

# Edward Peake C of E VC Middle School



## Medium Term Plan

Subject: PSHCE	Unit: Relationships Education	Term/Duration: Autumn 1 / 7 Weeks	Year Group 6
<p><b>Valuing Differences</b> <b>Managing Change</b></p> <p>Developing friendship skills Changing and ending friendships Managing change Loss Bereavement Sources of support</p> <p>PoS: H16, H23, H24, H36, R30, L4</p>		<p><b>Key Vocabulary:</b> Friendships, positive friendships, wellbeing, loss, bereavement, support, empathy, change, relationship</p> <p>Online, face-to-face, online forum, chatroom, social media</p> <p>Feeling, emotion, moods, thoughts, mental health, wellbeing, events, challenge, advice, support, personal network, affirmation, important people, cared for, love, jealous, unkind, hurt, loss, share, leave, proud, choice, lonely, miss, envy/envious, excited, disappointed, worried, anxious, warm, kind, bereavement, death</p>	
<p><b>By the end of this unit...</b></p>			
<p><b>All pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe some of the different feelings people might have about starting Year 6</li> <li>• Identify where and how to get reliable and positive information</li> <li>• Explain ways in which friendship is important in people's lives</li> <li>• Identify how communicating with friends, or others online differs from face-to-face friendships</li> <li>• Describe ways to keep friendships safe, positive and healthy, including when communicating online</li> <li>• Explain some of the risks of meeting new people online</li> <li>• Know what to do if I feel an online relationship is not safe, or positive</li> <li>• Describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected</li> <li>• Explain how feelings and emotions change over time</li> <li>• Manage change in different contexts, including loss and bereavement</li> <li>• Understand feelings and why and how they lead us to behave the way we do – particularly the feelings of being excited, proud, surprised, hopeful, disappointed, worried and anxious</li> <li>• Be self-aware and can feel good about myself</li> </ul>			



# Edward Peake C of E VC Middle School

## Medium Term Plan

### **Most pupils will be able to:**

- Describe or demonstrate some positive ways to manage feelings people might have about starting Year 6, including asking for help
- Describe reasons why friendships might develop and change over time
- Manage relationships positively, online and offline
- Recognise conflicting emotions and when these might be experienced
- Access appropriate support
- show empathy and understand how people can help to support each other in times of difficulty
- Manage my feelings and learn strategies to cope with anxiety
- Show empathy and understand someone else's feelings

### **Some pupils will be able to:**

- Explain some of the opportunities and challenges that come with being in Year 6, and how people can make the most of these
- Explain some of the benefits of making new friends, and having different types of friends
- Describe some of the challenges of making new friendships while maintaining old ones
- Identify positive actions to support mental wellbeing during difficult times, including identifying my personal support network

	<b>Learning Objectives</b>	<b>Content</b>	<b>Resources /Health and Safety</b>	<b>Success Criteria</b>
1	LO: To establish ground rules and develop relationships	<p><b>Give out exercise books; label</b></p> <p><b>Establish Ground Rules for PSHCE:</b>  <i>We will listen to and respect everyone</i>  <i>We will keep the conversation in the room</i>  <i>We will use language that won't upset other people</i>  <i>We will use the correct words and if we don't know them, we'll ask</i>  <i>We will comment on what was said, not the person who said it</i>  <i>We won't use names (share our own, or our friends', personal experiences)</i>  <i>We won't put anyone on the spot</i>  <i>We have the right to pass if we don't want to speak</i></p> <p>Complete the PSHCE Classroom Charter – either pupils copy the rules above or teacher types them up and sticks in pupil exercise books after lesson.</p>	<p>Ask It Basket</p> <p>Exercise books from Year 5</p> <p>Classroom Charter for ground rules</p>	

