer 1	Learning Outcomes	SMSC Activities	Resources
Important people.	I know the people who are important to me.	<p>Circle games: The facilitator should play a tambourine or other percussion instrument. The children should walk around in the circle space. When the music stops they should shake hands or talk to the person who is nearest to them and take it in turns to say one thing that makes them feel happy. P.5.</p> <p>Use the assembly story to introduce the idea of some of the people who are important to us. Ask the children to think of a person who is important to them. They should take it in turns to share this in the form: (name) is ... (connection, e.g. brother) and he or she is important to me because ...Think about families and how they can give love and stability.</p> <p>Children to draw someone who is close or important to them.</p>	Paper, pencils, crayons.
Being kind.	<p>I understand that being unkind and hurting someone doesn't make me feel better. I can think of ways to make me feel better when I feel hurt without hurting others.</p> <p>BV: Mutual respect BV: Individual liberty BV: Tolerance of those of different faiths and beliefs</p>	<p>Circle game: Regroup into a circle and pass an object round. When each child is holding the object they should finish the sentence: 'I met someone who is happy when ...'</p> <p>Explain that sometimes our feelings get out of hand and we do things that hurt others when it is not their fault. Ask the children for ideas about what they should do if the following things happen:</p>	

	BV: The rule of law	You are feeling sad because your mum is in hospital. You are feeling cross because someone was nasty to you at playtime. You feel hurt because someone treads on your toe. Your teacher forgets to let you read out your story. You are worried about your work. Use visual resource <i>Feelings, thoughts, behaviour</i> .	
Jealousy.	I can tell you something that has made me jealous. I can tell when I am proud or jealous.	Circle game: Birthday game. Children sit in a circle. Teacher calls out any month of the year. All the children with birthdays in that month stand up and run round the outside of the circle and return to their seats. Use the photos to show people being 'jealous' to explore the feelings, using a range of questions to explore jealousy and what it means to be jealous. Thought shower feelings. Discuss.	
Feeling proud.	I can feel proud on behalf of my friends when they have done something well. I can tell when I am proud or jealous. BV: Individual liberty	Circle game: Children play word association around the circle with two claps in between- e.g. tree, clap clap, leaf, clap clap, flower, clap clap, yellow, clap clap, sun etc. Begin with a new word if the rhythm is broken. Use photos showing people feeling 'proud' from the whole-school resource file to explore the feelings, using the questions posed by the children and the teacher. Children to think of when they've been proud of a friend. Thought shower feelings. Discuss.	
Different Families	I can begin to understand diversity in families. I can identify and respect the differences and similarities between people. I know that family and friends should care for each other. BV: Mutual respect	Thought Shower different families on IWB. In an age appropriate way, discuss how to recognize if children feel unhappy in a family relationship. Share the story 'And Tango makes three' with the children and 'Space Girl Pukes' and discuss the differences between the families portrayed in the two books. In groups pupils look through familiar picture books and note the kinds of families they portray. Focus on how to respect different families to their own by thinking about the love and care they	'And Tango makes three' by Justin Richardson and Peter Parnell. Space Girl Pukes.

	BV: Individual liberty	provide for children. What do we notice about the types of families portrayed in the books?	
Safety	I can keep myself safe in and outside school BV: Individual liberty	Circle game: Something good that happened to me this week was.... Discuss safety in our school. Discuss school rules with the children that are designed to keep themselves and others safe. Explain that in that particular school used for the presentation they had to think about issues such as the pond, swimming etc. Say, if we were going to make a presentation what kind of things would we have for our school. Children to make a poster, using pictures and words about the dangers that may be in the classroom, yard, adventure playground etc and how to stay safe. Discuss safety out of school and the possible dangers. Discuss road safety/how to respond appropriately to adults they encounter. Discuss issues raised. Children to make a poster/leaflet, using pictures and words about the dangers that are outside school and how to stay safe.	
Speaking and Listening Objectives: To take turns to speak, listen to others' suggestions and talk about what they are going to do.			

SMSC Medium Term Plan – Year 2

Summer 1	Learning Outcomes	SMSC Activities	Resources
Caring.	<p>I can tell when I feel cared for.</p> <p>I can tell when I love or care for someone.</p>	<p>Circle games: Round: I feel cared for when....</p> <p>Show photos of people being ‘cared for’ to explore the feeling, using the questions to see if children can understand. Read the story <i>Granny had to go</i>. Discuss the story using the questions that follow it. Bring a puppet or large doll and explain that they are missing their granny just like Malik. Ask the children to think of ways they might help look after the puppet.</p> <p>Make a class list: ‘Things we can do if we care about people and miss them’.</p>	Puppet
Choices.	<p>I understand that if someone leaves me they might still love me.</p> <p>I understand that people have to make hard choices and sometimes they have no choice.</p>	<p>Circle game:</p> <p>Clap and touch: Children copy teachers movements. Teacher gives two claps and touches body part. E.g. clap, clap touch head, clap, clap touch knees etc. As concentration skills develop, use different number of claps for different body parts e.g. 1 clap knees, 2 claps head etc.</p> <p>P.16. Read the story <i>Wils or Pilgrim</i></p> <p>Ask the children to talk in pairs about the story and what they think Ruth should do. Support talk by asking questions.</p>	
People I care	I can share people I care	Circle game:	

<p>about.</p>	<p>about. I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me. I can tell you how I feel when I lose someone or something I care about.</p>	<p>We are special: Teacher and children stand up and hold hands. Swing arms as chant 'we are special'. On the word special they all, still holding hands, raise arms above their heads. Then lower arms and repeat.</p> <p>Ask for the children's ideas about whether it is possible to share someone or something you love. Ask children to draw a picture of the things that are important to them, perhaps around a photograph of themselves. They should include a person, a toy, a place and a thing. Round the outside of the pictures they should write or illustrate why these things are important.</p>	
<p>Feeling alone.</p>	<p>I can talk about my feelings when I feel alone.</p>	<p>Circle game: : Pass round a soft toy and say: 'I think (name of soft toy) felt lonely when ...' At the end, pretend to listen to what the toy might be saying and finish by choosing one of the reasons, for example: '... says he felt lonely when his big brother left home.'</p> <p>Use photos of people feeling 'lonely' and 'included' to explore the feelings of loneliness, belonging or acceptance. Children should work in groups to do a <i>Feeling lonely</i> challenge.</p>	
<p>Different Families</p>	<p>I can begin to understand diversity in families.</p> <p>I can identify and respect the differences and similarities between people.</p> <p>I know that family and friends should care for each other.</p> <p>BV: Mutual respect BV: Individual liberty</p>	<p>Recap on the idea of different families - thought shower pupils ideas.</p> <p>Share the book 'Our Twitchy' by Kes Gray and Mary McQuillan. Discuss and model Twitchy's family tree.</p> <p>Pupils research picture books in classroom and record the kinds of families they portray.</p> <p>What do you notice about the types of families portrayed in the books? Discuss pupils own families and think about how they differ from some of those shown in the books. Reinforce the idea that families in the wider world and school may look different to</p>	<p>Our Twitchy by Kes Gray and Mary McQuillan.</p>

