

# Tracking SEAL's Peaceful Problem Solving Process Foundation to Year 6



# Over view F to Year 6

	F	Y1	Y2	Y3	Y4	Y5	Y6
Feelings & View Points	Recognising feelings Sharing Saying sorry  Fair/unfair	Other's view points	Introduce concept of anger 'triggers'  Consider whether I am being impulsive or thinking things through	Taking responsibility for actions Express feelings of guilt Make amends	Rights & responsibilities  Implement & review behaviour choices	Can explain how to solve a problem Understand short term & long term consequences	Can explain how to solve a problem  I know my behaviour is linked to my thoughts & feelings  Understand other's may react differently to me  Forgiveness  -
Assertive Behaviour				Understanding role of looking & sounding friendly			Act assertively - appropriate body language & tone of voice -passive & aggressive behaviour
Peaceful Problem Solving (PPS)	Introduce problem solving	Introduce PPS with emphasis on both people feeling ok	See other's view point and begin to understand the role of this in PPS	Class area created for pupils to independently use PPS (but to seek adult help after 5	Class area created for pupils to independently use PPS (but to seek adult help after 5	Independently use PPS strategy – including embarrassing situations & not using anger	Use of 'I' messages & rephrasing blaming statements  Labelling

				mins) Understand role of a 'win-win' situation in PPS  Teacher supports pupils to PPS	mins) Use language of PPS: ready, steady, go, replay, etc (see poster)	as an excuse for making a 'bad' choice  Knowing when to seek adult mediator	behaviour not person Reflective behaviour  Knowing when to seek adult mediator
Calming Down	Introduce Calming down strategies	Develop Calming down strategies	Further develop Calming down strategies	Usually independently find ways to calm down	Usually independently find ways to calm down	I have strategies to cope with uncomfortable feelings & ways to calm down	I have strategies to cope with uncomfortable feelings & ways to calm down

# Tracking SEAL's Peaceful Problem Solving Process

## New Beginnings - Theme Overview of Foundation

Develop empathy and work out what others are feeling. Know how actions can affect people's feelings and that all feelings are OK, but not all actions are. Learn to calm down and basic strategies for managing fear and upset.

**Key Vocabulary:** uncomfortable, nervous, solve a problem, fair, belong

	F	Year 1
Learning Opportunities	I can recognise my feelings I am developing self control I know ways to calm my self I know all feelings are ok but it's not ok to behave in any way I like (develop empathy) I know my behaviour affects others.	I know some ways to solve a problem using PPS I know ways to calm myself down I can see things from someone else's point of view. I can recognise fair and unfair
Strategies/Other		Introduce PPS poster & Feelings Detective poster (whole school pack)

## Getting on & Falling Out – Theme Overview of Foundation

Co-operation, taking turns, listening, calming down, making up with other children and saying sorry.

**Key Vocabulary:** take turns, share

	F	Year 1
Learning Opportunities	I can solve my own conflicts (Adult role to model this ) I can make up when I've fallen out with a friend I can think of ways to sort things out when we don't agree I can say sorry – accept responsibility	I know ways to calm down I can listen well when other people are talking I can use peaceful problem solving to sort out problems so that both people feel ok I can listen well when other people are talking
Strategies/Other	Adult role: The adults explore feelings and help children learn how to resolve conflict in the setting by developing work that starts from the children's spontaneous play and experiences, for example: <ul style="list-style-type: none"> <li>• a child's model breaking provides the opportunity to explore the child's feelings and consider how the child might handle</li> </ul>	

	<p>them;</p> <ul style="list-style-type: none"> <li>• a situation where two children are playing with sand and one accidentally flicks sand on another child enables the practitioner to explore cross feelings and how to avoid potential conflict;</li> <li>• a situation where a child wants to change the game that is established by another, or two children need the same bit of construction equipment to complete their model, provides the opportunity to model the skills of cooperation.</li> </ul>	
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**Say no to Bullying- Theme Overview of Foundation**

Understanding someone can have more power e.g. if they are bigger or have a toy that everyone wants. To know when to get help from an adult

**Key Vocabulary:** power, deliberate/on purpose, excluded, included, telling tales

	F	Year 1
Learning Opportunities	PPS not a main focus	I can tell you how someone who is bullied feels I know that when you are sad it affects the way you behave and think
Strategies/Other		

**Going for Goals - Theme Overview of Foundation**

Decision making, thinking logically and analytically.