# Edward Peake C of E VC Middle School



## Medium Term Plan

	<p><b>Starter:</b> Pupils can have some time to begin a Year 6 Title Page displaying PSHCE in the middle, and as the year develops they can add words and images of what they learn.</p> <p>Discuss circle time and discuss the class ground rules. Ask the children what type of classroom they want to work in this year?</p> <p>Explain that today's lesson is about getting to know one another again and beginning to have discussions as groups again.</p> <p>Play 'Option 1, Option 2, Neither' e.g. Do you like chocolate ice cream, strawberry ice cream or neither. Aim: This allows pupils to form an opinion but in a passive way. Could discuss why it is important to accept others opinions.</p> <p>Play 'Human Knot' Stand in a circle facing each other, cross their arms, then hold hands with two people who aren't on either side of them. You end up with a tangle of children! Work together to untangle the circle Aim: work collaboratively and discuss how to solve the problem</p> <p>Play 'Change the Line' Use lots of different criteria to change the ordering within your line e.g. tallest to smallest, oldest to youngest, odd then even ages, boy/girl, hair colour, eye colour Aim: The <i>Law of Propinquity</i> says the closer you get (physically or psychologically), the more likely you are to make friends</p> <p>Play 'Tell a Lie' Go round and tell an obvious lie about yourselves e.g. "I'm really tall" (ensure a TA or another adult is present in case a child makes a revelation that needs an immediate response)</p> <p><b>Plenary</b></p>		
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# Edward Peake C of E VC Middle School



## Medium Term Plan

2	<p>LO: To learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times</p>	<p><b>Re-establish Ground Rules</b></p> <p><b>Starter:</b> Display:</p> <ul style="list-style-type: none"> <li>- A time when someone's mental health might be affected is...</li> <li>- The person might feel...</li> <li>- Something the person can do to help themselves is...</li> <li>- Something someone else can do is...</li> </ul> <p>This activity enables you to find out pupils' existing knowledge and attitudes. Whilst they are working, do not prompt them. When complete, ensure pupils write their name at the top of their paper.</p> <p><u>Base Assessment:</u> Pupils to create a mind map around the word 'managing change' Using one colour, ask pupils to brainstorm</p> <p><b>1. what are friendship skills?</b> (e.g. trust, loyalty, honesty, humour, etc.)</p> <p><b>2. what things might change during school?</b> (e.g. friendships, homework, lessons, my body, etc.)</p> <p><b>3. how might we deal with change?</b> (e.g. get angry, be happy about it, etc.)</p> <p><b>Main:</b> Remind pupils of ground rules and anonymous question box Explain that talking about mental health may make them think about themselves or people that they know who are experiencing a difficult time with their feelings or emotions. Remind pupils of the people in school that they can talk to if they are concerned.</p> <p><u>Activity 1: Scenarios</u> Read the scenario <i>A few weeks ago Sasha's mum explained there were going to be some changes coming...</i></p>	<p>Ask It Basket</p> <p>PSHE Association – Mental Health and Emotional Wellbeing</p> <p>Resource 1: Life events grid</p> <p>Resource 2a: Emotions timeline</p> <p>Resource 2b: Emotions timeline with suggestions</p> <p>Resource 3: Helpful for mental health list</p> <p>Resource 4: Advice cards</p>	<p>I can describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected</p> <p>I can recognise conflicting emotions and when these might be experienced</p> <p>I can explain how feelings and emotions change over time</p> <p>I can identify positive actions to support mental wellbeing during difficult times, including identifying my personal support network</p>
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# Edward Peake C of E VC Middle School