		<p>their own, but they all provide the same love and care. Talk to the children about how to recognise if a family relationship is making them feel unhappy.</p>	
Safety	<p>I can keep myself safe in and outside school</p> <p>BV: Mutual respect BV: Individual liberty</p>	<p>Circle game: Round: If I were an animal I would like to be....</p> <p>Discuss safety in our school. Discuss school rules with the children that are designed to keep themselves and others safe. Explain that in that particular school used for the presentation they had to think about issues such as the pond, swimming etc. Say, if we were going to make a presentation what kind of things would we have for our school. Children to make a poster, using pictures and words about the dangers that may be in the classroom, yard, adventure playground etc and how to stay safe. Discuss safety out of school and the possible dangers. Discuss road safety. Think about how to respond appropriately to other adults and children they encounter. Discuss issues raised for safety outside school. Children to make a poster/leaflet, using pictures and words about the dangers that are outside school and how to stay safe.</p>	
<p>Speaking and Listening Objectives: To ensure everyone contributes, allocate tasks, consider alternatives and reach agreement.</p>			

SMSC Medium Term Plan - Year 3.

Summer 1	Learning Outcomes	SMSC Activities	Resources
Important people.	I can tell you how I can make someone who is important to me happy.	<p>Circle games: Ask for a volunteer to be the 'friend'. The volunteer should describe two or three things about someone else in the group, for example: 'Have you seen this person? They have blue eyes and they are excellent at art.'</p> <p>Explain to the children some ways that you 'treat' yourself and make yourself feel good. Children should work in pairs. Together they should think of ideas to make their favourite people feel happy. Talk about the stable, caring relationships that make people feel special and important to us.</p>	
Guilt and shame.	<p>I can express feelings of guilt. I can tell you some ways to make amends if I have done something cruel or unkind. I can tell when I feel ashamed about something. I know when to tell someone about it.</p> <p>BV: Mutual respect BV: Individual liberty</p>	<p>Circle game: You may be able to relate this to the way the children felt in the game above. 'I felt proud when ...'</p> <p>Show children pictures of people feeling guilty. Ask the children to talk to each other about the pictures and about which of the three people in the pictures might be feeling guilty and why (2 minutes). Take feedback in the larger group. Ask the children how the three characters feel (the man, the girl who steals, Ewan) and for their ideas on why they might feel this way. Explain that we feel guilty if we know we have done something wrong. Ask the children to write in thought bubbles what the character might be thinking. (For example, the little boy – Ewan – in the third picture might</p>	

		be thinking, 'Oh no, it's all my fault. If only I hadn't said those nasty things, Angelina would still be here ... '	
Feeling guilty.	<p>I can say when I might feel guilty.</p> <p>I can tell you some ways to make amends.</p> <p>I know some things to do when I feel guilty.</p> <p>BV: Mutual respect</p> <p>BV: Individual liberty</p>	<p>Circle game: Round: I felt guilty when...</p> <p>Have the children write the situations below on cards. Include some blank ones.</p> <p>Ask the children to work in pairs or small groups to put the cards in order of how guilty each would make them feel.</p> <p><i>Stealing a rubber.</i></p> <p><i>Stealing ten pounds.</i></p> <p><i>Forgetting to pay for something at the supermarket.</i></p> <p><i>Not turning up for a football match and letting the team down.</i></p> <p><i>Saying something nasty about your friend behind their back.</i></p> <p><i>Leaving a toy car on the kitchen floor even though you know it is dangerous.</i></p> <p><i>Dad comes in and falls and hurts his leg.</i></p> <p>You might introduce the word 'shame' or 'feeling ashamed' and explore the idea of feeling so guilty that you feel that you can't talk about it. Revisit Three pictures scenarios. Discuss and question.</p>	Squares of card for children to write on.
Different Families/ Bullying/ Gender stereotypes/ Being Yourself	<p>I can begin to understand gender stereotypes.</p> <p>I can identify and respect the differences and similarities between people.</p> <p>I know that friends should care for each other.</p> <p>I can tell you a range of strategies which I have for managing my feelings in</p>	<p>Watch DVD of Danni's story (on FREE DVD or YOUTUBE).</p> <p>Ask pupils: Is Danni a 'real girl'? What makes someone a 'real girl'?</p> <p>Why do Kyel and his gang bully Danni?</p> <p>How do you think Danni feels when Kyel asks whether she is a boy or a girl?</p> <p>Do you think there are some things that only boys or only girls can do?</p> <p>Why do people wear certain things to show they belong to a certain group? Why do Charlie and Shivvum leave Danni's gang?</p>	<p>FREE DVD by Stonewall.</p> <p>Also on YouTube.</p>

	<p>bullying situations and for problem solving when I am part of one.</p> <p>BV: Mutual respect BV: Individual liberty BV: Tolerance</p>	<p>What does Jamie mean when he tells Danni it's not knid to kiss people you don't like? Do boys and girls have to boyfriends and girlfriends? Why does Jamie tell Danni he's proud of her? Would you stand up againt bullies like Linus and Freddie do? Does bullying ever happen in our school? Are Kyel and his gang rerally friends with Shivvum? Do you think Danni should let boys back into her gang?</p>	
Safety	<p>I know how to make safe choices. I am aware of possible dangers in and outside school.</p> <p>BV: Individual liberty</p>	<p>Circle game : Chinese whispers – enhances listening skills.</p> <p>Discuss with the children the possible dangers in and outside of school. Explain that we have school and class rules that we follow in order to stay safe.</p> <p>Also discuss the rules and principles of staying safe when encountering new people or adults, both face to face and online.</p> <p>Show children range of safety procedures and discuss. Children to act out In groups, children are going to practise acting out some choices in role plays and present to class.</p>	
SLN Who are we?	<p>I know what object I would choose to tell a story about myself. I know what all the objects tell us about who we are together.</p>	<p>A boxful of us https://thelinkingnetwork.org.uk/resource/a-boxful-of-us/</p> <p>See SLN website for lesson plan</p> <p>SLN Who are we?</p>	<p>Pupils bring in/draw and describe their object which represents them into school.</p>
<p>Speaking and Listening Objectives: To actively include and respond to all members of the group.</p>			

