

Unit Context



The unit focuses on welcoming children to their new class and examines how children and staff can work together to create an inclusive, safe and fair learning environment.

Many schools will serve a diverse population and this unit

is relevant in the context of increasingly mobile families and communities such as Travellers, asylum seekers and new arrivals.

Work in this unit will be supported by relevant school policies such as Settling In, Transition, Equality, Inclusion, Behaviour Management, Anti Bullying and Safeguarding. The unit also complements and can be taught in conjunction with the SEAL themes 'New Beginnings' and 'Going for Goals'.

Unit Description

The children will explore how they are all uniquely special, which will include exploring their likes and dislikes and the things they are able and are learning to do. They will examine and learn to value and respect similarities and differences between themselves and their peers.

The children will explore and learn to appreciate their own needs and those of others and will examine the needs of newcomers joining the class. They will engage in activities which will develop their interpersonal skills and ability to form and maintain relationships with others within their class and at school.

They will explore codes of behaviour which enable them to work together and learn to appreciate the need for rules in order to protect their own and other people's rights. They will have the opportunity to develop their own set of class rules.

Notes for Staff

Activities such as the 'Me' box, identifying likes and dislikes and games such as 'Change places if.....', provide excellent opportunities to explore cultural diversity and teach children to respect the views, beliefs and lifestyles of other children. When forming ground rules and establishing positive behaviour with children, it is useful to draw their attention to the positive side of a negatively worded rule i.e. 'Don't hit people' can also mean 'Be gentle'.

Activities for Recording Assessment

A at the end of an activity indicates an opportunity for recording assessment during practitioner directed activities.

Activity 1.1. Listen to and observe children sharing the contents of their 'Me' Box with others to assess their awareness and understanding of what makes them unique and special.

Activity 2.4. Use the children's response to this Draw and Write activity to assess their ability to identify new things that they would like to learn to do and steps they could practise in order to achieve their goal.

Activity 6.4. Use the children's responses to this Draw and Write activity to assess their understanding of the classroom rules.

The following are suggested contexts for your setting's continuous provision. They provide opportunities for practitioners to assess how children are transferring their knowledge, skills and attitudes acquired in teacher directed activities to their self initiated play / independent learning.

Observe children while they:

- Respond to an activity which reflects a theme introduced through the use of fiction e.g. I am too absolutely small for school – helping to welcome a new child joining the class.
- Add to the contents of their 'Me' box or share the contents of this box with others.
- Play games and work alongside others.

Learning Expectations

This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related **Early Learning Goals**:

The Prime Areas

Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and other's behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events

The Specific Areas

Understanding the world

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

- Reflect on an activity with which they are engaged and consider next steps within this activity.
- Reflect on the classroom rules while engaging in classroom activities and working and playing alongside others.

Out of School Learning

Invite parents/carers to find a box at home i.e. shoe box that could be used to make a 'Me' box. Encourage parents /carers to support their children in looking for items and artefacts e.g. photographs, toys, souvenirs that are special to them and important to their sense of identity

Sensitive Issues



Sensitive issues to be aware of are marked in the **Points to Note** column with this symbol.

Throughout this unit, it is important to be sensitive to children in the class who are currently experiencing being in a new situation, either in or out of school. Of course, if this unit is being delivered at the start of the school year, for the whole class some things will probably be new, such as a new teacher and a new classroom.

For some children, in addition to this, they may have moved home or school, may be in a new family situation or could be new to the country.

Some children may feel confident enough to share their experiences with the class, but ground rules need to be reinforced that include the right not to share with the class things they would prefer to keep private. When discussing listening skills and the ability to work as part of a group, it is important to be aware of those children with specific Special Educational or Behavioural Needs who may find these skills challenging. Be aware of children who may lack confidence in large group discussions and may need to work in much smaller groupings in order to feel confident enough to speak in front of others.

Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

See **Teaching Guidance** for information on **Circle Time** and using the **Draw and Write** technique.

A full list of resources is included at the end of this guide

Linked Units

ID F Identities and Diversity

FF F Family and Friends



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7. To begin to understand how to play and work alongside others at school.

