



## Holy Family Catholic Primary School

### Learning opportunities for Get Set for Life – Autumn Term 1 – **New Beginnings**

Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>Children will have a number of opportunities to appreciate and celebrate differences and to understand how it feels, and how important it is, to belong to a group. They will consider how everybody can be helped to feel safe and happy in the setting and to understand the routines and expectations there. They will have opportunities to develop the social skills needed to function in a group setting. They will explore the core feelings of happiness, excitement, sadness and fearfulness and learn ways to identify and label these feelings, distinguishing between comfortable and uncomfortable feelings. They will know that all people can feel the same emotions, but not always in the same situations. They will have opportunities to develop empathy and work out what others are feeling. They will know how our actions can affect people's feelings and that all feelings are OK, but not all actions are. They will have opportunities to learn to calm themselves down and to learn some basic strategies for managing fear and upset.</p>	<p>Children will have opportunities to appreciate and celebrate differences and similarities between themselves and to experience how supportive it feels to belong to, and be valued by, the class group. The children will have opportunities to become involved in shaping the classroom environment, helping everyone to get on and learn, making it a welcoming community and understanding rights and responsibilities in this setting. Children will focus on the comfortable feelings of belonging to a group, celebrating differences and further exploring happiness and excitement, sadness and fear. They will have opportunities to develop empathy for children who are new or feeling sad or scared, and think of ways to support them. They will use problem-solving skills to generate solutions, decide on a course of action, implement and review it, and explore ways to manage their feelings by calming themselves down.</p>	<p>Children will have further opportunities to appreciate and celebrate differences and similarities between them, and to value their individual gifts and talents. They will have the opportunity to experience how supportive it feels to belong and be valued as an individual within a community. Children will revisit and develop their understanding of happiness and excitement, sadness and fearfulness, as well as ways to manage feelings. They will revisit ways to calm themselves and manage the feelings associated with doing something new. Children will have opportunities for using problem solving skills to generate solutions, decide on a course of action, implement it and review it. The children's understanding of their own and others' rights, responsibilities and rules is revisited and built upon through the creation of a class charter. A particular focus is on making the classroom a welcoming place.</p>	<p>Children will have further opportunities to appreciate and celebrate differences and similarities between themselves, and to experience and explore how it feels to belong to and be valued in a group. They will have the opportunity to work with everyone in the class. They will focus on the conditions that promote or inhibit learning and motivation and put their ideas into practice in the classroom, through the development of the class charter. They will also consider how it feels to do or start something new. They will continue to build on their capacity for empathy and on their awareness and management of feelings, particularly fearfulness in relation to meeting new challenges (both work related and social). They will have the opportunity to consider and put into practice ways to support people experiencing these feelings. They will explore ways to make the class welcoming to others, and engage in the process of reviewing how successful they have been.</p>



## Holy Family Catholic Primary School

### Learning opportunities for Get Set for Life – Autumn Term 2 – **Getting on and falling out**

Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>Children are introduced to the issues of cooperating with other children, and working in a group. Feelings of belonging, fostered in Theme 1 New beginnings, are further developed. In addition, children have the opportunity to develop and practise the social skills of sharing and taking turns, listening to each other and of understanding some of the ways in which someone can be a friend. The feeling focus is on feeling angry and finding ways to deal with this feeling. Children experience ways of asking for help, making up with other children and saying sorry when they have fallen out. The skills of working in a group are also addressed.</p>	<p>The emphasis on the value of diversity and cooperation continues in Theme 2, which builds on the work completed in Theme 1 New beginnings on creating a positive classroom ethos. Children think about how to look and sound friendly, and consider the qualities we look for and need to develop in order to have and be a good friend. They have the opportunity to practise the skills of good listening and giving and receiving compliments. They also explore some reasons why friends fall out and how to work well in a group. The emotion of anger is introduced and explored within the context of sorting out arguments. Children look at what triggers anger, how anger feels, what angry people look like and what strategies they can use when they need to calm down. The children consider various ways of making up and learn and practise the key stages of conflict resolution. They are introduced to the concept of alternative points of view and relate this to conflict resolution skills.</p>	<p>Children experience further age-appropriate activities developing their respect for diversity and ability to cooperate. They revisit some key social skills of being a good friend and consider what qualities we need to have and be a good friend. They have opportunities to practise using 'peaceful problem solving' in relation to the theme of when they fall out with friends. They focus on anger – revisiting triggers for anger as well as considering what happens, and how people behave when they are overwhelmed by anger, and developing further strategies for managing it. The skills of working together are further developed.</p>	<p>Children focus again on the value of diversity and cooperation in continuing to build a positive classroom ethos. In this set children consider the different types of relationships that they have and explore what expectations and behaviours might be appropriate to each. They go on to consider how perceived differences between people can lead to wrong assumptions and missed friendship opportunities. Common friendship problems and solutions are explored through a group-work challenge in which children produce a 'friends magazine'. Work on managing conflict continues, with children generating a list of behaviours or words that are likely to 'hot up' or 'cool down' a difficult situation, and producing a poster to remind them. They are introduced to a new conflict management skill – using 'I messages' instead of blaming and accusing. Children deepen and extend their understanding of anger, and the need to take responsibility for our behaviour when we are angry</p>