SMSC Medium Term Plan – Year 4

Summer 1	Learning Outcomes	SMSC Activities	Resources
Important people.	I can tell you how I feel about the important people or animals in my life.	<p>Circle games: Place an additional chair in the circle on the right of the facilitator. The facilitator should start by saying, 'There's a chair on my right and I would like ... to come and sit in it because ... '. For example, the facilitator might say, 'There's a chair on my right and I would like Simon to come and sit in it because he helped Sarah when she was stuck.'</p> <p>Discuss how important people are usually in our families and the characteristics of healthy family life, the love, security and stability they give us.</p> <p>Children should draw pictures to show things they remember about their own special person or animal. Suggest that they label their pictures with words to show their feelings when they think about or are with that special person or animal. Encourage them to use powerful descriptive adjectives, similes and metaphors.</p>	
Dealing with loss.	I know how most people feel when they lose something or	Circle game: Rounds: I felt lost when ...	

	<p>someone they love. I know some ways to celebrate the life of someone I care about.</p>	<p>I felt lonely when ...</p> <p>Read the story <i>Lynford</i>... Allow the children a short while to talk to a partner about the story in general. Ask the children to work together to think about how the child in the story might feel in each part of the story, including when he hears of Lynford's death. Ask children questions. Have them discuss what he lost in the story and things/people they may have lost.</p> <p>Support the groups in starting the activity and then be available to work with individuals or groups. You should encourage them to talk about their experiences while completing this challenge.</p>	
<p>Dealing with loss.</p>	<p>I can tell you about someone that I no longer see. I understand that we can remember people even if we no longer see them.</p>	<p>Circle game: We are all different and that's ok. Each child is given a piece of white card. Sit in a circle. Two children take an ink pad around. Every child presses her thumb onto the coloured pad and makes a print on the white card. Children then pass the prints round to see that everyone is different and unique.</p> <p>Use anecdotes to explore how we can look back at special people. Use the recollections for a class discussion. Set the children a challenge to find out about one person who lived a long time ago, ideally someone who lived before the Second World War. The children should write a set of questions and use these to find out as much as they can about the person, what they looked like, what made them special, whether they are alive or dead, how they are remembered if they are dead. They might find out about the person from their parent/carer, from a relative or from significant people in the school if they cannot do this at home.</p>	<p>White card. Ink pad.</p>
<p>Different</p>	<p>I understand about diversity.</p>	<p>Watch DVD of Jake's story (on FREE DVD).</p>	<p>FREE DVD by Stonewall.</p>

<p>Families/ Friendships/ stereotypes</p>	<p>I can begin to understand gender stereotypes.</p> <p>I can identify and respect the differences and similarities between people.</p> <p>I know that friends should care for each other.</p> <p>BV: Mutual respect BV: Individual liberty</p>	<p>Ask Pupils: Why does Baz say that Jake should just be 'normal'? Should Jake do more boy things? Are Jake and Harry good friends? How can you tell? What do you and your friends like doing? Do friends have to like all the same things? Why does Kyel call Jake 'little princess' in the playground? Why does Emma stick up for Jake in the playground? Would you stick up for people being bullies? What types of different families do you know? Have you ever been worried about doing something you enjoy because of what people will say? How do you think Harry feels when Jake says he won't go to his football match? Is Jake being selfish? Why does Jake show up at the football match in the end? How can you be a good friend?</p>	
<p>SLN Who are we?</p>	<p>I know how to represent who we are.</p> <p>BV: Mutual respect BV: Individual liberty BV: Tolerance of those of different faiths and cultures. BV: The rule of law BV: Democracy</p>	<p>Flying the flag See SLN website for lesson plan.</p> <p>https://thelinkingnetwork.org.uk/resource/flying-the-flag/</p> <p>SLN Who are we?</p>	<p>Shield worksheet</p>
<p>Safety</p>	<p>I know how to keep myself safe from danger.</p> <p>BV: Individual liberty</p>	<p>Circle game: Kind Deed Each child in turn makes a positive statement of something kind he intends to do that day, e.g. 'I will help Mum with the washing up after tea.'</p> <p>Recap on previous week's lesson about safety in and outside school and tell the children that they are going to make a leaflet for other children in the school so they know how to stay safe. Focus on how to recognize feelings of being unsafe with any adult or peer and how to report it. Reinforce importance of how to respond safely and appropriately to adults or children they</p>	

encounter.

Speaking and Listening Objectives: To use time, resources and group members efficiently by distributing tasks, checking progress and making backup plans.

SMSC Medium Term Plan – Year 5

Summer 1	Learning Outcomes	SMSC Activities	Resources
Important people to me.	I can find out about people who are important to me. I can give and receive a compliment. BV: Mutual respect	<p>Circle games: Play a game where the adult goes round each child in the circle, saying whether they are 'cool' or 'not cool'. Use a simple but not too obvious criterion (such as whether the child has their ankles crossed or arms folded) to decide which category each child belongs in. Do not share this with the children. Everyone has to guess the criterion and make sure they are 'cool'. After a while some children will have guessed and crossed their ankles or folded their arms. Stop the game and ask those who have not guessed (they should still be the majority) how they are feeling. Ask how they might feel if the game went on and they were the only one left in the class who had not guessed. P.6</p> <p>Children to explain how important people are usually in their families and the characteristics of healthy family life, the love, security and stability they give. Children to recall their own examples.</p> <p>Write the names of all the children and adults in the class on cards or pieces of paper and put them in a bag. Each child or adult in the class should pull out a name and make a card about why the person is important. This could be approached as an investigation, with the children asking the teacher and particular friends of the named child for their ideas. The cards should be given to the named child. They must</p>	Slips of paper with children's names on. A4 paper/card.