## Medium Term Plan

	<p><i>Sasha's family moved house to a completely new area. Sasha had to leave the local street-dance club and start a new school as well. Sasha feels terribly lonely and doesn't know anyone in the new area – everyone seems to have their friendship groups already and Sasha's mum is always busy. Sasha is spending more and more time alone and feels like things will never change.</i></p> <p>Pupils discuss how this situation might affect Sasha's mental health and wellbeing (feelings and emotions) Pupils work in groups to think of other times in people's lives that might affect their feelings and emotions, such as: parent starting a new job, death of a pet/close relative, new baby brother/sister, tests or exams, argument with a friend, a marriage or divorce.</p> <p>Pupils consider how these times might affect their feelings and emotions, and record their ideas using Resource 1: Life events grid, completing the first two columns only.</p> <p>Reflect with the class, that sometimes life events can prompt mixed-up or conflicting feelings; people can feel lots of different emotions all at once. Pupils share examples from the previous activity.</p> <p><u>Activity 2: Timeline of Emotions</u> Timeline: Emotions change over time Discuss how different feelings grow, change, pass or get stronger with time. In pairs, pupils consider how the situation and Sasha's feelings might change over time and record their ideas using Resource 2a: Emotions timeline. Compare responses.</p> <p><b>Support:</b> Pupils can use Resource 2b: Emotions timeline with suggestions which has been partly completed for them</p> <p><b>Challenge:</b> Pupils may be able to give other examples of similar situations and explain how the feelings change over time.</p> <p>Supporting mental wellbeing at challenging times:</p>		
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# Edward Peake C of E VC Middle School



## Medium Term Plan

	<p>Explain that there are likely to be times like this (change, challenge, excitement or difficulty) in everybody's life, when feelings and emotions can result in our mental health struggling or becoming unwell, so learning how to manage them is important.</p> <p>Display Resource 3: Helpful for mental health list explaining that these ideas may help to keep someone in the 'healthy' – 'struggling' areas, although pupils may also have different or other suggestions.</p> <p>Pupils suggest what will help Sasha manage the current situation. For example, they might suggest: keeping a diary of feelings; talking to Mum about it; talking to a teacher; joining a school-club to make some new friends; going for a walk in the new area; thinking positively about the future and remembering that this feeling will pass.</p> <p>Pupils go back to their groups to complete the third column of Resource 1: Life events grid, consider which strategies might best help a person in each of the situations. Share ideas and responses.</p> <p><b>Challenge:</b> Pupils respond to the requests for advice (Resource 4: Advice cards) to help the characters manage the challenging time they are experiencing.</p> <p><b>Plenary:</b> Reiterate that anyone's mental health can be affected at different times in their lives and times of change, challenge or difficult events do not always cause or lead to a mental health concern. Sometimes nothing in particular happens to cause a mental health concern – moving in the struggling and unwell areas; feelings can seem to develop without a specific cause. But, that if people are worried they can get help and advice and knowing you have a support network of people you can trust and turn to when needed, is helpful to remember, and may help to keep someone's mental health in the healthy and coping areas.</p> <p>Explain that Sasha has been thinking of who is in their support network. It includes; Mum, step-dad Billy, Uncle Joe, Granny Mack, best friends – Mylo and Robyn, teacher – Ms Williams, plus the children's websites/helplines such as Childline <a href="http://www.childline.org.uk">www.childline.org.uk</a> 0800 1111</p>		
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# Edward Peake C of E VC Middle School