## Holy Family Catholic Primary School

### Learning opportunities for Get Set for Life – Autumn Term 2/Spring Term 2 – **Say no to bullying**

Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>Children will have had opportunities to appreciate and celebrate differences, and to understand how it feels and how important it is to belong to a group. They will have begun to learn that bullying can happen when one person is unkind to another, and when someone has more power (for example, if they are bigger, or have a toy that everyone wants). They will recognise common forms of unkindness and bullying, such as name-calling, leaving people out, and intimidation. They will have revisited uncomfortable feelings, such as fear and sadness, associated with bullying and unkindness. Children will have had opportunities to appreciate how someone might feel when they are called names or are left out, and will have thought about this in terms of fairness. The importance of telling an adult will have been stressed and modelled.</p>	<p>Children will have learned how bullying is different from conflict, and how to recognise common forms of bullying (including excluding other children from groups). They will understand that three groups of people are involved in bullying: those who are bullied, those who bully others, and those who watch (witnesses). This theme set focuses particularly on the first group. Children will have thought about the comfortable feelings which belonging to a group inspires, will have celebrated differences and identified how it feels to experience exclusion and bullying. They will have had opportunities to develop empathy for children who experience bullying, and will have revisited the importance of friendships and kind behaviours. They will know that judgements about how serious or mild bullying is can only be made in the light of the effect on the bullied person, and that these judgements are personal.</p>	<p>Children will have revisited the key features of bullying situations and added to their knowledge of different types of bullying. This theme set focuses particularly on the person or people who witness bullying. Children will know how witnesses can make things worse or better. They will have explored their feelings (and how these may be different from the public 'front'). The children's empathy will have been developed for those who are bullied. All children will have been encouraged to help make the school a 'telling' school, and to develop a range of strategies for supporting one another, including using their friendship and communication skills. Reasons why it is sometimes difficult to 'tell' will have been explored, and more subtle forms of bullying behaviours discussed. Children will have had opportunities for using problem-solving skills to generate solutions, decide on a course of action, implement it and review. Social skills and individual responsibility will have been revisited in the creation of a class charter to prevent bullying behaviours.</p>	<p>Children will have explored name-calling (linked to celebrating differences and our need to belong) and rumour-spreading. The distinction between 'direct' and 'indirect' bullying will have been made explicit, and the importance of recognising the indirect have been emphasised. Children will have had opportunities to revisit and tackle anxieties about bullying in secondary school. Children will have had the opportunity to consider the different ways in which people can have power over others. The reasons why people use bullying behaviour will have been explored, with a range of strategies to support them in making other choices. Children will have had the opportunity to review the social, emotional and behavioural skills which they have studied and can use in relation to bullying (as someone who is bullied, as a child who uses bullying behaviours and as a witness). Empathy and responsibility remain key themes, and children will have had further opportunities for using problem-solving skills.</p>