Section A - Being Special

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
1. To understand what is special about me and other people in my class	To be able to: - talk about ways in which I am special; - talk about ways in which other people in my class are special; - give examples of ways in which I am similar to and different from other people; - talk about people's similarities and differences in a positive way; - demonstrate through playing and working positively alongside other children that I value and respect peoples' similarities and differences.	1.1. In Circle Time, explain to the children that they are going to take it in turns to look into a very special box. In the box they will see someone who is very special. Pass the shoe box around the circle and invite each child to quietly open the lid and look inside. When all the children have had a turn ask the children who the special person was. The children should reply ME! Explain to the children that they are going to be learning about how each person is special. Use the sentence, <i>In all the world, I'm the only me and ask the children if they know what it means.</i> Introduce the children to the idea of a personal special Me Box. Explain that the Me Box contains different things that are very special to you. Show the children your own Me Box. Take some of the artefacts out of the box and share each object with the children and explain why it is special to you e.g. photograph, picture of your favourite food, something someone has given to you, something that describes a personal interest. Invite the children to decorate their own shoe box and think of things they may like to put inside that are special to them. Provide opportunities during Circle Time for children to share the items inside their Me Box and identify similarities and differences between themselves and their peers in the choices they have made. A	- See Teaching Guidance for information on Circle Time. - For this activity, you will need to prepare a shoe box with a mirror secured to the bottom. - Ask parents/carers for help and ensure that each child has a shoe box. Have your own shoe box prepared with some special items inside. The constraints of size should be carefully explained i.e. only things that will fit inside the box. - Consider making a mini film for example, using digiblu cameras, to go home with the children to record something special about me. SEAL New Beginnings (Foundation) contains Name songs and rounds that can be used at the start of a new activity.
		1.2. In Circle Time, introduce the children to a puppet, Sammy. Explain that Sammy is going to tell them some of the things that he / she likes to do e.g. I like to swim, I like playing in the home corner. Invite the children to put up their hands if they like doing the same thing as Sammy. Sammy can also describe things that she/he does not like to do. When the children have raised their hands, encourage a conversation to discuss why they may or may not enjoy doing the activity. Explore differences and similarities between the children's likes and dislikes	- See Teaching Guidance for information on using Puppets. - Read the story, What I Like to reinforce learning within this activity. - This activity provides an opportunity to explore gender roles i.e. Is it OK for boys to play with the dolls? Is it OK for girls to play with a train set? - Remember to celebrate difference and to acknowledge positively that sometimes only one person may enjoy something. Use the responses to this activity to make a bar chart showing the number of children who e.g. like certain foods, enjoy an activity at school.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		1.3. In Circle Time, ask the children to describe something they would like for their next birthday or other celebration. Explain that people choose different things and that this is because we are all different and have different likes and dislikes. Read the story Toby's Doll House and discuss: • <i>What is this story about?</i> • <i>What toy did Toby want for his birthday?</i> • <i>Why do you think that Toby's dad, auntie and granddad are all sure that Toby would much rather have a fort, or a farm or a multi storey car park? Do you think they are right?</i> Some of the children may suggest that a doll's house is a girl's toy. If so discuss: • <i>Is Toby happy at the end of the story and why is this?</i> • <i>Do girls and boys play with different toys in real life?</i> • <i>What toys do you think girls play with? Why do you think that is?</i> • <i>What toys do you think boys play with? Why do you think that is?</i> • <i>Are there any times when girls play with toys that you would normally expect boys to play with? Is this OK?</i> • <i>Are there any times when boys play with toys that you would normally expect girls to play with? Is this OK?</i> Help children to understand that the most important thing is that we are enjoying the toy we are playing with and it is making us happy. At the end of the story, Toby is happy because he is playing with a toy that he finds interesting and makes him feel good about himself	• Read Alfie's Angels for another story which challenges stereotyping of gender roles. • As a follow on from this activity, provide groups of children with some catalogues featuring toys being advertised for girls and boys. Ask the girls to look at the boys toys and choose a toy that they would like to play with. Ask the boys to choose a toy advertised for girls. Each time ask the children to explain why they have chosen their toy and why is it a good toy for both girls and boys to play with. • Some children (e.g. some children from Jehovah's Witness backgrounds and some Muslim children) do not celebrate their birthday and can feel left out when teachers assume they do.
		1.4. In small groups, read the story, Frog is Frog. Stop at the beginning where Frog says, <i>'Being a frog is the best thing in the world'</i>. Using the sentence stem, <i>Being me is the best thing in the world because.....</i>, ask the children to think about one thing that is special about themselves. Continue reading the story and stop where Frog says 'I am a useless frog'. Discuss whether or not frog should feel this way about himself, simply because he can not fly. In pairs ask the children to identify one thing that they can both do and do a round to share findings. Ask the children to label themselves A and B. Ask them to talk and find something that only A can do. Repeat the activity to explore something only B can do. Do a round to share findings. Stop at the end of the story and ask the children to think about why Frog is so happy. Ask the children to describe all the things that Frog can do that make him so special and different from the other animals	• Read Silly Suzy Goose or Giraffes Can't Dance for stories that explore valuing difference. • SEAL New Beginnings (Foundation) See suggested activities under Learning Opportunities, which support the development of self awareness and children's understanding of how they and others are special