<p>Feeling embarrassed.</p>	<p>I can tell you about a time when I felt embarrassed and what it felt like. I know some things to do when I feel embarrassed that will not make things worse. I can use a problem-solving approach to sort out an embarrassing situation. I can think about what embarrasses me and learn something about me that I didn't know before.</p>	<p>say or sign thank you. Circle game: Round: p.6. 'When I make a mistake I feel ...' Introduce the idea of embarrassment having physical and emotional effects. Ask children to list the physical effects (e.g. being hot and flushed, shaking, stammering) Draw attention to the fact that we feel more or less embarrassed according to: – who is there or who sees, and how much we care about what they think or value their opinion;whether what we did was intentional;how bad we think what we have done is – have we 'let ourselves down'? – and can this apply even if no one knows? Read the short story from the resource sheet <i>Embarrassed</i>. Discuss. Ask the children to position themselves on an imaginary line on the classroom floor, according to how much (from 'not at all' to 'very 'much') they feel embarrassed. Provide embarrassing situations. P.10. Children produce a help sheet for children feeling embarrassed. What can people say or do to help themselves in those situations.</p>	<p>Paper, pencils, pens.</p>
<p>Different Families/ Stereotypes/ Homophobic Language</p>	<p>I understand about diversity. I can begin to understand gender stereotypes. I can identify and respect the differences and similarities between people. BV: Mutual respect BV: Individual liberty BV; Tolerance</p>	<p>Watch Linus' Story on FREE DVD. Ask pupils: lfs football just for boys? Are there any sports that are just for boys or for girls? Why does Linus think that footballers can't be gay? Why is Toby upset that he is not on the list for the press conference? Do you think that the fact that Jordan is adopted makes any difference to Linus? Why do you think that Linus wants to break up his brother's relationship with Toby? Do you think that Linus wants to upset Jordan? How do you think Toby feels when Linus is rude to him? Why does Freddie say he is glad he is not Linus' brother? Why does Linus change his mind and run to get Toby? Is it ok to use the word gay as an insult or to mean something is rubbish? Does this ever happen at our school? Why doesn't Mr Dawes show Linus' film? Why do you think using the word gay to mean rubbish makes people with gay family members feel? How would you feel if someone in your family was gay?</p>	<p>FREE DVD by Stonewall</p>

		Discuss with children ways to recognise whether a relationship with any family member is making them feel unhappy/unsafe and where they can seek advice if needed.	
Stereotypes.	I can recognise stereotyping. I can try to challenge stereotypes. BV: Mutual respect BV: Tolerance of those of different faiths and beliefs.	Circle game: Pass a smile. Talk about what a stereotype is and how it can be unfair, negative and destructive. Remind children of the phrase 'don't judge a book by its cover'. This challenge addresses the important issue of stereotyping people according to how they look. It highlights assumptions we might make (and be very wrong about) and prejudices we may have. It is interesting to consider the similarities between a book cover and our public self. We have some control of the messages we give.	
SLN Who are we?	I know how we are visible to each other. I know what remains invisible. BV: Mutual respect	Now you see it..... See SLN website for lesson plan https://thelinkingnetwork.org.uk/resource/now-you-see-it/ SLN Who are we?	Person outline worksheet. http://www.schoolslinkingnetwork.org.uk/resource-area/teaching-resources/
Safety	I know how to keep myself safe from danger BV: Individual liberty	Circle game: Chinese whispers. Discuss how we keep ourselves safe from danger, that we have rules to keep ourselves safe. Children produce a leaflet/comic strip about dangers and how to keep ourselves safe. Discuss how to stay safe when encountering adults including in face to face and online contexts. Children to discuss and give examples of reasons why they may feel unsafe with another child or adult and give suggested solutions.	

Speaking and Listening Objectives: To understand and use the processes and language of decision making.

SMSC Medium Term Plan – Year 6

Summer 1	Learning Outcomes	SMSC Activities	Resources
Important people to me.	I can tell you about the people who are important to me.	<p>Circle games: Swap places or put your thumbs up if: you have lost something that is important to you; one of your friends has moved away; something interesting or exciting has happened to you recently; you like frightening films; you have found something you thought you had lost. P.21.</p> <p>Ask children to identify important people from a story they are reading as a starter.</p> <p>Children can draw pictures or make a display to show something about someone important who lives away, whom they don't see as often as they would like or whom they no longer see.</p>	
Dealing with loss.	<p>I know some of the feelings people have when someone close dies or leaves.</p> <p>I can use some strategies to manage these feelings.</p> <p>I understand that different people show their feelings in different ways.</p> <p>I understand that there is not just one way to grieve.</p>	<p>Circle game: 'I know someone who was disappointed when ...' 'I was disappointed when ...' 'I felt better when ...'</p> <p>Discuss some of the feelings that people have identified we might go through when we are grieving, for example: shock, disbelief, numbness and denial; yearning, recognising what has happened, anger, guilt, sadness, pain, despair; feelings of hopelessness and depression; coming to terms with and acceptance of the loss. Give scenarios and discuss feelings at each stage.</p>	
Dealing with loss.	I can use some strategies to manage feelings associated with loss.	<p>Circle game: Wizard Wonderful: Teacher shows the children a hat and explains that when anyone wears this item of clothing she becomes Wizard Wonderful and can wish for something that will make people happy. Children can only make one wish.</p>	Wizard hat/cone shaped hat made out of paper, card.

		<p>Have the children make losses cards, on which are written the following things (one to each card): Moving house, Changing schools, A pet dying, Having an injury that scars your face, A brother leaving home to go to college, Parents getting divorced or separating, A grandparent dying, Falling out with a friend, Losing a favourite toy, Having an accident that means you will never be able to run again, Leaving your country, Breaking up with a best friend.</p> <p>The children should work together to place their cards in order according to how bad they might feel if these things happened to them.</p>	12 slips or paper per child.
<p>Different Families/ Identity and prejudice towards gay people.</p>	<p>I understand about diversity in families..</p> <p>I can identify and respect the differences and similarities between people.</p> <p>BV: Mutual respect BV: Individual liberty BV; Tolerance</p>	<p>Watch Emma's story on FREE DVD.</p> <p>Ask pupils: Where do your parents and grandparents come from? What makes someone British? What do you notice about Emma's family? What other different kinds of families can you think of?</p> <p>Approach the idea of happy family life and then discuss with children ways to recognise whether a family relationship is making them feel unhappy/unsafe and where they can seek advice if needed.</p> <p>What is special or different about your family? How does Emma feel about having two mums and two dads? Are four parents better than two? Are two parents better than one? Why does Genesis' mum stop Emma from going round to visit? How do you think this makes Emma feel? Why does Emma get so annoyed with her best friend Linus? Why is Linus worried about going to secondary school? Do you have any worries about going to secondary school? What is the most important thing about being a family? What types of families usually appear in stories? Why do you think this is?</p>	FREE DVD by Stonewall.
SLN	Does our age make a	Who are we now? Oral History	