## Holy Family Catholic Primary School

### Learning opportunities for Get Set for Life –Spring Term 1– **Going for goals**

Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>In this theme children will begin to become familiar with the early steps in developing feelings of self-worth and competence, decision-making, self-motivation, independence, prediction, and thinking logically and analytically. It focuses on developing the children’s ability to work towards a self-determined goal, to persist, and to recognise when they have reached their goal. The activities support the children in learning about themselves and their own unique gifts and talents within the context of the Foundation Stage setting.</p>	<p>In this theme children will begin to explore effective learning and how they can influence their success. There are suggested activities to encourage reflection on how they prefer to learn – by seeing, hearing or doing – and to help them realise that different learning tasks require different ways of learning. Children will be introduced to a problem solving process which involves thinking through problems that affect people and choosing the best solution. They will focus on how they might work out what they want to happen when there is a problem (set a goal). Children will consider how they might set an aspirational goal and how they might start to work towards this goal. Story will be used to explore how a goal can be broken down into small steps.</p>	<p>This theme will provide opportunities for children to reflect on their own strengths as learners using the concept of multiple intelligences. They will also consider the feelings associated with learning and what level of emotion supports or hinders learning. Children will consider the barriers to meeting their goals and to learning, and how they might overcome these. They will consider how feelings might influence progress towards the goal – particularly feelings of boredom and frustration. Children will be encouraged to explore what helps them to be successful, and to attribute their successes to the effort that they put in. Children will continue to explore how they might solve social problems and how they might make wise choices about their learning and behaviour.</p>	<p>This theme will provide opportunities for children to explore learning and the skills and dispositions that make an effective learner. With help they will identify six key learning skills. Goal-directed behaviour will be explored more fully and opportunities will be provided for children to set a goal and to plan to meet it in a systematic way. Children will explore the importance of taking responsibility for their learning and behaviour and think about when they might be making excuses. Children will be encouraged to look to their longer-term future and their dreams and aspirations and to use these to help them to make long-term plans. They will think about the importance of resilience in overcoming obstacles in order to reach a goal.</p>



## Holy Family Catholic Primary School

### Learning opportunities for Get Set for Life –Spring Term 2 – **Good to be me!**

Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>This theme will provide the opportunity for children to explore the Personal, Social and Emotional Area of Learning within the distinctive context of the setting. It will use story, role-play and puppets as well as the children’s spontaneous play to extend their understanding of the core feelings of happy, sad and afraid and to develop a broader vocabulary of feelings to include proud and excited. The activities will introduce simple relaxation techniques and encourage the children to stand up for themselves and be aware of themselves and their needs.</p>	<p>This theme will provide more opportunities for children to consider what makes them proud and encourage them to recognise their strengths. There will be a focus on anxiety and worrying. These feelings will explore through a simple story which encourages the children to share some of their worries and think of strategies to deal with these appropriately, through talking with another person or relaxing. Opportunities will be suggested to help children contrast impulsive behaviour with more reflective ‘thinking’ behaviour, and to begin to explore assertiveness.</p>	<p>This theme will explore novelty/surprise and routine/predictability. It will relate this to how children learn best. The curriculum will start to look at our understanding of emotions with a focus on our response to a threat. Assertiveness will be explored in more detail and children will be asked to think about how they might act in an assertive way. Children will learn more about anxiety and worrying, focusing on the nature of worry and our worries. They will explore a range of strategies to deal with anxiety, including relaxation.</p>	<p>This theme will explore feelings in greater depth with an exploration of more complex and mixed feelings. It will help children to consider the subtle differences between feeling proud and boasting. There will be an exploration of risk-taking and of the balance between safety and risk. Opportunities will be provided for children to consider how and when they should stand up for themselves and when they should listen to their peers. Children will be helped to understand how they might be overwhelmed by their emotions. They will explore strategies for managing strong feelings.</p>