**Key Vocabulary:** learn, future, succeed, proud

	F	Year 1
Learning Opportunities	PPS not a main focus	I can think of solutions and predict consequences
Strategies/Other		

**Good to be me - Theme Overview Years of Foundation**

Children learn to understanding feelings, and some simple relaxation techniques

**Key Vocabulary:** comfortable/uncomfortable feelings, stand up for yourself, relaxed

	F	Year 1
Learning Opportunities	I can stand up for my own needs and rights without hurting others	I can use the Problem Solving Process (poster)
Strategies/Other		

<b>Relationships – Theme Overview of Foundation</b> Develop strategies to deal with unkind behaviour of others <b>Key Vocabulary:</b> lonely, missing, sad, worried		
	F	Year 1
Learning Opportunities	I understand fair and unfair I know some ways to resolve conflict	I understand that being unkind and hurting someone doesn't make me feel better I can think of ways to make me feel better when I feel hurt without hurting others
Strategies/Other		
<b>Changes – Theme Overview of Foundation</b> Make the link between feelings and behaviour. Basic strategies for self-management of difficult feelings <b>Key Vocabulary:</b> disappointment, on purpose, by accident, planning, happy thoughts, getting used to		
	F	Year 1
Learning Opportunities	I know that sometimes when people are not very nice to me it's because they don't feel very good inside I can suggest ways to resolve conflict	I can make some changes quickly but some changes take a long time
Strategies/Other	Activities: Use scenarios with toys or puppets to solve conflict situations that arise with children. If it is two bears that won't share their toys the discussion is removed from the children and they can better participate in what should have happened.	
<b>New Beginnings - Overview Y 1 &amp; 2</b> Develop empathy, use problem solving skills to generate solutions, decide on a course of action, implement and review it and explore ways to manage feelings by calming down. <b>Key Vocabulary:</b> uncomfortable, calm down, nervous, solve a problem		
	Year 1	Year 2
Learning Opportunities	I know some ways to solve a problem using PPS I know ways to calm myself down I can see things from someone else's point of view. I can recognise fair and unfair	I know some ways to solve a problem using PPS I know more ways to calm myself down I can recognise fair and unfair

Strategies/Other	Introduce PPS poster & Feelings Detective poster (whole school pack)	Revisit PPS poster & Feelings Detective poster (whole school pack)
<b>Getting on &amp; Falling Out - Overview of Y1 &amp; 2</b> How to look and sound friendly. Good listening and why friends fall out. Emotion of anger introduced and explored within context of sorting out arguments. Anger triggers, how anger feels, what angry people look like and strategies for calming down. Consider ways to make up and practice conflict resolution. Concept of alternative points of view and relate this to conflict resolution. <b>Key Vocabulary:</b> Common Language of conflict management – trigger, conflict, ok for everyone		
	Year 1	Year 2
Learning Opportunities	I know ways to calm down I can listen well when other people are talking I can use peaceful problem solving to sort out problems so that both people feel ok I can listen well when other people are talking	I can use my ability to see things from the another point of view to make a conflict situation better I know my feelings can overwhelm me
Strategies/Other		Activities: Standing in other's foot prints friends need to be able to see things from each other's point of view. Not understanding someone else's point of view is often a cause of misunderstanding and falling out. Cut out large 'footprints' of different colours.....role play Introduce model of balloon/firework exploding and concept of anger 'triggers'
<b>Say No to Bullying – Overview of Y1 &amp; 2</b> Learn how bullying is different from conflict & how to recognise common forms of bullying.		
	Year 1	Year 2
Learning Opportunities	I can tell you how someone who is bullied feels I know that when you are sad it affects the way you behave and think	I can tell you how someone who is bullied feels I know that when you are sad it affects the way you behave and think
Strategies/Other		
<b>Going for Goals – Overview of Y1 &amp; 2</b> Revisit problem solving process - think through problem that affect people and choose best solution. Focus on working out what they want to happen when there is a problem (set a goal)		

	Year 1	Year 2
Learning Opportunities	I can think of solutions and predict consequences	I can review and learn from my mistakes I can tell you what I'd do differently
Strategies/Other		
<b>Good to be Me – Overview of Y1 &amp; 2</b>		
Impulsive behaviour contrasted with more reflective 'thinking' behaviour, begin to explore assertiveness		
	Year 1	Year 2
Learning Opportunities	I can use the Problem Solving Process (poster)	I can tell when I am being impulsive and when I am thinking things through I can change my behaviour if I stop and think about what I am doing
Strategies/Other		
<b>Relationships - Overview of Y1 &amp; 2</b>		
Explore own feelings when someone is more successful/luckier than us. Think about feelings of hurt in themselves and others and how to manage these feelings.		
	Year 1	Year 2
Learning Opportunities	I understand that being unkind and hurting someone doesn't make me feel better I can think of ways to make me feel better when I feel hurt without hurting others	I understand that being unkind and hurting someone doesn't make me feel better I can think of ways to make me feel better when I feel hurt without hurting others
Strategies/Other		
<b>Changes - Overview of Y1 &amp; 2</b>		
Develop ability to understand and manage the feelings associated with change		
	Year 1	Year 2
Learning Opportunities	I can make some changes quickly but some changes take a long time	I know what it means when something is or isn't your fault I know that I make my own choices about my behaviour
Strategies/Other		Problem Solving Poster Working together self-review Checklist (All whole school resource file)
<b>New Beginnings – Overview of Y3 &amp; 4</b>		
Further develop using problem solving skills to generate solutions, decide on a course of action, implement and review it. Understanding own and others' rights and responsibilities		
	Year 3	Year 4
Learning Opportunities	I know some ways to solve a problem	I can use the peaceful problem process to