Section B - Setting Goals

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
2. To understand what I have learnt to do and recognise what I would like to do next.	To be able to: - name some things that I am able to do; - talk about how we are all good at doing different things; - explain what a goal is; - set a goal for myself; - talk about what I want to learn or achieve and how I am going to do so; - try new things in my learning; - suggest some steps that I could take to reach my goal; - give examples of how to keep trying to reach a goal; - talk about what I have done and the things that worked well	2.1. In Circle Time, invite the children to mime something that they have learnt to do such as a skill and encourage the other children to guess what they are doing. After each mime, ask if other children are able to do this activity as well. Provide the children with a piece of card and ask them to make a badge which has their name, a picture of themselves and something they can do written on it e.g. I can swim, I can count to 20. In Circle Time, invite the children to share their badges and talk about their achievements.	Ensure that the children understand that people learn to do new things at different times and that achievements can be small or large
		2.2. In Circle Time read the story, Cleversticks and make a Circle of Feelings to explore how Ling Sung feels when he is unable to do the things that the other children can do. Invite the children to talk about times when they have been unable to do something and may have felt like Ling Sung. Invite the children to talk about times when they were unable to do something and what helped them to learn their new skill. Make a list of their strategies e.g. time to practise, copying someone else, asking for help, learning their new skill in stages etc.	- See Teaching Guidance for information on how to create a Circle of Feelings. - This story provides an opportunity to reflect on the lifestyles of people from different cultural and ethnic backgrounds
		2.3. In small groups, Introduce a puppet, Sammy, and explain that Sammy really wants to be able to learn to ride a bike so that she/he can ride a bike on the road to school. Explain to the children that 'riding a bike on the road to school' is Sammy's goal, a special thing that she/he is trying to achieve. Explain that at the moment, Sammy can not even ride a bike. Ask the children to work in pairs and think about some of the small things that Sammy needs to learn to do on her/his bike before she/he can ride on the road to school. Record the children's ideas and invite the children to order the activities into small achievable steps that will help Sammy to reach her/his goal e.g. <i>using a balance bike, riding a bike with stabilizers, having an adult to help steer the bike, learning to ride her bike on the drive, pavement or park etc.</i>	- See Teaching Guidance for information on using Puppets. SEAL Going for Goals (Foundation) For further activities on setting goals see Knowing and Understanding Myself, Setting a Realistic Goal and Keeping Going. There are also effective strategies for organising the day and the environment as well as the role of adults in this process.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		2.4. Provide the children with some pictures or symbols representing things that people of different ages can do or are learning to do e.g. tying shoelaces, painting a picture, driving a car, skipping, cooking on an oven, reading a book etc. Ask the children to sort the pictures into groups of things they can do and things they cannot do. Invite the children to examine the activities that they are still unable to do and discuss together why this may be. Using these pictures and the children's ideas of new things they would like to learn, encourage the children to identify one new skill that they would like to learn to do. Ask the children to draw a picture of themselves performing this new skill and then label their drawing with a few steps or things that they could practice to help them to achieve their goal. Provide opportunities during Circle Time for children to celebrate success and learn the importance of evaluating their own progress when learning a new skill. Ask the children to complete the sentence stem, <i>I am learning to</i> and invite them to talk about what they have achieved so far and what might help them with the next step to achieving their goal. A	• There are opportunities here to discuss achievable skills and age-appropriate goals and examine the difference between these and goals that children may consider achieving in the future such as driving a car. • Children may opt to learn a skill that is home based such as helping in the garden or helping prepare a meal. You may want to inform parents/carers and make arrangements for the children to take their drawings home to share with their families. There may be activities that the children could access at school which will help them to achieve their goal e.g. taking part in cookery lessons, joining the gardening club.

