

SMSC Planning

Term: Summer 2 – 2nd half

Topic: Families

Mental health session – to be done at the beginning of half term	Input	Activity
	<p>Breathing exercises – encourage children to use these as and when they need through the week.</p> <p>https://www.bbc.co.uk/teach/supermovers/pshe-super-mood-movers-coping-with-feelings/z28strd</p> <p>Children to follow the video and song exploring different feelings.</p> <ul style="list-style-type: none">• Naming feelings: Ask children to work in pairs to name all the feelings they can. Prompt children with: 'How would you feel if you were on your way to an adventure park? Or waiting in a long supermarket queue?' Tell the class: 'We're emotional creatures and that's OK. That's human. That's how we all are.'• How do we show our feelings?: List all the pupils' suggestions for different feelings, such as: 'happy, sad, bored, excited, confident, safe, scared, thrilled'. Ask: 'How do people show their feelings?' Pupils could mime a simple action in response, for example eating an apple hurriedly, happily, dreamily, lazily, confidently, hungrily, thoughtfully.• Are some feelings 'bad' feelings?: Ask pupils to identify feelings that are sometimes called 'bad' feelings. Ask: 'Why might somebody feel like this?' Encourage children to identify story characters who feel sad, lonely, angry or jealous. What made them feel that way? Guide the children's replies with: 'Are there times when it's OK to feel angry, or sad?' Gather the children's responses and make it clear that sometimes it's OK to have these feelings: no-one is happy all the time. Remind children bad times come and go and if they feel down, sad or angry, these feelings can pass in time.• Ways to cope: Ask - 'Are there ways we can cope with feeling angry or unhappy? If I feel angry for instance, what could I do to feel better?' Prompt children to suggest things you could do to help you deal with negative feelings, such as: 'take time out if you're angry'; 'take some deep breaths'; 'walk away from an argument if you can' or 'tell someone you trust if you're feeling sad or anxious.' You could end this discussion with, 'Exercise is good if you are feeling frustrated. Sports, games and playing can really raise your mood.' The class could try singing and dancing along to a Super Movers track of their choice, to see if it raises their mood.	

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	Skill	Year R	Year 1	Year 2
1	Skill- Identifying why families are important	<p>LO: I can identify people who live in my home.</p> <p>Discuss as a class what a family is- people that look after us, love us and care for us.</p> <p>Talk about the people who live in our home- they are our family.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Who do you live with? • Who is in your family? • Who takes care of you? <p>Outcome: Children to draw a picture of their home and all of the people who live with them.</p>	<p>LO: I can say who is important to me in my family.</p> <p>Now we have learnt about people who live with us who else can be in your family. Discuss extended families- people that are related to us- Grandparents, uncles, aunties, cousins.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Who do you live with? • Who is in your family? • Who takes care of you? • How do they take care of you? <p>Outcome: Children to draw a picture of somebody in their family who is important to them and write their name.</p>	<p>LO: I can give reasons why people are important to me.</p> <p>Discuss reasons why people might be important to you e.g. mum is important because she cooks yummy dinners, nanny takes me to the park after school.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Who do you live with? • Who is in your family? • Who takes care of you? • How do they take care of you? • How could you help people in your family? <p>Outcome: Children to draw a picture of somebody in their family who is important to</p>

				them and write the reason why they are important.
2	<p>Skill-</p> <p>To recognise that all families are different but they still all love and care for us</p>	<p>LO: I can say 1 difference between my family and a friend's family.</p> <p>Teacher and TA to model sharing pictures of their homes and families drawn in Session 1 and discuss similarities and differences.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Who is in your family? • Is your family different to your friends? <p>Outcomes: Children to share pictures of their families drawn in Session 1 with a partner and discuss similarities and differences.</p>	<p>LO: I can identify differences in others' families.</p> <p>Share story</p> <p>https://www.youtube.com/watch?v=AyVL9bH0guk</p> <p>Discussion around how different families are made up.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Who is in your family? • Is your family different to your friends? • Does it matter if your family is different? <p>Outcome: Circle time- From the story can children identify how families can be different and share this with the group?</p>	<p>LO: I can explain how families are the same and different.</p> <p>Share Powerpoint Every kind of family.</p> <p>Key Questions:</p> <p>Who is in your family?</p> <p>Is your family different to your friends?</p> <p>Does it matter if your family is different?</p> <p>Outcomes: Circle time- children to discuss how families are different but also how all families are similar.</p>