Who are we?	difference to who we are, and how we see the world? BV: Mutual respect	See SLN website for lesson plan https://thelinkingnetwork.org.uk/resource/now-oral-histories/ SLN Who are we?	
Safety	I know how to keep myself safe from danger. BV: Individual liberty	Circle game: Chinese whispers. Discuss how we keep ourselves safe from danger, that we have rules to keep ourselves safe. Children produce a leaflet/comic strip about dangers and how to keep ourselves safe. Recap learning from previous year about how to stay safe when encountering adults including in face to face and online contexts. Children to understand ways to respond and seek advice.	
<p>Speaking and Listening Objectives: To consider examples of conflict and resolution, exploring the language used.</p>			

SMSC Medium Term Plan – Year 1

Summer 2	Learning Outcomes	SMSC Activities	Resources
Changes	<p>I can tell you some things about me that have changed and some things that will not change.</p> <p>I can tell you how I might change in the future.</p> <p>I know that some changes are natural and happen 'by themselves'.</p>	<p>Circle games: All Change: Children hop, jump, walk or tip toe round the circle. When the leader says 'Change' they reverse direction.</p> <p>Ask the children to bring in photographs of themselves as babies, toddlers, aged three or four, and now. Make a display of the photographs in chronological order for each child. Ask children to look at the display and note down all the things they notice about how they and their friends have changed over the years. Contrast these with things about ourselves that do not change very much. eye colour; hair colour; skin colour; birthmarks/freckles ;name; date of birth; country of birth.</p>	
Changes	<p>I know different ways that help me to learn to do things.</p> <p>I can tell you about changes that I can make happen.</p> <p>I can make some changes quickly and easily.</p> <p>I know that to make some changes is hard and takes a long time.</p> <p>BV: Individual liberty</p>	<p>Circle game: The Balloon Game: All children hold hands in a circle and one child is chosen to stand in the middle and blow the balloon up. The circle of children represents the expansion of the balloon so that they begin close to the central child, as the balloon has no air. As the child blows, the circle gets bigger until the balloon blower claps their hands and all the children fall on the floor. The balloon has popped!</p> <p>Are all changes quick and easy? Remind children of the work they did in Theme 4 <i>Going for goals</i>, when they looked at getting better at what we do. This is a type of change we can make happen. Ask children to give examples of how they have learned to do something: for example, to read, to spell, to calculate mentally, to skateboard, or to dance. Was it quick and easy to get better at doing these things? Often getting better at something or changing ourselves isn't quick or easy. What helps us get better? How do we learn?</p>	Balloon

<p>Changes</p>	<p>I know different ways that help me to learn to do things. I can tell you about changes that I can make happen. I can make some changes quickly and easily. I know that to make some changes is hard and takes a long time.</p> <p>BV: Individual liberty</p>	<p>Circle game: Round: If I want to I could change ...</p> <p>Ask the children to work in threes. One of the three has to interview one other person to find out how they have changed in what they like and dislike, what friends they used to have and have now, what clothes they used to wear and like to wear now, what they used to be able to do and what they can do now. The job of the third person is to write down all the changes talked about. Give the children a set time (about 3 minutes), and then get them to swap roles. Finally feed back the recorded changes to the whole group for the teacher to scribe on whiteboard. Ask questions: Which changes on the list are ones you can't do anything about? Which are changes that you can choose? Which are changes that you can make happen?</p>	
<p>Changes</p>	<p>I know different ways that help me to learn to do things. I can tell you about changes that I can make happen. I can make some changes quickly and easily. I know that to make some changes is hard and takes a long time.</p> <p>BV: Individual liberty</p>	<p>Circle game: Round: Even if I wanted to I couldn't change ...</p> <p>Explain to the children that everyone, even the very cleverest people, can get better at what they do (recap on the importance of practice, perseverance, etc.) and that you would like each of them to think of one specific thing they have learned at school that they would like to get better at. They then make a plan with a buddy. The buddy should help them think about the things that might get in the way of the plan (obstacles) and how to avoid them. As each child achieves the desired change, some form of recognition should be offered: a certificate, award display, etc.</p>	
<p>Relationships</p>	<p>I understand the idea of 'relationships'. I understand the importance of friendship.</p> <p>BV: Mutual respect</p>	<p>Circle game : Round: I like to have friends because...</p> <p>Discuss relationships with children, eg family, friendship. Use powerpoint presentation to discuss friendship. Children are to pair up with a friend and have their photograph taken together. Ensure that no child is alienated in this process.</p>	

Relationships	<p>I understand the meaning of friendship and what makes a good friend.</p> <p>BV: Mutual respect</p>	<p>Circle game: Blindfold game-to focus on trusting someone. Tell the children that one of the things involved in friendship is trust. Set up an obstacle course using chairs, bags, tables and so on. Form pairs with someone they don't usually play with. One child is blindfolded. Complete course. Swap over roles.</p> <p>Discuss friendship. Children pair up. Children write something about why they are their friend.</p>	
<p>Speaking and Listening Objectives: To explain their views to others in a small group and decide how to report the group's views to the class.</p>			

<p>SMSC Medium Term Plan – Year 2</p>
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Summer 2	Learning Outcomes	SMSC Activities	Resources
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<p>Changing habits</p>	<p>I can tell you what a habit is and know that it is hard to change one.</p>	<p>Circle games: Leaders: One person goes out of the room and the others agree who will be the leader. The idea is that the leader starts one movement and all the others have to follow, then the leader changes to another movement, at which point everyone else must change too. The idea is for the person who goes outside to spot the leader and for the leader to avoid being spotted.</p> <p>Ask the children how hard they think it is to change our behaviour. Then suggest they do the following exercise. Fold their arms the most comfortable way (i.e. the way they would automatically do it). Then ask them to fold them the opposite way (if the right arm is usually on top, put the left arm on top). Interlink the fingers of both hands. Which thumb is on top? Now interlink the fingers so that the opposite thumb is on top. Ensure that the children understand the word 'habit'. Ask the children if they or other people in their family have had any habits that they have stopped, or would like to stop.</p>	
<p>Is it my faulty?</p>	<p>I know what it means when something is or isn't your fault.</p> <p>BV: Individual liberty</p>	<p>Circle game: Round: 'I bet you didn't know ...' Children each say something that they have done that they are proud of but that maybe not many people in school know about.</p> <p>When things go wrong (e.g. when noise levels rise or there are quarrels), children may use language like: 'Jason kept wanting to talk to me, so we were noisy' or 'It was her fault – she made me.' Remind them about what they have learned about their own power to make changes happen, and make their own choices. You could try out different words: 'Jason kept wanting to talk to me, so we were noisy' becomes 'I chose to let Jason distract me'; 'It was her fault – she made me' becomes 'I chose to do what</p>	