Section C - Working Together

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
3. To know who and how to ask for help if they need it.	To be able to: - identify different adults working at the school - say who I can talk to both at school and at home if I am worried about something	3.1 As a class, encourage the children to talk about the adults that they know and see in school. Invite them to consider which of these adults they would feel happy to talk to and seek help from if they felt unsafe, worried or upset about something while they were at school. Using guidance on the Safety Circle, support every child to develop their own personal Safety Circle which includes trusted adults both at school and at home.	See Teaching Guidance for information on the Safety Circle. The Safety Circle is covered further in units KS F Keeping Safe, FF F Friends and Family, ME F My Emotions.
4. To understand ways of welcoming new children to the class.	To be able to: - talk about how I felt when I was starting school; - describe how I belong to my class/group; - talk about some things people do to show they like me; - talk about how everybody has feelings and give some examples; - suggest simple ways to be friendly and make someone new feel welcome; - suggest things that the teachers and the school can do to help a new person feel welcome.	4.1 Read the story, I Am Too Absolutely Small For School and invite the children to discuss why Lola was worried about starting school <i>e.g. she would have to wear a school uniform, she would have to eat a school dinner, she might have to sit on her own</i> . Ask the children to: Recall how Lola's brother, Charlie, helps her to feel happier about starting school. Recall how they felt about starting school and why they felt this way. Ask the children if they ever had any worries about starting school. Make a list of these concerns and then ask the children to think of things that the school, teachers / staff, children and parents/carers could do to take away some of the worry about starting school <i>e.g. children could choose a friend to sit with at lunchtime, parents/carers could talk to the teachers at the beginning and end of the day, the teacher could show the children around the classroom and school and point out important things like the location of the toilets, the children could smile and say 'hello' to each other in the morning</i>	- Before engaging with this activity involve the children in reflecting on their Safety Circle and the trusted people they have identified who they could talk to at home and at school.  Be sensitive to children's individual concerns about starting school. Also, there may be children who did not experience any concerns about starting and want to describe positive feelings about this experience. - Read the story, Billy and the Big New School for an alternative fiction story that explores feelings associated with starting school