## Medium Term Plan

		<p>On a piece of plain A4 paper, ask pupils to write their own name about a third of the way down and underline it with a long line, so their name is in the middle and the line goes across the page.</p> <p>Ask pupils to think quietly about their own support network and to add initials, a symbol or a picture to represent each person or group of people they are thinking about under the line their name is sitting on. This is so that they do not publicly identify individuals and are not 'put on the spot' in naming others, for example if one family member or friend is a greater support than another.</p> <p>They should put the people who they feel are the greatest source of support closest to the line and the more indirect/distant people further down the page.</p> <p>Pupils can keep their personal network sheets to refer to in the future.</p> <p>Display the following sentence starters. Pupils complete the sentences individually.</p> <ul style="list-style-type: none"> <li>- Before the lesson, I didn't know mental health...</li> <li>- Something else I have learned about mental health is...</li> <li>- This lesson has helped me think about...</li> <li>- Something I will do following this lesson is...</li> <li>- Something I would like to know more about is...</li> </ul>		
3	<p>LO: To recognise, talk about and manage feelings that come with change</p>	<p><b>Re-establish Ground Rules</b></p> <p><b>Starter:</b>                  Play: '3 Things'                  Aim: Find similarities and differences by working in pairs.                  Working in pairs, children interview each other to find 3 visible ways that they are the same/different. Share with another pair. Then move on to invisible ways (e.g. both children have a younger brother). Share with a different pair.</p> <p><b>Main:</b>                  Revisit ground rules and draw attention to the anonymous question box and remind them that they can submit questions at any time.</p> <p>Ask for examples of when we might experience 'big life changes' (e.g. changing school, moving house, getting married, having a baby).</p>	<p>Ask It Basket</p> <p>NSPCC – Making sense of relationships</p> <p>Resource 1: Changes Cards</p> <p>Resource 2: Changes situations</p> <p>Resource 3: Dear Sam</p>	<p>I can describe some of the different feelings people might have about starting a new year</p> <p>I can describe or demonstrate some positive ways to manage feelings people might have about starting a new year, including asking for help</p>

# Edward Peake C of E VC Middle School



## Medium Term Plan

	<p>Explain that even when someone is feeling positive about it, a big change can cause mixed feelings like excitement and worry. Explain that in this lesson, pupils will discuss these kinds of feelings and the reasons behind them.</p> <p><u>Activity 1</u> In small groups or pairs, ask children to read the cards and then sort them into 3 categories: 'Biggest, Middle, Smallest' in terms of how big the change is. Take examples from pairs/groups of how they have sorted their cards.</p> <p>Ask the children to now focus on 1 card and discuss what feelings may go with this change and why. Discuss these feelings and reasons as a class.</p> <p><u>Activity 2: Where can I get support from?</u> In groups or pairs, ask pupils to list where they can get information, support or advice from about one of the changes. E.g. big brother, neighbour, teacher, friends, online forums, school website, parents.</p> <p>Next, collate a list of sources for the whole class. Add additional sources of your own if not mentioned. Discuss the list and ask pupils which sources are likely to be the most reliable and helpful. Think about reasons why.</p> <p>Finally, in pairs ask pupils to discuss the scenarios in resource 2. Who would be the best person to speak to? Which would be the best place to get information? Use the class list to help with responses. Then ask the groups to feedback and discuss their conclusions.</p> <p><u>Activity 3</u> <b>Sam</b> In pairs, tell pupils that they are going to act as Sam, who gives advice to children. Give each group a Dear Sam email, and ask them to give information or reassure the writer. To help them get started, they could list all their thoughts of things they could include. Their final response will be an email from Sam, which you could collate into a display of advice.</p> <p><b>Support:</b></p>		<p>I can explain some of the opportunities and challenges that Year 6 can offer, and how people can make the most of these</p> <p>I can identify where and how to get reliable and positive information about starting a new year</p>
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# Edward Peake C of E VC Middle School