		she said, even though I knew it was wrong.' Children to write above sentences and then a corresponding 'changed behaviour' sentence in books as above.	
Changes.	I can tell you about a plan I have made with my class to change something in our school. I can plan to overcome obstacles that might get in the way. BV: Democracy	Circle game: Thoughtshower: Teacher asks the children to think of all the changes that happen or have happened in their lives. List on board. Ask the children to identify something they would like to change in the way the class work or play together. This might be, for example, that they would like the class to be less noisy at certain times, or would like fewer quarrels at playtime. Have them work in groups to think of different ways they could try to make this happen. Encourage children to use the problem-solving process, using the <i>Problem solving</i> poster. One person in each group to feed back.	Problem-solving poster - google
Changes.	I know that I make my own choices about my behaviour. BV: Individual liberty	Circle game: Round: To anticipate and look forward to change. I am looking forward to ... Read the story <i>Naughty Nigel</i> . The story is about a seven-year-old child who wanted to change his behaviour. When you have checked the children's understanding of the story, discuss questions and say what he could have done to improve his behaviour.	
Relationships	I understand the idea of 'relationships'. I understand the importance of friendship. BV: Mutual respect	Circle game : Mirrors: Split children into pairs (A and B) and face each other. B is the mirror and has to copy all A's gestures. Tell the A's to begin very slowly. Swap roles. Discuss relationships with children, eg family, friendship. Use powerpoint presentation to discuss friendship. Children are to pair up with a friend and have their photograph taken together. Ensure that no child is alienated in this process. Make sure children are aware of what a caring friendship is and how to recognise if a relationship is unhealthy and what can be done about it.	
Relationships	I understand the meaning of friendship and what makes a	Circle game: Open Forum: 'We can't all be best friends, but it's good if we can be friendly to everyone.' Discuss.	

	<p>good friend.</p> <p>BV: Mutual respect</p>	<p>Discuss friendship. Children pair up. Children write something about why they are their friend using writing frame on, paying reference to friends giving support and being welcoming etc.</p> <p>Discuss online relationships and friendships and how they can be different from face to face interactions. Explain ways to stay safe.</p>	
<p>Speaking and Listening Objectives: To work effectively in groups by ensuring each group member takes a turn, challenging, supporting and moving on.</p>			

SMSC Medium Term Plan – Year 3

Summer 2	Learning Outcomes	SMSC Activities	Resources
Changes	I know that change can be really good and can tell you about some changes that have made our lives much better.	<p>Circle games: Changing places: Change places or put your thumbs up, if you have: moved house; been to more than one school; a younger brother or sister; joined a club where you didn't know many people. Ask the children to spot the link – changes – and then think of other examples of changes to continue the game.</p> <p>Start the activity by using a musical instrument to play a single note, repeated over and over again until the children begin to show signs of boredom and restlessness. Show the children a coloured sheet of paper with only one colour. Ask the children to hop or to repeat another movement monotonously. Pose the question: What would it be like to live in a world without change? Take ideas from the children and note them down. Ask children in groups to take one change situation and identify as many good things about it as possible. Children make notes. Take feedback on each change.</p>	
Changes	I know that everybody goes through many different sorts of change all the time. I can tell you about some of the things that have changed in my life, and how I feel about them.	<p>Circle game: Rounds: Something that has changed in this school since I have been here is ... Something that has changed in my life in the last year is ...</p> <p>Together count the number of children in the class who have experienced the changes you outline and make a simple frequency table. Make the point that change is normal, necessary and can be positive (even if it is sometimes difficult). Draw your own life journey on a piece of paper, including only the things in your life that you are happy to share with the children. For example, you might draw a winding road and write at the top 'I was born' with the date.</p>	

		The road represents your life and at certain points along the road there will be changes, some big, some small. Share this with the children. Set them the task of recording their own life journey in whatever way they like. Discuss.	
Changes	I know that even changes we want to happen can sometimes feel uncomfortable. I know some ways of dealing with the feelings that sometimes arise from changes. BV: Individual liberty	Circle game: Round: A change that made me miserable was.... Ask the children to think of a change they have experienced that they did not want to happen, or were nervous about. Was the change expected or did it come as a shock? What were the most difficult things? How did they cope? What did they do? Who helped them? What else could they have done? Did anything good that they hadn't expected happen as a result of the change? Note down their responses as a list.	
Changes	I can tell you about a plan I have made to change something about my behaviour. I can think about and plan to overcome obstacles. BV: Individual liberty	Circle game: Round: I am looking forward to..... Each child makes a plan to deal with an identified change they would like to make. The change might be in or out of school, for example: working harder when the class has a supply teacher; being on time for school more often; being kinder to an annoying little brother or sister. Some of the plans children come up with might involve other people also changing their behaviour. It is useful to talk to children about this. It is important that they realise that we cannot force other people to change their behaviour. The only behaviour we can change is our own. Sometimes this helps other people to change too.	
Relationships	I understand the idea of the term 'relationship'. I can say why I am friends with	Circle game : Arm Link The children form a circle. The teacher says the number '4'. The children have to link arms in groups of 4 around the circle. When the groups are ready, the teacher tells them to cross the circle to	

	<p>someone.</p> <p>BV: Mutual respect BV: Individual liberty</p>	<p>the other side as a group. This can be repeated with groups of 5 or 6. Children must be made aware of boundaries are appropriate in friendships with peers and others.</p> <p>Discuss with the children their ideas on the term 'relationship'. On board scribe children's ideas on people we have relationships with: friends, family, teachers, neighbours etc. Define the meaning of the term. Focus on the idea of friendship and the reasons why they are friends with certain people. Round: I am friends with...because..... Children to scribe above in books. Who they are friends with and why. Discuss children's writing.</p>	
Relationships	<p>I know what makes a good friendship/relationship (family etc)</p> <p>BV: Mutual respect</p>	<p>Circle game: Round: I like... Each child in turn finishes the sentence, 'I like,,,'. This can include favourite food, hobbies or clothes, but not people. The other children can say 'yes' if they also like the same thing, but they are not allowed to say 'no' or 'yuk' or even use any negative body language.</p> <p>Remind children of previous lesson. Discuss what makes a good friendship/relationship. List ideas on board. 'Recipe for Friendship'. Children to write their own recipe for friendship. Children to develop a deeper understanding of online friendships and relationships and recognize the risks that could be involved.</p>	
<p>Speaking and Listening Objectives: To use the language of possibility to investigate and reflect on feelings, behaviour or relationships.</p>			