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		4.2 Read the story, The Gotcha Smile. Stop the story at the beginning where Clarine is introduced to the class and wants to make lots of new friends. Invite the children to discuss how Clarine might be feeling. Invite the children to think of ways that the other children in the class could be friendly to Clairene and make her feel welcome and part of her new class. Stop the story at various points where Clarine is having a difficult time and ask the children to think of things that the other children in the story could do to help Clarine feel better and more welcome. In small groups, invite the children to develop a short role play where one person is pretending to be a new child joining the class and the others are helping him/ her to feel welcome. Encourage the children to show their role plays and make a list of the strategies that the children use to welcome new children. 4.3 Read the story, My Name is Yoon. Invite the children to talk about how Yoon is feeling about starting a new school in a foreign country. In the story Yoon says '<i>I wanted to be a cat. I wanted to hide in a corner. My mother would find me and cuddle up close to me</i>' and '<i>I wanted to be a bird. I wanted to fly, fly back to Korea</i>'. Invite the children to consider why Yoon wanted to be these animals and hide or fly away and what this tells us about the way she is feeling in a foreign country. Recap on some of the worries that the children had about starting school from the previous activities. Look at each concern and discuss how each one could become a bigger worry for Yoon because she can not speak, read or write English. Invite the children to think of things that the children and the class teacher could do to be friendly to Yoon and make starting school easier for her bearing in mind Yoon does not speak, read or write English <i>e.g. display Korean and English words, use pictures to communicate, teach simple greetings and saying goodbye words, find a friend for Yoon to copy, use signs with your hands, show and share toys etc.</i> Invite the children to imagine Yoon is going to join the class and ask them to draw a picture and use speech bubbles to show what they would do and say to welcome Yoon and make her feel part of the class.	• See Teaching Guidance for information on using Drama Strategies. • To help the children empathise with the character in the story you may want to look at the list of concerns about starting school from the previous activity and examine which concerns may apply in Clarine's situation. • In Circle Time, play the game 'Pass the Smile', where children take it in turns to pass a smile around the circle. Encourage the children to think about times during the day when they have smiled at other people. Encourage them also to think about times when others have smiled at them and how this made them feel. • Use Circle Time rounds and greetings songs to reinforce children's names and help them feel included as valued members of the class. When a child leaves the class include rounds such as One thing I will remember / miss about X is.... . The Children can also make special farewell cards. • Where opportunities arise involve the children in developing strategies to support non English speaking children or children who have EAL. • Invite the children to ask their parents/carers why they have been given their name and where their name originates from. In Circle Time play a greetings game and invite the children to share this information about their name with the class. • SEAL New Beginnings (Foundation) See the story, The New Boy for alternative fiction that explores welcoming new children to a class.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
5. To understand how people's behaviour makes other people feel	To be able to: - describe a situation that is fair or unfair; - describe how fair behaviour makes people feel; - describe how unfair behaviour makes people feel	5.1 In Circle Time, read the story, Oscar Got the Blame as a way of introducing fair and unfair behaviour. Invite the children to think of ways they behave at home which makes their parents/carers and other members of their family pleased or happy. Ask the children to complete the sentence stem, <i>I make my Mum/Dad/ Grandma etc. pleased and happy when I</i> and make a list of the types of behaviour that the children describe <i>e.g. sharing toys, being polite, being helpful.</i> Invite the children to think of ways that they may sometimes behave which makes their parents/carers and other members of the family cross or unhappy and make a list of these behaviours. Identify some of the behaviours from both lists and ask the children to decide whether the behaviour is fair or unfair. To help the children decide, ask them to consider the impact of the behaviour on other people <i>e.g. Does the behaviour make others feel happy or angry? Does the behaviour mean that others lose out in some way such as not getting a chance to share, be heard, get help or do the things they want to do.</i> Invite the children to draw a picture of themselves at home behaving in a considerate way that makes their family feel pleased and happy.	- See Teaching Guidance for information on Circle Time. - This activity provides children with the opportunity to think about how their own behaviour impacts on others.
		5.2 Introduce a puppet, Sammy, and explain that Sammy goes to a school where some people behave in a fair way and others in an unfair way. Use scenarios such as the following to describe some things that have been happening at Sammy's school: <i>May likes to bring a banana for her snack at break time and sometimes, if she is not near a bin, May will throw the banana skin on the floor.</i> <i>Anna always asks Sammy if he wants to play with her.</i> <i>Adrian likes to be first in the dinner queue, so he always runs to line up and pushes people out of the way so that he can be in the front.</i> <i>Pippa and Alex play with Miranda, but sometimes they leave Miranda out of their games on purpose and say they do not like her.</i> <i>Kat always helps other children to tidy away the things in the classroom.</i> After each scenario, do a Circle of Feelings to explore how the children would feel if they went to this school and saw this behaviour happening. Invite the children to think about whether the behaviour is fair or unfair using the questions in activity 5.1.	- See Teaching Guidance for information on using puppets and creating a Circle of Feelings.  Ensure that the children understand that these are pretend situations and that the names used in the scenarios do not imply reference to individual children at your school - In Circle Time read the story, I Don't Care. Discuss with the children the ways in which the characters show respect and disrespect for others in different situations. Explore how people use words to show respect for the feelings of others.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
6. To understand ways of respecting the needs of other children in the class.	To be able to: - explain why it is important to respect the needs of other people; - describe examples of fair and unfair behaviour that might happen in the classroom; - explain why we need classroom and school rules; - suggest some ideas for classroom rules that will help us to work together; - describe the classroom rules and explain what they mean; - follow the classroom and school rules.	6.1 Introduce small groups of children to a number of games, outdoors or indoors, which have a few simple rules. Invite the children to play the games and afterwards ask them to describe some of the rules. Discuss what the players are allowed to do and what they are not allowed to do and why. Ask the children to think about what the game would be like if there were no rules and what would happen. Explain to the children that just as we have rules to help people play fairly together in a game, we need rules for the classroom and school that will help people work fairly together in the classroom.	This activity introduces the idea of having rules to help us with our behaviour so that our behaviour is always fair to other people and shows respect and consideration for others. You may want to take photographs during this activity that can be shown to the children afterwards and used as a way of reinforcing their learning about rules