## Medium Term Plan

		<p>Choose an email you think will suit the pupil best. Ask pupils to list things that could help the person they are responding to.</p> <p><b>Challenge:</b> Challenge them to think of suggestions that haven't already been discussed.</p> <p><b>Plenary:</b> Go round and ask each pupil for one thing they have learned today. At the end of the lesson, ask pupils to anonymously either write down a worry they feel better about now or one useful piece of advice they will take from the lesson. If they have written a worry, ask them to bin it – screw it up and put it in the bin as they leave the room. If they have written down something useful, tell them to put it somewhere safe to look at again if they need it.</p>		
4	<p>LO: To learn about why and how friendships change and develop</p>	<p><b>Re-establish Ground Rules</b></p> <p><b>Starter:</b> Animal Groups Show the class pictures of animals. Children to choose an animal. The aim is for the children to find others who chose the same animal by just making the sound or action of the animal without saying the animal.</p> <p><b>Main:</b> Revisit ground rules and draw attention to anonymous question box.</p> <p><u>Activity 1: Bus stop cartoon</u> Display the bus stop cartoon. Introduce the scenario, explaining where the conversation is set and that the characters are about their age too. Read the comments in the speech bubbles and then ask the pupils to consider what the other characters might think or say.</p> <p>Speech bubble 1: "When you get older you make new friends – and you tend to lose your old ones" Speech bubble 2: "Yeah, and making new friends is always really difficult"</p>	<p>Ask It Basket</p> <p>NSPCC – Making sense of relationships</p> <p>Resource 1: Bus stop cartoon</p> <p>Resource 2: Benefit or challenge?</p> <p>Resource 3: Case history</p> <p>Resource 4: Prompt sheet</p>	<p>I can explain ways in which friendship is important in people's lives</p> <p>I can describe reasons why friendships might develop and change over time</p> <p>I can explain some of the benefits of making new friends, and having different types of friends</p> <p>I can describe some of the challenges of making new</p>

# Edward Peake C of E VC Middle School



## Medium Term Plan

	<p>Leave the other speech bubbles blank.</p> <p>Give each pupil their own copy of the cartoon. Ask them to add their ideas to the speech and thought bubbles in order to explain and demonstrate how the other characters might respond. Pupils could also draw themselves in the cartoon if they wish to, adding their own thoughts and ideas, or they could consider the truth of the statements in the first two speech bubbles.</p> <p>Friendship changes Ask pupils why and when friendships – even the closest friendships – might start to change. Examples might include things like: when someone moves away; when another person comes into the group; if there’s an argument. After gathering some ideas, give them the <i>Case histories</i> resource to read. Groups could look at one different case each. Discuss:</p> <ul style="list-style-type: none"> <li>- What might cause or has caused the friendship to change?</li> <li>- How might the friendship change?</li> <li>- Can the friends involved stay friends?</li> <li>- What can the friends involved do to stay friends (if they want to)?</li> </ul> <p>Ask groups to feedback responses to the class.</p> <p><u>Activity 2: Benefits and Challenges</u> In small groups, ask pupils to look at the ‘New friendships: benefits or challenge?’ cards. For each one, ask them to write a benefit of the friendship change, and a challenge to it. It may be that they can’t think of a benefit or a challenge for some of the scenarios, which is fine.</p> <p>Discuss the groups’ ideas as a class. some groups may have thought of different benefits and challenges. Discuss why some people might see benefits and challenges differently. Has anyone changed their mind as a result of the discussion?</p> <p><u>Activity 3: Making new friends</u> Put pupils into small groups or pairs. Ask the pupils to go around the group, with each person suggesting one thing that can help someone make a new friend. For example: smile, say hi, ask someone’s name.</p>		<p>friendships while maintaining old ones</p>
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# Edward Peake C of E VC Middle School