SMSC Medium Term Plan – Year 4

Summer 2	Learning Outcomes	SMSC Activities	Resources
Changes.	<p>I can tell you how I would feel if a change that I didn't want to happen was imposed on me.</p> <p>I know some of the reasons that change can feel uncomfortable and scary.</p>	<p>Circle games: The belonging game P.13.</p> <p>Ask the children to think about what they already know or have learned about change. Scribe their ideas.</p> <p>Ask children if they have ever had a change happen to them that they didn't want at all. Ask them to try to imagine how it would feel in the situations you outline.</p> <p>Discuss and record the feelings that children have experienced or think they might experience. Ask the children to think of as many feelings words as they can to describe how it might feel to be in one of these situations.</p> <p>Why is change sometimes scary and uncomfortable? Explain to the children that sometimes change is difficult and makes us feel uncomfortable. Note down the children's ideas on why they think this is.</p>	<p>For belonging game</p> <p>Make enough small cards for each child to have one. Write the numbers 1, 2, 3,4 and 5 on approximately equal numbers of cards but leaving the last two or three cards blank. If there are 28 children in your class, you would make 5 matching sets of 5 (i.e. 5 * 1s; 5 * 2s up to 5 * 5s) leaving 3 cards blank. On each blank card, write a number that has not yet been used (a different one on each card), say 6, 7 and 8.</p>
Belonging.	<p>I can tell you how it feels to belong to a group, and know it is important for everyone.</p>	<p>Circle game: Round:</p> <p>When I am accepted I feel ...</p> <p>When I am accepting others I feel ...</p> <p>Ask the children to draw themselves in all the groups they belong to – family, school, street, clubs, religious groups,</p>	

		<p>sports teams and so on – and write on their pictures the words that described how they felt in these groups. Remind the children that the feelings we are experiencing often show in our bodies and our behaviour. Children to work through one of the feelings listed by the children in the first activity – ‘embarrassed’ or ‘insecure’ might be appropriate ones.</p> <p>Children to take part in ‘emotion in motion game.’</p>	
Changes.	<p>I know that what we feel and think affects what we do (how we behave). I can tell you why I behave as I do when I am finding a change difficult. I can sometimes understand why other people are behaving as they are when they are finding a change difficult. BV: Mutual respect BV: Individual liberty</p>	<p>Circle game: Round: When I am rejected I feel ... When I am rejecting others I feel ...</p> <p>Remind children of the link between how we feel, what we think, and how we behave (what we do). Remind the children that while all feelings are OK, not all behaviours are.</p> <p>Remind children of the things they can do to deal with the uncomfortable feelings change can bring about. Discuss ways with the children.</p>	
Changes.	<p>I know some ways of dealing with the feelings that sometimes arise from changes. BV: Individual liberty</p>	<p>Circle game: Round: When I am left out I feel ...</p> <p>Children could work in groups to make a poster on ‘Change and how to survive it’ (choosing a change they are familiar with or one of the scenarios introduced in this section). They should include in their poster some way of showing how change feels, and some strategies for survival.</p>	
Relationships	<p>I understand the idea of the term ‘relationship’. I can say why I am friends with someone.</p>	<p>Circle game : Round ‘I like to have friends because...’.</p> <p>Discuss with the children their ideas on the term ‘relationship’. On board scribe children’s ideas on people we have relationships with: friends, family, teachers, neighbours etc. Define the meaning of the term. Focus on the idea of friendship and the</p>	

	BV: Mutual respect BV: Individual liberty	reasons why they are friends with certain people. Round: I am friends with...because..... Children to scribe above in books. Who they are friends with and why. Discuss children's writing. Children must explain which boundaries are appropriate in friendships with peers and others and what do do if they feel unsafe in a friendship/relationship.	
Relationships	I know what makes a good friendship/relationship (family etc) BV: Mutual respect	Circle game: Mirrors: Split children into pairs (A and B) and face each other. B is the mirror and has to copy all A's gestures. Tell the A's to begin very slowly. Swap roles. Children to know the rules and principles for staying safe online and maintaining an online relationship appropriately. Children to discuss some of the risks involved. Remind children of previous lesson. Discuss what makes a good friendship/relationship. List ideas on board. Recap their 'Recipe for Friendship'. Children to write their own recipe for friendship.	
Speaking and Listening Objectives: To identify the main points of each speaker, compare their arguments and how they are presented.			

SMSC Medium Term Plan – Year 5

Summer 2	Learning Outcomes	SMSC Activities	Resources
Changes.	I can try to understand why people might behave the way they do when they are facing a difficult change.	<p>Circle games: Changes: A volunteer should be chosen to go outside the room. When they are gone two people in the circle should swap places. The volunteer should try to guess what has changed.</p> <p>Ask the children to tell you what they have learned about change. Scribe their ideas and check their understanding. Read the story <i>Melanie's journal</i> and discuss it with the children, using the questions as a framework. Give each child two plain sheets of paper and ask them to draw four concentric circles on each. On the first one ask the children to write their own name, on the second 'MELANIE'.</p>	
Changes.	I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss. I understand how it might feel when a change takes you away from familiar people	<p>Circle game: Round If I ran this school for a day I would change ...</p> <p>Explore the range of responses in accepting unwelcome change. Remind the children that change is often positive and exciting but that sometimes there are uncomfortable feelings and a sense of loss as well. The sorts of feelings we experience in coming to accept an unwelcome change in our lives are often similar to those experienced when we face a</p>	

