

## Unit Context



Children and families experience, for a variety of reasons, an increasing level of mobility and change in their lives. Many schools and classrooms will include new arrivals from other countries, children from forced families, children from refugee and asylum seeking families, Travellers, and children who have moved because a parent's job has changed or because of family change, for example. Activities in this unit could also be used to consider other new situations in school, such as new members of

staff or a new building. This unit is designed to sit alongside the **SEAL New Beginnings** materials.

## Unit Description

The unit is designed to be delivered at the start of the school year, so it includes approaches to developing classroom ground rules, and to building positive relationships in the class. Children will have the opportunity to consider what it feels like to be in a new situation and how to cope with that, and to develop strategies for helping people who arrive new to the school. They will develop their own 'Safety Circle', identifying trusted adults at home and at school whom they can ask for help and support.

## Notes for Staff

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.

A whole school approach and commitment to **Circle Time** will support the objectives of this unit. Further information about Circle Time can be found in the **Teaching Guidance**.

Much of the content of this unit will need to be continually referred to, revisited and reinforced during the school year.

## Activities for Recording Assessment

**A** at the end of an activity indicates an opportunity for recording assessment.

**Activity 1.3** – use the children's drawing and labelling of a ground rule to assess their understanding of the meaning of the ground rule, and of behaviour that demonstrates following the rule.

**Activity 6.2** – use the children's safety circles and discussions about them to assess their ability to identify people they feel they can talk to if they need help.

## Out of School Learning

Learning Objective 3 - Before doing activity 3.1, the children could be invited to discuss at home how they found the experience of starting school, and how their parents and carers remember them coping. They could talk with them about how they felt then, and how they may feel differently now about going to school.

## Sensitive Issues



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

See Notes for Staff above.

## Learning Expectations

### At the end of this unit most pupils will:

- be able to take part in discussions about behaviour that helps make the classroom a safe and happy place to learn.
- understand the agreed ground rules.
- be able to name the other children in their class and to take part in relationship building activities.
- be able to describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome.
- be able to identify people in their Safety Circle who can help them if they are worried or need support, and know how to ask for help.
- be able to show some simple strategies for helping other people who need support.

### Some pupils will not have made so much progress and will:

- need support to contribute simple ideas about behaviour that helps to make the classroom a safe and happy place to learn.
- need reminders to understand the agreed ground rules.
- be able to name the other children in their class and to take part in relationship building activities.
- be able to describe how they feel if they are new in a situation, and what might help them to feel welcome.
- need support to identify people in their Safety Circle who can help them if they are worried or need support, and to practise asking for help.

### Some pupils will have progressed further and will:

- be able to take a lead in discussions about how to make the classroom a safe and happy place to learn.
- understand and help others to understand the agreed ground rules.
- be able to name the other children in their class, and to take a lead in relationship building activities.
- be able to describe emotions someone might feel in a range of new situations, and be able to describe and demonstrate how to make new people feel welcome.
- identify with confidence people in their Safety Circle and understand the criteria for including them, and know and be able to demonstrate how to ask for help.
- be able to show a range of strategies for helping other people in different situations.

## Resources for This Unit

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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

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**RR 1/2** Rights, Rules and Responsibilities

**WT 1/2** Working Together

**MC 1/2** Managing Change



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## Section A - Making The Classroom Safe

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>1. To participate in discussions about how to make the classroom a place where they can learn safely and happily.</p>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>• give examples of ways I can be safe and happy in the class</li> <li>• agree some rules that will help us to learn as well</li> <li>• show what it might look like when we are doing the things we have talked about</li> </ul>	<p>1.1 In a Circle Time round, ask the children to complete the sentence stem <i>I am happy in school when ...</i> At the end of the round, explain to the children that, from what has just been shared, there are things that they can make happen and things that are outside their control. Ask them for examples of things that make the classroom a happy and safe place to learn that they can make happen e.g. <i>being kind to each other, listening to each other, playing nicely together, helping people</i>. Make a list of their ideas.</p> <p>1.2 From the children's ideas, agree a list of around 8 simple ground rules, which should be positive, and cover areas such as how we treat each other, work, being safe, communication and movement. Check that they are happy with them and think they will help them to be happy and safe together and to learn.</p> <p>1.3 Ask each child to choose one ground rule (making sure they are all covered by someone in the class) and to do a painting showing what it looks like when people are following that rule, either in the classroom or elsewhere in school. Invite them to share their paintings with each other, and display them around the classroom so that there are visible reminders of what has been agreed. <b>A</b></p>	<ul style="list-style-type: none"> <li>• If SEAL is being used in school, the process for developing a class charter is an alternative to this activity - see <a href="#">SEAL New Beginnings Year 1-2 (Blue)</a> .</li> <li>• Further activities for developing ground rules are explored in unit RR 1/2 Rights, Rules and Responsibilities.</li> <li>• If a set of whole school rules exists, these activities can help to apply them to the individual class, and to illustrate them in more detail.</li> <li>• There is further information about developing <a href="#">Ground Rules</a> in the <b>Teaching Guidance</b>.</li> </ul> <ul style="list-style-type: none"> <li>• Using <a href="#">Role Play</a> and <a href="#">Cameras</a> are also ways of enabling children to illustrate the ground rules. Information about these can be found in the <b>Teaching Guidance</b>.</li> <li>• Reward systems used in the school and the class (such as stickers, marbles in the jar, certificates) can help the children to understand how the rules work in practice and to reinforce them.</li> </ul>