## Medium Term Plan

		<p>When everyone has gone round once, ask groups to join with one other group and share their ideas. Next, ask these larger groups to share with the whole class, and together you can create a definitive class list. Discuss how the things on the list help people form friendships, then display the list where everyone can see it.</p> <p><b>Support:</b> Give pupils the Resource 4: <i>Making new friends</i> prompt sheet and ask them to circle the statements that could most help someone to make new friends.</p> <p><b>Plenary:</b> Return to the bus stop cartoon, and ask the pupils to add any additional thoughts, ideas or comments. They could do this in a different colour. Go around the class and ask each pupil to think of one good thing which a friendship – new or old – can offer.</p>		
5	<p>LO: To learn about the features of communicating with friends, both online and offline</p>	<p><b>Re-establish Ground Rules</b></p> <p><b>Starter:</b> Bullying Clever Catch Ball – focus on online scenarios and discuss questions and outcomes</p> <p><b>Main:</b> Revisit ground rules and remind pupils of the anonymous question box. Ask: How can people keep online relationships positive and safe? Individual pupils should jot their ideas on to post-it notes. Each idea should have a separate post-it. Pupils then work together to group the post-it notes into different themes, noticing the similar things they have thought about.</p> <p>This should then be discussed as a class. It is useful to cover themes such as gaming, using respected sites, using sites aimed at young people, getting parents to check safety, and using forums with common interests.</p> <p>It is important to stress that not everybody communicates with other people online. While some children do, many others do not. So try to avoid implying that they should make friends online or that this is the norm.</p>	<p>Ask It Basket</p> <p>Bullying Clever Catch Ball – resource in room Z1 (5DH)</p> <p>Post-it notes (2 different colours)</p> <p>Resource 1: Friendship Online sort cards</p> <p>Resource 2: Jaz’s story</p> <p>Resource 3: Jaz’s story versions 1 and 2 (for pupils who need more support)</p>	<p>I can identify how communicating with friends, or others online differs from face-to-face friendships</p> <p>I can describe ways to keep friendships safe, positive and healthy, including when communicating online</p> <p>I can explain some of the risks of meeting new people online</p>

# Edward Peake C of E VC Middle School



## Medium Term Plan

	<p><u>Activity 1: Communicating with friends online</u> Organise the pupils into small groups of about 4. Give out Friendship Online cards. Ask the pupils to read the cards and sort them into three piles: agree, disagree and not sure.</p> <p>When groups have finished, guide a class discussion. Ask:</p> <ul style="list-style-type: none"> <li>- How did you decide where to place the cards?</li> <li>- Did everyone agree where to place the cards?</li> <li>- If not, why were there some disagreements?</li> <li>- Was there anything on the cards which was especially positive or negative about managing relationships online?</li> </ul> <p><i>For learners who need support:</i> Reduce the number of cards given or focus on just a few of the cards, discussing the questions above in more depth.</p> <p><i>For learners who need a challenge:</i> Pupils could add any further ideas on blank cards.</p> <p><u>Activity 2: Jaz's story</u> Remind pupils of the previous lesson about making new friends. Then explain that they are going to read a story about someone who makes a new friend online. Working in pairs or small groups, give pairs of pupils a copy of <i>Jaz's story</i>. Ask them to read it, and answer these questions:</p> <ul style="list-style-type: none"> <li>- Is Jaz's online relationship healthy and safe?</li> <li>- What clues are there to help you decide?</li> <li>- What advice would you give Jaz at the end of the story?</li> </ul> <p>Bring the pupils back together. Ask them to suggest what to do if a friend is thinking about doing something online that would cause harm or upset. What would they do if they were Jaz's friend?</p> <p>Discuss the SMART rules from Childnet for staying safe online. Safe, Meeting, Accepting, Reliable, Tell</p>	<p>Resource 4: Friendship issues storyboards</p>	<p>I can manage relationships positively, online and offline</p> <p>I know what to do if I feel an online relationship is not safe, or positive</p>
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# Edward Peake C of E VC Middle School



## Medium Term Plan

	<p><i>For learners who need support:</i> Show pupils the two versions of Jaz's story. Which one shows a safe and healthy relationship, and which one could be unsafe? Ask them to highlight the clues that show the differences.</p> <p><i>For learners who need a challenge:</i> Ask pupils to re-write Jaz's story, changing key details so that the relationship between Jaz and JustMe becomes a healthy and safe one.</p> <p>Reinforce the learning from this activity by reading the second version of Jaz's story.</p> <p><u>Activity 3: Friendship issues in storyboards</u> Explain to pupils that they are going to think about scenarios where communication between friends has gone wrong or broken down. Mention that it's not uncommon for friends to have a problem, but a lack of communication can make the problem become worse, especially online.</p> <p>Organise the pupils into groups and give out the storyboards. Ask the pupils to discuss:</p> <ol style="list-style-type: none"><li>1. What has caused the issue?</li><li>2. What made the issue worse?</li><li>3. How are the characters feeling?</li><li>4. What could have stopped the issue arising in the first place?</li><li>5. What would help solve the issue? What would make it worse?</li></ol> <p>Ask the pupils to record in the final box how the issue could be most suitably resolved. Ask groups to share different responses and discuss different resolutions.</p> <p><i>For learners who need support:</i> Pupils mark what started the issue with a cross on the storyboard. They then add thought bubbles to describe how each character is feeling. They then choose from a selection of possible solutions. E.g. 1) Say sorry to the person 2) Delete the posts or messages 3) Write a nice comment online about the person 4) Ignore the issue and hope it goes away 5) Break friends with the person 6) Something else</p> <p><i>For learners who need a challenge</i></p>		
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# Edward Peake C of E VC Middle School



