

Unit overview PSHE Summer 1 2016

LOs	Focus	Independent activities		Assmt for learning	Resources/vocab
Recognise different feelings and use strategies to cope with these feelings.	<p>I know that my feelings can affect other people.</p> <p>I can identify ways to express my feelings.</p> <p>I have thought about my achievements.</p>	<p>Circle game – <i>Space next to me</i>. Discuss their feelings playing this game. Write on f/c. Chn express these feelings in art.</p>	<p><i>What am I good at?</i> <i>What do I find difficult?</i> <i>How can I use words or symbols to express how I feel?</i> <i>What strategies could I use to cope with my feelings and emotions?</i></p>	SEAL feelings detective poster and photo cards, feelings word bank, art materials including paper, f/c,	
I know that people may respond in different ways to stress and anxiety.	<p>I know that it is important to respond to stress and anxiety in a calm manner.</p> <p>I can turn an aggressive response into an assertive response.</p> <p>I have thought about how people might feel when things going wrong.</p>	<p>Discuss how the children respond when things go wrong or they find something difficult. Read the story 'Lion, Mouse, Fox and Human' or a similar story where there is a clear aggressive and passive response to a situation. Chn in groups relate to the characters. Share the example from the Aggressive to Assertive sheet (provided) to demonstrate how aggressive statements can be changed into assertive statements. The children should then work in pairs or small groups to change the rest of the aggressive statements into assertive statements using 'I'...</p>	<p><i>What is assertive behaviour?</i> <i>What is aggressive behaviour?</i> <i>How can we relax in the classroom?</i> <i>Why is it important to develop strategies to deal with stress and anxiety?</i></p>	Story about aggressive and passive behaviour e.g. SEAL 'Good to be me' story 'Lion, Mouse, Fox and Human' (Yellow set resource sheet Year 3, page 14) Pictures of characters from the story for 'role on the wall' sheets (not supplied) Role on the Wall of Lion, Mouse, Fox and Human Dictionaries and thesaurus SEAL feelings poster Aggressive to Assertive Statements (provided) Teachers photo of his/her favourite place to relax	
Reasons why people should not smoke.	<p>I know that smoking can damage my health.</p> <p>I can explain why it is unhealthy to smoke.</p> <p>I have thought about making my own choices.</p>	<p>Show the children packaging, magazine articles showing advertisements and any other form of promotional materials that you have found, these could include television adverts and campaign materials. Discuss why advertisements might be in magazines or on the television.</p> <p>Divide the class into small groups of about 5 or 6. Ask each group to sort the statements from the 'Smoking card sort' sheet into 1. Facts about smoking and 2. What people say about smoking.</p> <p><u>Activity 2 Why do people smoke?</u></p> <p>Ask the children to give reasons why they think people they know smoke.</p>	<p><i>Why do people smoke?</i> <i>What is nicotine?</i> <i>How does smoking damage your heart and lungs?</i> <i>Why should people stop smoking?</i></p>	A collection of advertisement, including campaign materials (e.g. anti smoking campaign materials), smoking card sort, facts about smoking , TES connect anti- smoking presentation. www.tes.co.uk , f/c,	

Making informed choices.	<p>I know how to resist peer pressure. I can use assertive language to stay safe. I have thought about how I might behave in difficult situations.</p>	<p>Play Simon Says or follow my leader to introduce the idea of making informed choices and learning to say no.</p> <p>Explain that peer pressure can influence people to make good choices that might make a positive difference but sometimes influence can result in negative and sometimes dangerous choices. Split the class into small groups or pairs. Ask each group to make a list of things that friends might ask them to do by recording their ideas on post-it notes or small piece of paper.</p>	<p><i>What are the peers asking them to do?</i></p> <p><i>How are they trying to get them to do it?</i></p> <p><i>Do they think it is the best choice or do they need to say no?</i></p> <p><i>What might happen if they do it?</i></p> <p><i>What other choices did they have?</i></p> <p><i>How could they use assertive language to make their choice?</i></p>	Paper and pencils, post-it notes Scenario cards, camera,
Make comparisons between risk and resilience.	<p>I know when taking a risk is safe or dangerous. I can express my thoughts and feelings. I have thought about challenge my fears and how to develop resilience.</p>	<p>In groups of three the children should sit one behind the other and then take it in turns to lean back into the person behinds hands. If this is completed successfully try getting the children to stand in a triangle, with one person at the front and two children standing close behind. The child at the front should be asked to fall back into the arms of the two children behind.</p> <p><u>Activity 1</u> What risks do we have to take each day? Discuss the question - Are risks dangerous? Look at the list generated by the class, are any of the risks listed dangerous? Why? Are any of the risks safe? Why do we have different risks?</p>	<p><i>When is it not a good idea to take a risk?</i></p> <p><i>When it might be good to take a risk?</i></p> <p><i>Why might they need to develop resilience?</i></p> <p><i>How will this lesson help them to make decisions?</i></p>	'Risk Statements' to sort under headings: 'Very Risky', 'Risky' and 'Little or no risk',
Take responsibility for my own health and wellbeing.	<p>I know why we should eat a balanced diet and exercise. I can explain what I mean about health and well-being. I have thought about the importance of looking after your body.</p>	<p>Play 'Can you guess my friend?' This is where the class sit together and a member of the class is asked to describe the qualities of one of their friends and the rest of the class are asked to guess who the mystery friend is.</p> <p><u>Activity 1 Around my body, facts for life activity</u> Split the class into groups of 5 or 6 depending on the size of the class and the number of activities used. The aim of this activity is for the children to revisit work taught in this unit and extend their knowledge and understanding of issues related to a healthy diet, healthy lifestyle and not abusing their body (for example by smoking).</p>	<p><i>Why is it important to make informed choices?</i></p> <p><i>How might you feel when you know that you have to make a difficult decision?</i></p> <p><i>What could you do in a risky situation?</i></p> <p><i>Why is it important to eat a balanced diet and exercise?</i></p>	Paper and pens/pencils, team body sheet, SEAL photo cards: proud, pictures from the story about passive, aggressive and assertive behaviour from lesson 2, various text labels/statements to accompany the above, displays/activities,