## Section B - Building relationships

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>2. To participate in activities that enable them to develop collaborative relationships within the class.</p>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>• tell everyone something I like doing</li> <li>• listen to other people sharing their ideas</li> <li>• be able to name all the other children in my class</li> <li>• find things I have in common with someone else and differences between us</li> </ul>	<p>2.1 In the Circle, do some name learning activities, such as <i>Pass the Smile</i> (with names). Smile at the children, then, still smiling, turn to the child next to you. Pretend to peel the smile from your face and pass it on to the child. As you do this, first time round, say your own name. The child you pass it to then pretends to put the smile on to their face, and smiles at the child the other side of them, saying their own name. Next time round, children say the name of the person they are passing the smile to.</p>	<ul style="list-style-type: none"> <li>• Many social skills games and activities lend themselves to relationship building in the class. Children need to have opportunities to continue to participate in these throughout the year. More information can be found in Circle Time and other activity resources (see <b>Sources of Information and Support</b>).</li> </ul>
		<p>2.2 Again in a <b>Circle Time</b> round, ask the children to complete the sentence stem <i>My name is ... and I like ...</i>. They can choose a person, a place, something they like doing, something they like eating etc. After the round, ask the children to share anything they found out about someone else in their class that they didn't know about them before.</p>	<ul style="list-style-type: none"> <li>• See <b>Using rounds</b> in the <b>Teaching Guidance</b>.</li> </ul>
		<p>2.3 Still in the circle, play the 'Change Places' game, continuing the theme of 'things we like doing'. Call out, for example, Change places if you like riding a bike; if you like swimming; if you like horses/dogs/cats; if you like carrots; if you like reading comics; if you like singing. All those who like that thing change places across the circle. The children can contribute ideas of things to ask about. Again, ask them to look out for things people like that they did not know about them.</p>	
		<p>2.4 Emphasise that they will have things in common with people but there will also be differences between them. Ask for any examples of what they have found out about someone else in the class in terms of their similarities and differences with them. For example, <i>Jonny and I both like dogs, but he likes chips and I don't.</i></p>	