## Medium Term Plan

		<p>Pupils write diary extracts for both of the characters in the storyboard, explaining from each character's point of view, what went wrong, how they felt and how the issue was resolved.</p> <p><b>Plenary:</b> Ask the pupils to go back to their post-it notes. How can people keep relationships positive and safe online? Ask them to add any further ideas with different colour post-it notes.</p> <p>Ask pupils to write a top tips list for keeping relationships healthy and safe online. You can use these sentence starters:</p> <ul style="list-style-type: none"> <li>- 5 good ways to keep positive relationships, including online are...</li> <li>- 3 things which show that an online relationship is safe, positive and healthy are...</li> <li>- 3 things which you can do if you don't think an online relationship is safe, positive or healthy are...</li> <li>- 3 places you can go for help are...</li> </ul>		
6	<p>LO: To recognise that loss and bereavement are part of living</p>	<p><b>Re-establish Ground Rules</b></p> <p><b>Starter:</b> Sit in a circle and explain to the pupils that today's lesson is about bereavement. Discuss what this word means and go around the circle discussing what emotions children could feel during today's lesson. Remind children that they can submit a question to the anonymous box any time during the lesson or if they need to talk to someone, refer to their support network sheet.</p> <p><b>Main:</b> How should we deal with death? Everybody deals with bereavement differently, some people prefer to deal with it in their own way and grieve silently – this is fine. Others like to reach out and seek support – this is also fine. Never be embarrassed or feel uncomfortable, it happens to us all. Most healthcare professionals agree that bereavement is best overcome when we face our grief and talk about it openly. This is not for everybody and we must be sensitive when discussing such a personal issue.</p>	<p>Ask It Basket</p> <p>Strips of coloured paper</p>	<p>I can manage change in different contexts, including loss and bereavement</p> <p>I can access appropriate support</p> <p>I can show empathy and understand how people can help to support each other in times of difficulty</p>

# Edward Peake C of E VC Middle School



## Medium Term Plan

	<p>So should death be something that we talk about openly? Discuss as a class.</p> <p>Nowadays people are becoming more open about the issue – death is talked about more openly in the media, for example, in films and television. Ask the pupils how many examples of film/tv shows they can think of that have dealt with death? From the examples, I want you to consider the following:</p> <ul style="list-style-type: none"><li>- How was death dealt with? Openly and honestly?</li><li>- How was bereavement dealt with? Positively?</li><li>- Why was this issue included in the film/TV show? For entertainment? For shock value?</li><li>- Who was this show/movie aimed at? Does this make a difference to the way the issue was portrayed?</li></ul> <p>Ask: Should the media show issues of death and bereavement openly?</p> <p>Surprisingly, many children’s TV shows and movies have openly dealt with the topic of death. e.g. Disney – the Lion King, Bambi, etc. Do you think the Disney films are successful in their treatment of such a sensitive topic?</p> <p><u>Activity 1: Should bereavement be dealt with at school?</u> Show the children a table of Yes/No. Can the children give reasons for each column? Complete as a class.</p> <p>Ask: What could school do to help young people dealing with bereavement? Discuss as a class about suggestions.</p> <p><u>Activity 2</u> It’s hard to know what to say to somebody who has lost a love one but sometimes it’s just nice to know that you have somebody looking out for you. Using the strips of paper write:</p> <ul style="list-style-type: none"><li>- a piece of advice</li><li>- something supportive</li><li>- a nice message you would offer somebody dealing with bereavement</li></ul>		
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## Medium Term Plan