		6.2 Read the story, Mr Gumpy's Outing. Stop the story where Mr Gumpy makes a new rule for the children and each of the animals who want to join him on his boat e.g. <i>'Yes, but don't hop about'</i>. Invite the children to discuss why Mr Gumpy has introduced each of these rules and what may happen if they do not follow them. At the end of the story, where everyone falls into the water, ask the children to think about how this could have been avoided and help them to see the link between having rules and keeping safe	
		6.3 Provide small groups of children with a collection of small world people and a model school in which the children can enter into make-believe situations. Ask them to use the small world people and role play some situations where their characters are demonstrating fair or unfair behaviour e.g. <i>walking carefully in the corridor, putting books back properly in the library or dropping food on the floor and not sharing with other people</i>. Encourage the children to talk about the impact of their character's behaviour on other people in the school and why the behaviour is either fair or unfair. Referring back to learning from activities 6.1 and 6.2, invite the children to talk about how rules could make the imaginary school a happier and safer place. Invite the children to devise classroom rules that would help the characters in the imaginary school and ensure that the classroom is a happy and safe place.	- See Teaching Guidance for information on using Drama Strategies.  Children may enact situations that have occurred and affected them on a personal level. Ensure that the children understand that they must not name individual children in this activity and that their model person is a pretend person. - This activity can also be used to review established classroom rules and reinforce their purposes. You can also explore rules for the dining hall and playground. SEAL New Beginnings (Foundation) See Learning Opportunities: social skills for further activities which explore positive social skills and rights, rules and responsibilities at school.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		6.4 In Circle Time, review the rules devised by the children for the imaginary school in the previous activity. Invite the children to decide on rules that would be suitable for their own classroom. Ask the children to choose one of the classroom rules and draw a picture of themselves following the rule <i>e.g. the rule 'Be kind to others'</i> could involve children drawing pictures of themselves playing with others, sharing toys, comforting others when they are unhappy, saying friendly things to others. A	Rules and photographs of children following these rules can be displayed in the classroom. Develop opportunities to reinforce rules <i>e.g.</i> displaying a 'happy face' symbol beside the rule at the end of a working session to show that everyone has complied with it.
7. To begin to understand how to play and work alongside others at school	To be able to: - talk about what sharing and taking turns means and give examples - talk about why it is fun and important to share and take turns; - explain how it feels if people share things with me and allow me to have my turn; - suggest some ideas for helping people to share in the classroom; - speak and listen to others in the class including when we are in a group; - suggest some ways of communicating politely and considerately with other people in the class and school; - communicate politely and considerately with others in the class and school	7.1 In Circle Time, read the following scenario to the children: <i>Mrs Furley's class had a new sandpit, but it was only big enough for three children to play in. All the children wanted a turn in the sandpit. Megan, Robert and Areg played in the sandpit every day and always got there first during 'Choosing Time'. They played in the sandpit for as long as they like.</i> Invite the children to do a Circle of Feelings to explore how the other children in the scenario must have felt. Ask the children what they think about this situation and whether it is fair or unfair. Encourage the children to talk about times when people would not share with them or would not let them have a turn. Using the IWB, show the children some photographs of themselves working and playing together in different situations and ask the children to explain what the children in the photos are doing that shows they are sharing and taking turns together. Encourage the children to describe some of the classroom rules that the children are following which are helping them to share and work alongside each other. Support small groups of children to use a camera to take photographs of other children in the class sharing and taking turns. 7.2. Provide small groups of children with a large sized jigsaw puzzle. Divide the pieces of the jigsaw evenly between the children. Explain to the children that they are going to work together as a team to make the jigsaw. Explain that they must not touch the jigsaw pieces of the other children but must use their voices and non verbal signals to communicate to the other children in the group to help them to see where each piece fits. After the jigsaw has been made, invite the children to discuss all the skills they had to use to help each other to make the puzzle <i>e.g.</i> looking, listening, following instructions, speaking clearly and politely, etc.	- See Teaching Guidance for information on how to create a Circle of Feelings.  Ensure that the children understand that they must not name individuals in this activity. - Read the animal story, Shoo! which explores sharing and the importance of considering the needs of others. - Provide opportunities for sharing and turn-taking activities <i>e.g.</i> turn taking in a role-play shop and where opportunities arise involve the children in choosing feasible ideas that could be implemented in the classroom to support sharing and turn taking <i>e.g.</i> name cards to go in a box for certain activities so that people can see who has already had a go, using an egg timer, having a rota with children's names on it - Play games which require turn taking with small groups of children. Games can include board games in which the progression of taking turns is very structured and games in which an event or children's choices determines whose turn is next. At the beginning of each game discuss with the children how they will decide fairly who goes first. Introduce ideas such as tossing a coin or drawing lots.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		7.3 Show the children a fruit they all like. Cut the fruit up into pieces and share it ensuring that some children have more than others. At this point make a Circle of Feelings for both the children who have less and those who have more. Ask those who have more to consider how the children who have less may be feeling. Ask the children what you could do to make everyone happy. Invite the children to help you distribute the fruit fairly.	This activity will help reinforce the importance of sharing and support children's ability to empathise with the feelings and needs of others.
		7.4 In Circle Time, ask the children to tell the group about something they enjoyed doing at playtime or lunchtime. Explain that today due to a lack of time they are all allowed to speak at once. Afterwards do a Circle of Feelings to explore how the children felt when they were speaking and other people were also talking at the same time <i>e.g. fed up, cross, angry</i>. Ask for a volunteer to tell you about their playtime. Explain to the children that you are going to read your book while the volunteer tells you. Afterwards do a Circle of Feelings to explore how this child felt when they were speaking and you were not listening properly. Do a final Circle of Feelings to explore how the other children felt when they were watching this. Make a list of all the things that made it difficult for the children to speak or be listened to <i>e.g. people talking at the same time, people not listening to others or interrupting when others speak.</i> Show the classroom rules to the children and ask them to identify any that help people to speak and be heard. Finish the session by modeling the Circle Time rules of 'speaking one at a time' and 'listening when others are speaking' with a sentence stem such as <i>My favourite thing to do at playtime is....'</i>	- See Teaching Guidance for information on Circle Time and creating a Circle of Feelings. - When choosing a child for role play in this way, be sensitive to the needs of particularly vulnerable children. .