## Section C - Coping With New Situations

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>3. To recognise what it feels like to be new in school.</p>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>name some feelings I might have felt when I first started school</li> <li>understand how someone else might feel if they arrive new in our class</li> <li>show I might recognise some feelings from how people look and the expression on their face</li> </ul>	<p>3.1 Ask the children if they can remember what it felt like to start school, and, if so, to give examples of feelings they can remember. Read the book <b>I am too absolutely small for school</b>, and ask the children why they think Lola did not want to go to school. Talk about the things that Charlie said to her to help her, and do a class 'Circle of Feelings' about her. Draw a large circle on a piece of paper or on the whiteboard, and around it write the children's ideas about the feelings Lola might experience on her first day at school.</p> <p>3.2 Using a <b>puppet</b> or a <b>persona doll</b>, explain to the children that you want them to imagine this person has just arrived new in their class. Most other children all started school in Reception, but Billy (for example) has just arrived new in Year 1 or 2. He has just moved new to the area, so he does not know anyone where he lives, nor in the school. Refer back to the Circle of Feelings in the previous activity, and ask the children to share with a partner how they think Billy is feeling. Ask each pair to share one feeling with the class. List their ideas, and see how many different feelings they can identify.</p> <p>3.3 Ask the children to work in pairs, and to choose one feeling from the list they made about Billy. Ask them to talk together about what someone might look like if they arrived at school and were feeling like that. In turns in their pair, ask them to practise showing that feeling in a still image, and ask their partner to feed back about how it looks and to make suggestions as to how to change it if they don't think it is that feeling the child is showing. Using a web cam or digital <b>camera</b>, take pictures of individual children showing their chosen emotion. Display them on the whiteboard, and ask the other children to name the feeling the person is showing, and to explain how they know. The children could then be asked to sort the photos into categories of 'positive feelings', 'negative feelings' and 'other', from their perceptions.</p>	<ul style="list-style-type: none"> <li>This book is also used in the unit of work <b>BBF Beginning and Belonging</b> (Foundation). Alternative books about starting school that could be used for this activity are listed at the end of this unit.</li> <li>Further information on how to introduce the <b>Circle of Feelings</b> can be found in the <b>Teaching Guidance</b>.</li> <li>If the Circle of Feelings is recorded on the interactive whiteboard, it can be kept as a notebook, then returned to for reviewing, adding etc.</li> </ul> <p>Ideas for grouping children into small groups or pairs can be found in <b>Group Mixing</b> in the <b>Teaching Guidance</b>.</p> <p>Guidance about the use of <b>Puppets</b> and <b>Persona dolls</b> can be found in the <b>Teaching Guidance</b>.</p> <ul style="list-style-type: none"> <li>The book <b>The Colour of Home</b>, in which Hassan arrives in school, provides an opportunity to consider issues for an asylum seeking family, including the reason why they needed to leave Somalia. Through this book, children can also consider the emotions that someone new, to both the school and the country, might experience and ways to help someone new feel welcome.</li> <li>Before using these three headings, you may need to explore with the children what we mean by 'positive' (e.g. <i>happy</i>), 'negative' (e.g. <i>uncomfortable</i>) and 'other' feelings.</li> <li>Point out that people do not always show other people what they are feeling in the way they look, but that they may give other clues, such as what they say or do.</li> <li>For information about use of <b>Cameras</b>, see the <b>Teaching Guidance</b>.</li> </ul>


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>4. To have some ideas about how to make new people feel welcome in the class.</p>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>• show I have some ideas about what to say to someone when they are new</li> <li>• share ideas about how to make someone feel welcome in other ways too</li> </ul>	<p>4.1 Return to the puppet, and remind the children how he is feeling as he arrives new into the class. Use examples from the feelings the children have just shown as further examples. Ask them to think about what they could say to and do for him to make him feel welcome in the class. Encourage them to practise saying to the puppet actual words they could use to support someone in that situation. Pretend that the puppet is responding to them to show how he might react to what they say or do.</p> <p>4.2 In groups of 3, ask the children to imagine that one person is new and the others have been in the school since they started in Reception. Remind them that they have ideas about how that person is feeling, and ask them to <b>role play</b> things they can do or say to make the person feel better. Use the web cam or a video camera to record the role plays. Share the role plays with the whole class, asking the children how the new person is feeling both before and after the other children have tried to help them. From what they have seen in the role plays, make a list of approaches that are helpful for making a new person feel welcome. Suggest to the children that these ideas may be useful to them if they ever have to go somewhere new or meet new people themselves.</p>	<ul style="list-style-type: none"> <li>• This is an opportunity to use the whole school environment – for example you may want to include and ask a teaching assistant to record role plays about the playground as well as the classroom. If you have appropriate equipment, the children themselves could maybe video the role plays.</li> <li>• See <b>Role Play</b> in the <b>Teaching Guidance</b>.</li> </ul>
<p>5. To know who and what might help them if they are in a new situation.</p>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>• talk about new situations I could experience</li> <li>• have some ideas of what I could do that would help me to cope</li> </ul>	<p>5.1 With the whole class, reflect on the way that they have shown in the role plays how they can help someone when they are new. Ask the children if they can think of any other times and places, apart from being in a new school, when they might be in a new situation or be meeting new people, for example, <i>when there is a new family member; when they move to a new neighbourhood; or when they join a new club or group</i>. Ask them to imagine that they are now the person in a new situation and ask whether they themselves might experience some of the feelings they identified in section 3 above. Then ask them to think back to the role plays to identify any ideas that they would themselves find helpful in a new situation.</p>	<ul style="list-style-type: none"> <li>• This might be an opportunity to set up a class discussion forum, where every child is invited to contribute one idea.</li> <li>• In the role play activity 4.2, the children were encouraged to focus on what the children in the class could do to help a new child. Support them here to think about whether the role plays also demonstrated anything the new child themselves did that was helpful to them, for example <i>smiling and saying hello</i>.</li> <li>• If the role plays were recorded on a web cam, you could select some that particularly illustrated helpful strategies for coping with being in a new situation and play them back.</li> </ul>



Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		5.2 Create a class 'Top Tips for when I'm new' list of things that might help them to cope when they are new. This might include ideas such as <i>knowing who I can talk to if I'm worried; playing with lots of different people; smiling at people; asking if I can invite someone home; keeping in touch with old friends.</i>	<ul style="list-style-type: none"> <li>• Every child could have a copy of the 'Top Tips' list and could be encouraged to use it when they are in a new situation. It could also be shared with any new children who arrive in the class, as a way of sharing what the children have agreed to do to help.</li> </ul>



## Section D - Sources of support

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>6. To be able to identify adults who can help them if they need support.</p>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>understand how important it is to know some adults I can trust and can talk to</li> <li>name some adults at home and at school whom I would include in my Safety Circle</li> </ul>	<p>6.1 If any of the role plays in activity 4.2 included suggestions about talking to a trusted adult in or out of school, refer back to them here. Re-introduce the puppet or persona doll, and ask the children to imagine that he is in a situation at school where he is unhappy, for example <i>he doesn't have anyone to play with at playtimes; someone has called him an unkind name; he is feeling unwell or he is worried about something at home</i>. Emphasise how important it is for the children to talk with someone if they are feeling worried or upset, and to ask for help if they need it. Ask the children for ideas about whom the puppet could talk to if she or he is feeling unhappy or worried. On the whiteboard, create an imaginary 'Safety Circle' for him, with his name at the centre, and, around it, write the people the children suggest.</p> <p>6.2 Give the children each a circular piece of paper (A4 size). Explain that they are going to develop their own 'Safety Circle'. Follow the instructions for introducing <b>Safety Circles</b>.</p> <p>Ask them to think about how their Safety Circles have changed if they have done them before, including new people who have come into them, and people who are no longer in them. <b>A</b></p>	<ul style="list-style-type: none"> <li><b>Safety Circles</b> have been covered previously in Foundation Stage units. This builds on that work, extending the children's understanding of the range of people they might be able to approach for support, and taking account of any changes in their networks since they last looked at them. Safety Circles are also developed and used in the units FF 1/2 Family and Friends, ME 1/2 My Emotions, PS 1/2 Personal Safety, AB 1/2 Anti-bullying and MC 1/2 Managing Change. If they are developed well in this unit, in some of these units they will only need to be revisited and reviewed in different contexts. Further guidance on <b>Safety Circles</b> can be found in the <b>Teaching Guidance</b>.</li> <li>It is important here to ensure the children  understand the concept of 'trust'. Be sensitive to those children who have fewer adults in their lives whom they feel they can trust. They may need more support to identify people who can help them.</li> <li>Encourage the children to keep their Safety Circle in their tray/drawer, so that they can return to it and use it.</li> </ul>
<p>7. To know how to ask for help, and to have some ideas about how they can help each other.</p>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>give examples of times when I might need to get help from someone else</li> <li>know some ways to ask an adult for help</li> <li>know when to ask for help</li> <li>have ideas about how to help my friends in some situations and about how they might help me</li> </ul>	<p>7.1 As a whole class, ask the children for ideas about situations when they might need help from someone else. Make a list on the IWB. The focus should mainly be on school-based situations, but if the children want to include other contexts, that may also be appropriate. Examples of situations might include: <i>when someone hurts me; when I am stuck with my work; when I have nobody to play with; when nobody arrives to pick me up from school</i>.</p>	<ul style="list-style-type: none"> <li>If the school uses a play leader, buddying, peer mentoring or peer mediation system, make the link to it here (see <b>Peer Support</b> in the <b>Teaching Guidance</b>). It may be appropriate to invite older children who have been trained to carry out those roles to come and talk with the class about the role, what they can do to help and how to approach them.</li> <li>For further information about <b>The Cambridgeshire Conflict Resolution and Peer Mediation Programme</b>, see <b>Sources of Information and Support</b>.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>7.2 Put three headings on the whiteboard: <i>Red</i>, <i>Amber</i> and <i>Green</i>. Explain that <i>Green</i> is for situations that they will probably be able to deal with safely themselves, <i>Amber</i> is for situations they may have a go at dealing with themselves, but may need a friend's help and/or may need to tell an adult what has happened, and <i>Red</i> is for situations where they definitely need to tell an adult. Take each situation the children identified in the last activity, and discuss with them whether it is a <i>Red</i>, <i>Amber</i> or <i>Green</i> situation. If this list is kept on the IWB, it can be referred to and applied to situations as they arise. It can also be added to and amended as the children review how it works in practice.</p> <p>7.3 Tell the children you are going to play the role of a teacher who is very busy! With the class, identify a situation from the Red list for which they would need to ask an adult for help. Ask for a volunteer (or ask a Teaching Assistant to play the role of a child at first) to role play trying to get your attention and ask for help with the situation, whilst you are busy tidying up, or putting up a display, or talking with someone else. Give a few children the chance to attempt to get your attention, and to try out different approaches and language. Ask the other children to observe and, afterwards, to identify what worked and what was difficult. Make a list together of ideas for talking to an adult when they need help, including the words to use, and times and places that are effective.</p> <p>7.4 Return to some of the <i>Amber</i> situations, and with the children, choose some examples where it might be appropriate for a friend to help. Put the children into random groups of three, give each group a situation and ask them to choose and then role play a way in which they could help each other with the situation.</p>	<ul style="list-style-type: none"> <li>Explore with the children the idea that there may be situations where they may need an adult's help, but not necessarily urgently, and how to choose the best time to ask for help.</li> <li>Guidance on using <b>Role Play</b> can be found in the <b>Teaching Guidance</b>.</li> <li>If, in their role plays, the children do demonstrate effective ideas for how to approach an adult, ensure you respond appropriately and show they have been successful.</li> <li>The role plays could be filmed, and made into a presentation about how to help each other, which could then be shown on an interactive display or a digital frame. See <b>Teaching Guidance</b> for more information about <b>Interactive displays</b>.</li> </ul>