		<p>We are going to link them all together to make a paper chain of support for the class.</p> <p><b>Plenary:</b> Where can I get help at school? If you are struggling, then it might be a good idea to contact someone at school even if this is just to make someone aware of your situation</p> <p>Speak to your tutor Speak to a trusted adult in school Speak to a friend Useful websites: <a href="http://www.childbereavementuk.org">www.childbereavementuk.org</a> <a href="http://www.griefencounter.org/teen-zone">www.griefencounter.org/teen-zone</a> <a href="http://www.getconnected.ork.uk">www.getconnected.ork.uk</a></p> <p>You can also visit a doctor so speak to your adults at home if you are not coping.</p>		
7	LO: To explore the feelings of others and relate them to ourselves	<p><b>Re-establish Ground Rules</b></p> <p><b>Starter:</b> 'Something I have achieved is...' 'I am good at...' 'I have liked...' 'I have disliked...'</p> <p><b>Main:</b> Ask the children who has read any of Oliver Jeffers books? Explain that Oliver's books have a key theme: Relationships with others or with yourself</p> <p>Before reading 'The Heart and the Bottle' ask the children why someone would put their heart in a bottle?</p> <p>Read the story</p>	<p>Ask It Basket</p> <p>Oliver Jeffers 'The Heart and the Bottle' book</p> <p>Images: 1 – beach (delight) 2 – empty chair 3 – (not curious) 4 – (two feeling sets) 5 – (heart out)</p>	<p>I can understand feelings and why and how they lead us to behave the way we do – particularly the feelings of being excited, proud, surprised, hopeful, disappointed, worried and anxious</p> <p>I can be self-aware and can feel good about myself</p> <p>I can manage my feelings and learn</p>



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	<p>Questions to ask during the story:          Why do you think she puts her heart in a bottle?          How was she feeling when she did this?          Why might she be feeling this way?          What do you think the people around her thought of her putting her heart in a bottle and wearing it around her neck?</p> <p>Show the 5 different images. Discuss the possible different feelings in each image.</p> <p>In small groups, give each group an image stuck on A3 paper. Groups to annotate what different feelings the character could be feeling.</p> <p><u>End of Unit Assessment:</u>          Pupils return to the mind map about 'managing change'          Using a different colour, ask pupils to add, change or edit:</p> <ol style="list-style-type: none"> <li><b><u>what are friendship skills?</u></b>              (e.g. trust, loyalty, honesty, humour, etc.)</li> <li><b><u>what things might change during school?</u></b>              (e.g. friendships, homework, lessons, my body, etc.)</li> <li><b><u>how might we deal with change?</u></b>              (e.g. get angry, be happy about it, etc.)</li> </ol> <p><b>Plenary:</b>          Sometimes we may feel hurt, angry, upset or frightened. We may feel like hiding away, protecting ourselves, hiding our emotions. But if we did this all the time, we would miss out on so many amazing things, moments that could be shared with others and excitement from seeing and hearing new things. As we think about and learn more about the relationships we have with other people: our friends, teachers, family, people in the community, we can be aware of our feelings, know that they are there and talk about what they mean and how they make us behave</p>		<p>strategies to cope with anxiety</p> <p>I can show empathy and understand someone else's feelings</p>
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**Find time in your lesson once this half term for circle time - subject: to discuss what is going well, what needs to improve within the class. Pupils should come up with possible solutions too. Use a pencil case or cuddly toy for talking stick - can only speak if holding this. Please feedback to tutor (if you are not them) outcomes for them to address in their own Community Circle time**