	and places. I know that sometimes there can be positive outcomes from changes that we didn't welcome initially.	loss. Put up these words on the board: shock, denial – It can't be happening!, anger, acceptance, positive thinking. In small groups, ask the children to: identify what sorts of feelings Melanie was experiencing in each section of her journal; list the positive outcomes of the changes Melanie experienced.	
Changes.	I can tell you some of my own 'sore spots'. I can recognise when I might over-react because someone has touched a 'sore spot' BV: Mutual respect BV: Individual liberty	Circle game: Round If I were king for a day I would change ... Explain that people respond differently to the changes and challenges they face in their life. Tell the story, supporting children if necessary with the <i>Our sore spots</i> picture. Discuss story with children. Emphasise that our individual histories can make us behave in certain ways and that we all have 'sore spots' and how to react appropriately.	
Behaviour.	I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'. BV: Mutual respect BV: Individual liberty	Circle game: Round If I could change the world I would ... Discuss the question of responsibility. Did the teacher in the story make Jack and Rehana cry? Whose fault was it that Jack and Rehana were upset? Remind the children of the work they have done in earlier themes on taking responsibility for their actions. <i>Whose fault is it anyway?</i> Recap on sore spots: This is like a place we have inside ourselves that quickly hurts when people say or do things to us, because what they say or do reminds us of something bad that has happened before, or threatens something that is very important to us. Ask questions and discuss.	
Relationships	I know some features of friendships and other relationships. BV: Mutual respect	Circle game : Thank you Ask if any child would like to say thank you to someone (not her best friend) who helped her when she was lonely. The children are encouraged to look across at the person and say her name, for example, Alima I would like to thank you for including me in	

		<p>football. Alima is then encouraged to say 'Thank you Henry'.</p> <p>Ask the children to list as many people as they can think of with whom they have a relationship in the broadest sense. Ask the children to group each person under the headings, family, friends etc. Ask the children to work in groups to identify three features of having a relationship with someone. Children to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable Group feedback to draw up a shared definition of 'relationship'.</p>	
Relationships	<p>I can demonstrate ways of negotiating within friendships.</p> <p>BV: Mutual respect BV: Individual liberty</p>	<p>Circle game: Round 'I like to have friends because...'. Ask the pupils in small groups, to identify three situations where friendships might go wrong. List the situations on the board and ask if they can think of any ways of preventing each happening, or resolving them if they happened. Discuss. Make sure children are aware of permission seeking and ups and downs of friendships.</p> <p>Ensure children know about mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and that healthy friendships are positive and welcoming towards others. Discuss the risks associated with online relationships and how they can be mitigated.</p>	
<p>Speaking and Listening Objectives: To understand different ways to take the lead and support others in groups.</p>			

SMSC Medium Term Plan – Year 6

Summer 2	Learning Outcomes	SMSC Activities	Resources
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Changes	I know that many children have mixed feelings about going to secondary school. I know that it is natural to be wary of change, and can tell you why.	<p>Circle games: Swapping places: This game works best if one chair is moved from the circle and a volunteer stands in the middle. The volunteer should try to sit down as the others change places at the following commands. 'Swap places if you:' have changed your hairstyle this year; had something different for breakfast this morning; walked a different route to school. Ask the children to think of their ideas for things that might have changed.</p> <p>Going to secondary school is a big change. Ask the children to recap (via a thought shower) on everything they know or have learned over the year about change. Although change is exciting, it can also represent a sort of loss. Talk about how all the feelings are valid, normal responses, and tell the children how nearly all children experience a degree of apprehension, nervousness and fear as well as excitement. Remind children of 'fight' or 'flight'. Introduce and discuss triangle of needs.</p>	
Feelings	I know that all feelings, including uncomfortable ones have a purpose and give us information.	<p>Circle game: I feel ... about going to secondary school. P.16.</p> <p>Children to consider how their needs are met at their current school and how these could be threatened by the move to a new school. The task aims to help children understand and accept their uncomfortable feelings. They could discuss their ideas in pairs before writing them down.</p> <p>Children to write their answers down then compare them across the group.</p>	
Behaviour	I understand why I behave the way I do sometimes when I feel uncomfortable. I try to understand other people's behaviour by thinking about what they	<p>Circle game: Rounds: I hope ... I am worried that ...</p> <p>Often when we feel sad or angry, we don't behave very well and, as the children have seen, the move to secondary school</p>	

	<p>might be feeling or thinking. I can tell you about how people might feel and behave when they go to a new school.</p> <p>BV: Mutual respect BV: Individual liberty</p>	<p>can make us feel uncomfortable. Discuss how these situations might cause people to behave. Introduce the word 'empathy', and explain to the children that trying to see the situation from another's point of view, and trying to understand their thoughts and feelings is called 'empathising'. Children to write down scenarios and how to respond appropriately.</p>	
All about me.	<p>I can tell you some of the good things about me that my classmates like and value.</p>	<p>Circle game: Focus on the children's responses to the 'I am worried that ...' round. Ask children: 'Where do these worries come from?' Raise the issue of gossip and rumours, and play Chinese whispers.</p> <p>Write the name of each child at the top of a blank A4 piece of paper. Attach a (smallish) photograph of the child in the centre of the page (alternatively ask the children to draw themselves). Number the children. Each child passes on the sheet to the child with the next number, and that child has a minute or so to write down something positive that the child whose name is on the sheet will bring to their secondary school. After the allotted time period each child passes on the sheet to the child with the next number. These can also be used as part of the transition process.</p>	
Relationships	<p>I know some features of friendships and other relationships.</p> <p>BV: Mutual respect</p>	<p>Circle game : Mirrors: Split children into pairs (A and B) and face each other. B is the mirror and has to copy all A's gestures. Tell the A's to begin very slowly. Swap roles. Make sure children are aware of dangers associated with online relationships and how to overcome these.</p> <p>Ask the children to list as many people as they can think of with whom they have a relationship in the broadest sense. Ask the children to group each person under the headings, family, friends etc. Ask the children to work in groups to identify three features of having a relationship with someone. Use group feedback to draw up a shared definition of 'relationship'. Children to recognise who to trust and who not to trust, how to judge when a</p>	

		friendship is making them feel unhappy or uncomfortable, how to manage conflict and how to seek help or advice from others, if needed.	
Relationships	I can demonstrate ways of negotiating within friendships. BV: Mutual respect BV: Individual liberty	Circle game: Open Forum: 'We can't all be best friends, but it's good if we can be friendly to everyone.' Discuss Ask the pupils in small groups, to identify three situations where friendships might go wrong. Discuss permission seeking etc. List the situations on the board and ask if they can think of any ways of preventing each happening, or resolving them if they happened. Discuss. Remind children of what healthy/unhealthy relationships look like and what to do if they feel concerned. Children to critically consider their online friendships/relationships and also their sources of information.	

Speaking and Listening Objectives: To identify the ways spoken language varies according to differences in the context and purpose of use.

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- participate in discussions, presentations, performances, role play/improvisations and debates

Links to all resources from SLN can be found by following this link.

<https://thelinkingnetwork.org.uk/free-resources/>