## Section E - Processing the learning

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>8. To understand what they have learned in this unit and be able to share it.</p>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>• share an idea about how I can cope when I am new</li> <li>• share an idea about how I can help someone else when they are new</li> <li>• show that I know the class rules and what they mean</li> <li>• say something new that I have learned in this unit</li> </ul>	<p>8.1 In Circle Time, ask the children to complete the sentence stems, <i>One thing I can do in a new situation..., and one thing I can do to help someone else who is new.</i></p> <p>8.2 Ensure the children are familiar with the class ground rules/ class charter, and ask them to continue to illustrate them or take photographs of them happening, so that the class display can be kept 'live'.</p> <p>8.3 Make a heading on the IWB, <i>Important things we have learned in Beginning and Belonging.</i> Ask the children to give you key messages they have learned during this unit, and make a list of them.</p>	<ul style="list-style-type: none"> <li>• Explain to the children that what they have learned in this unit they will continue to work on and to learn more about all through the year.</li> </ul>

## Resources to Support this Unit

These resources are directly referenced within this unit

**I am absolutely too small for school** Lauren Child

**The Colour of Home** Mary Hoffman, Karin Littlewood

SEAL New Beginnings Year 1 / 2 (Blue)

These may also support work on this unit:

**Lucy and Tom go to School** Shirley Hughes

**The Gotcha Smile** Rita Phillips Mitchell

**Starting School** Janet and Allan Ahlberg

**Billy and the Big New School** Catherine and Laurence Anholt

## Sources of Information and Support

**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. [www.learnstogether.org.uk/services/creds](http://www.learnstogether.org.uk/services/creds) 01223 703882

**Cambridgeshire ICT Service** [www.theictservice.org.uk](http://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](mailto:info@theictservice.org.uk)

**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](mailto:pshe@cambridgeshire.gov.uk)

**Letterbox Library** [www.letterboxlibrary.com](http://www.letterboxlibrary.com)

A cooperative children's bookseller which specialises in equality, diversity and inclusion, and includes personal and social issues.

**Jenny Mosley's Quality Circle Time** [www.circle-time.co.uk](http://www.circle-time.co.uk)

Resources to support a whole school approach to Quality Circle Time, aimed at enhancing self esteem and building positive relationships.

**Incentive Plus** [www.incentiveplus.co.uk](http://www.incentiveplus.co.uk)

Resources to support the development of social, emotional and behavioural skills.

**Life Education Centres (LEC)** [www.lifeeducation.org.uk](http://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 1/2 and LEC programmes:

The Year 1 and Year 2 LEC programmes both include work on how to solve problems and people who can help.

Class:

Teacher:

Term: Autumn/Spring/Summer

<b>Myself and My Relationships 4 BB 1/2 Beginning and Belonging</b>	<b>R</b>	<b>A</b>	<b>G</b>	<b>Notes</b>
<b>Section A - Making the Classroom Safe</b>				
1. To participate in discussions about how to make the classroom a place where they can learn safely and happily.				
<b>Section B - Building Relationships</b>				
2. To participate in activities that enable them to develop collaborative relationships within the class.				
<b>Section C - Coping with New Situations</b>				
3. To recognise what it feels like to be new in school.				
4. To have some ideas about how to make new people feel welcome in the class.				
5. To know who and what might help them if they are in a new situation.				
<b>Section D - Sources of support</b>				
6. To be able to identify adults who can help them if they need support.				
7. To know how to ask for help, and to have some ideas about how they can help each other.				