## Holy Family Catholic Primary School

### Learning opportunities for Get Set for Life –Summer Term 1 – Relationships

Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>This theme offers opportunities for children to explore the positive feelings of belonging and feeling cared for. They will explore how they can hurt people's feelings and how they might feel hurt or cared for. They will have opportunities to consider how other people's actions can be hurtful and develop some strategies to help them deal with this. They will investigate the concept of fairness and feelings associated with unfair situations. The children will begin to explore some of the feelings that are associated with being left and losing something we care about. There will be opportunities for children to begin to understand about things that are alive and dead through an exploration of the life cycle and a story about a sunflower that grows and dies.</p>	<p>In this theme, children will look at some of the feelings that are associated with close relationships, particularly in the family and with friends. Scenarios that explore how we feel when someone is more successful or luckier than us will be examined. This includes feeling jealous and feeling proud on their behalf. Children will think about feelings of hurt, in themselves and others, and how to manage these feelings. As a follow-up to the assembly the children will consider the people who are important to them. They will be given the opportunity to use a story about a cat leaving home to explore the uncomfortable feelings associated with being left and experiencing a loss. They will explore how sometimes those whom we love and who love us leave us.</p>	<p>In this theme children will explore the times when they have felt guilty or hurt someone, particularly someone close to them, and begin to explore how they might make amends. Through story they will look at some conflicts of interest. In relation to work on the feeling 'guilty', children further develop their understanding of responsibility, and have opportunities to differentiate between situations in which guilt may be felt inappropriately and those where guilt is an appropriate and helpful emotion that can lead to restorative action. Children will look at how we can hurt each other's feelings through the use of put-downs, and the impact of these on others. They will have an opportunity to reflect upon the people who are important to them. A story about the death of a pet provides an opportunity for the children to examine feelings about loss. They explore ways in which they might celebrate the life of people or animals who are important to them and support someone who has experienced a loss.</p>	<p>In this theme, children will consider how other people see us and how this might lead to feelings of embarrassment. The children will continue to explore their understanding of how thoughts can influence our feelings and our behaviour and how embarrassment can lead to other emotions, such as resentment, hurt, anger and shame. The children will explore how they might predict when they might feel embarrassed and when and how they might avoid an embarrassing situation. They will also consider how they might manage their feelings of embarrassment. There will be a focus on understanding how others see us and how we would like to be seen by others. This will lead into consideration of stereotyping. The concept of forgiveness will be introduced and the children will consider when it would be appropriate to forgive and the impact that forgiveness might have on both parties. The theme will explore some of the losses that a child might experience and the feelings that are associated with a loss.</p>



## Holy Family Catholic Primary School

### Learning opportunities for Get Set for Life – Summer Term 2 – **Changes**

Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>Children will consider the ways they have changed since starting at the nursery setting or Reception, and in particular how their social, emotional and behavioural skills have developed. Activities offer the opportunity for children to make the link between feelings and behaviour and to predict how unexpected changes might make them feel, as well as developing some basic strategies for self-management. They will have learned that some things stay the same in the face of change, and that uncomfortable feelings don't last forever. They will have opportunities to develop empathy and support others. They will have had an opportunity to make change happen in the classroom or outdoor learning environment.</p>	<p>The focus is on making changes in our lives. Children will distinguish between natural developmental change, changes we choose and changes we make happen. They will revisit and develop strategies for making changes happen, such as making a plan and identifying obstacles, building on the skills and concepts introduced in Theme 4 Going for goals. Issues of responsibility are raised. Children will have the opportunity to make change happen in the classroom, as a group working cooperatively.</p>	<p>Children will consider some ways in which change is positive, developmental and necessary. They will consider the many changes that have happened in their own lives and their feelings in relation to these changes. They will know that a degree of apprehension about change is normal and that humans have a range of strategies for coping flexibly with it. Children's coping strategies will be elicited and extended. Children will have the opportunity to make a plan to change an aspect of their behaviour, and learn that we cannot make other people change, we can only change ourselves. They will explore the importance of belonging and how change can threaten this. They will have opportunities to explore feelings and responses to unwelcome or imposed change. They will think about the links between feelings, thoughts and behaviours and deepen their self-awareness and empathy with others as a result.</p>	<p>Children will revisit common responses to unwelcome change and develop their ability to empathise with others. They will consider how and why people's responses to change might differ in relation to different personal histories. They will explore the idea that negative feelings about change do not last for ever and that often initially unwelcome change can have unforeseen positive consequences. The issue of responsibility is revisited. In Year 6, children have the opportunity to identify, understand, explore and manage a range of feelings they may be experiencing in relation to secondary transfer. They have further opportunities to explore the links between feelings, thoughts and behaviour, and to consider their own needs, including the importance of belonging within a group.</p>