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		7.5 Read the story, I Want My Dinner. Stop at the point where the little princess is screaming ‘<i>I want my dinner</i>’, ‘<i>I want my potty</i>’, ‘<i>I want my teddy</i>’ and ask the children what they think of her behaviour. At the end ask the children to describe how the other characters, including the beastie, taught the little princess to be polite. Invite the children to suggest things that they can say and expressions they know that are polite ways of speaking to someone. Read ‘The Politeness Poem’ and add the children’s suggestions to the list in the poem. Ensure that the children include polite phrases such as ‘<i>thank you</i>’, ‘<i>excuse me</i>’ and ‘<i>you’re welcome</i>’. Present small groups or pairs of children with scenarios such as the following depicting situations that may happen at school: • A child wants to join in a game or have a turn with a toy • A child is asked to go to the office to ask the school secretary for the register • Two children ask the dinner lady for some more water at lunchtime Invite the children to demonstrate through role play how these people communicate in a polite and considerate way.	• See Resource 1 My Politeness Poem. • See Teaching Guidance for information on using Drama Strategies. •  Be sensitive to the needs of children from different racial and cultural backgrounds where there may be differences in what is considered to be appropriate and polite communication • In Circle Time, reinforce the importance of being polite and saying ‘please’ by playing the game ‘Simon Says’. Explain to the children that they must only follow the command if Simon says ‘please’ e.g. Simon says please put your hands on your head. • Read the story, The Really Rude Rhino for alternative fiction that explores communication and consideration for others
		7.6 In Circle Time, ask the children if they have ever upset someone in the classroom or at home. Encourage the children to talk about a time when they may have upset someone and how it made them feel. Invite the children to think of ideas and actions people can take if they have upset someone and want to make themselves and the other person feel better. Introduce the idea of saying ‘sorry’ and encourage the children to talk about times when they may have said ‘sorry’ to someone to make a situation better. Read the story, Goldilocks and The Three Bears. Make a Circle of Feelings to show how Goldilocks may have felt when she returned home and had spent some time thinking about what had happened at the bears’ house. Ask the children to think about different ways that Goldilocks could say ‘sorry’ to the bears. Invite the children to imagine that they are Goldilocks and ask them to write a letter or draw a picture to say ‘sorry’ to the bears.	• See Teaching Guidance for information on creating a Circle of Feelings. • This activity provides an opportunity to discuss different ways of showing you are sorry as well as saying ‘sorry’ e.g. <i>writing notes, making drawings, helping someone, trying your best</i>.

Resources to Support this Unit

The following resources are included in the BBF Resource Pack linked to this unit:

1. My Politeness Poem

These resources are directly referenced within this unit:

Cleversticks Bernard Ashley

What I Like Catherine and Laurence Anholt

Toby's Doll's House Ragnhild Scamell and Adrian Reynolds

Alfie's Angels Henriette Barkow and Sarah Garson

Frog is Frog Max Velthuis

Giraffes Can't Dance Giles Andrede and Guy Parker Rees

All The Colours of The Earth Wendy Cooling and Sheila Moxley

Silly Suzy Goose Petr Horacek

Susan Laughs Jeanne Willis and Tony Ross

My Name is Yoon Helen Recorvits

I Am Too Absolutely Small For School Lauren Child

Billy and the Big New School Catherine and Laurence Anholt

The Gotcha Smile Rita Phillips Mitchell and Alex Ayliffe

Oscar Got the Blame Tony Ross

Shoo! Michael Rosen and Jonathan Langley

Mr Gumpy's Outing John Burningham

The Really Rude Rhino Jeanne Willis and Tony Ross

I Want My Dinner Tony Ross

Dinner's Ready – a Pig's Book of Table Manners Jane Gedy

Goldilocks and The Three Bears (any edition)

SEAL New Beginnings (Foundation)

SEAL Going for Goals (Foundation)

These may also support work on this unit:

Starting School Allan Ahlberg

Do I have to go to school? Lesley Harker

It's Not Fair Brian Moses

My First Day at School: Where's My Peg? Jen Green and Mike Gordon

Sources of Information and Support

The Cambridgeshire Conflict Resolution and Peer Mediation Programme

This programme includes units of work on conflict resolution and guidance on how to set up a Peer Mediation programme in school, including training materials for staff and children. Further information is available from the PSHE Service

Email: pshe@cambridgeshire.gov.uk

Jenny Mosley Quality Circle Time www.circle-time.co.uk

Resources to support schools in implementing a whole school approach to QCT.

Cambridgeshire Race Equality and Diversity Service, or your local Ethnic Minority Achievement Service.

Advice, guidance and support for Cambridgeshire schools on welcoming new arrivals, including Roma children and others new to English.

<http://www.cambridgeshire.gov.uk/learntogether/homepage/86/creds> 01223 703882

Life Education Centres (LEC) www.lifeeducation.org.uk

(National Coram Life Education website)

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the LEC classroom with trained educators.

Cambridgeshire and Peterborough - contact Cambridgeshire PSHE Service - 01480 376256

Links between Unit BB F and LEC programmes:

The Nursery LEC programme includes thinking about how they and others are special.

The Reception LEC programme includes thinking about how special they all are and taking turns.

Cambridgeshire ICT Service www.theictservice.org.uk

The E-learning team provides a wide range of curriculum advice on all aspects of ICT, including the use of a learning platform and guidance on e-safety.

Email: info@theictservice.org.uk

Cambridgeshire Primary Personal Development Programme

Myself and My Relationships 1 • BB F Beginning and Belonging

Contents

Resource 1 - My Politeness Poem	1
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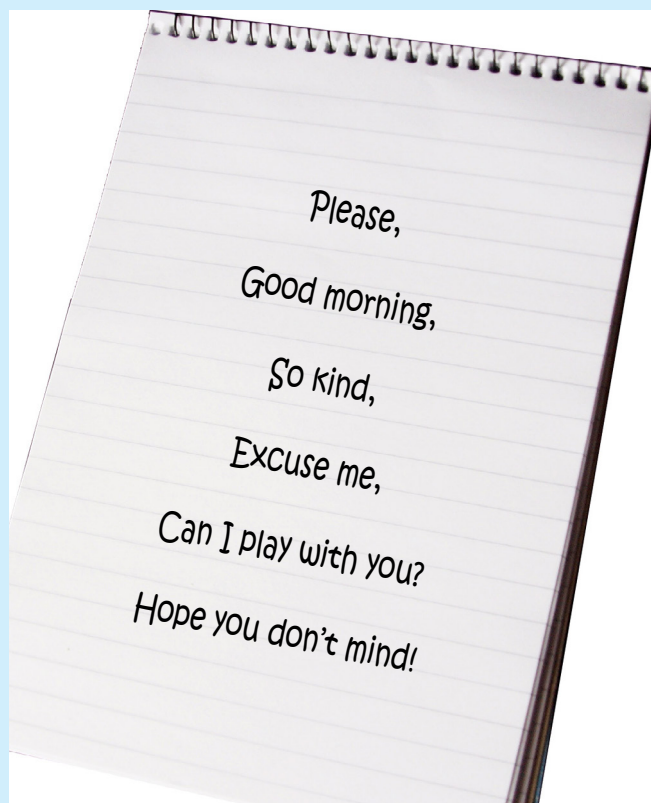
Click on the title of the resource you require.

Resource 1 - My Politeness Poem

My Politeness Poem

I have made a politeness list
Of some kind things to say,
So why don't you borrow a few
And try them through the day.

Words like:



Then if you say them politely
And use them very well,
I'll let you keep them forever
And I promise I won't tell!

Ian Souter

Class:

Teacher:

Term: Autumn/Spring/Summer

Myself and My Relationships 1 BB F Beginning and Belonging				R	A	G	Notes
Section A - Being Special							
1. To understand what is special about me and other people in my class							
Section B - Setting Goals							
2. To understand what I have learnt to do and recognise what I would like to do next.							
Section C - Working Together							
3. To know who and how to ask for help if they need it.							
4. To understand ways of welcoming new children to the class.							
5. To understand how people's behaviour makes other people feel.							
6. To understand ways of respecting the needs of other children in the class							
7. To begin to understand how to play and work alongside others at school.							