	I can manage my feelings and usually find a way to calm myself down when necessary	solve a problem I can manage my feelings and can usually find a way to calm myself down
Strategies/Other		Ongoing Activities: <ul style="list-style-type: none"> <li>Remind children to practice calming-down techniques they have identified and to use the problem-solving process. You might set up a 'calming-down' corner in the classroom. The children could suggest what should go in the calming-down corner (for example, soft furnishings, a tape of calming music to listen to, an emotional barometer and a 3D card ice cube hanging above a wall picture of drops of water, each with a calming-down strategy written or drawn on it).</li> </ul>

### Getting on & Falling Out - Overview of Y3 & 4

Practise 'peaceful problem solving' in relation to falling out with friends. Focus on anger – revisiting triggers, how people behave when overwhelmed by anger and developing further strategies for managing anger

**Key vocabulary:** win-win

	Year 3	Year 4
Learning Opportunities	<p>I know how to be a good listener (take turns)</p> <p>I know how to see things from someone else's point of view</p> <p>I know how to look and sound friendly</p> <p>I know what my triggers for anger are</p> <p>I know some ways to calm down when I start feeling angry</p> <p>I can peacefully problem solve to sort out difficulties</p> <p>I can tell you what a win-win solution is and always try to find one in a conflict situation</p>	<p>I understand why it is important to calm down before I am overwhelmed by feelings of anger</p> <p>I can use peaceful problem solving to sort out difficulties</p>
Strategies/Other	<p>Ongoing Activities:</p> <ul style="list-style-type: none"> <li>When children experience problems working in a group ask 'What is the problem?'; 'What have you already tried?'; 'How can I help you to solve the problem?'</li> </ul>	<p>Ongoing Activities:</p> <ul style="list-style-type: none"> <li>Look out for and draw attention to examples of cooperation. Notice and celebrate children demonstrating kind behaviours or qualities of friendship, and encourage children to do so.</li> </ul>

Try to avoid making negative comments - conflict is normal in groups.

- Designate area of the classroom as a 'making up' area. Footprints on the floor (for children to use to 'stand in the other person's shoes'), a timer (agree a time, say 5 minutes, during which children can try to sort out their conflicts before asking for help), some posters reminding children of the peaceful problem-solving process and some helpful phrases for making up, stuck on the wall with reusable sticky pads (so that children can point at or hand their partner the phrase if they cannot say the words). Have certificates ready to give out for successful resolutions.
- Set up a similar area in the playground.

'Book of solving conflicts' Set aside time for children to reflect upon and write (or draw) about conflicts they have encountered and how they have been resolved, so that others can learn from them.

- 'Emotional barometer' (from the whole-school resource file) on their desks or at set times – after break or at lunchtime, for example – this will help them to pick up the early feelings of anger.
- Adult Role: Model the problem-solving process or remind of the key elements (listening to each other, body language, agreeing a way forward) Asking 'Does that feel OK to both of you?'
- Model with an emotional barometer for yourself
- Point out when children are successful at managing a feeling or situation.

- Make sure that children hear you complimenting both children and other adults. When children experience problems working in a group, ask: 'What is the problem?'; 'What have you already tried?'; 'How can I help you to solve the problem?'

Try to avoid making negative comments – conflict is normal in groups.

- Continue to support use of Peaceful Problem Solving by having a place in or near the classroom where difficulties can be sorted out – display a poster of the process and other artefacts and reminders that children find helpful. Remember to include a timer, so that if children cannot resolve the conflict, (e.g. after 5 mins) they can ask for adult assistance. Provide a similar space in the playground.
- 'Emotional barometer' (from the whole-school resource file) on their desks or at set times – after break or at lunchtime, for example – this will help them to pick up the early feelings of anger.
- Encourage children to look out for and discuss examples of situations where people have got very angry and 'lost it' (again, TV programmes are an excellent source), and what people could have done to avoid the situation. When things have gone wrong and a child in the class has 'lost it', make time with them later on, when they have had time to calm down, to talk through what might have helped them manage the situation and their feelings. Use drawings with think bubbles, or role-play, to support the discussion.
- Adult Role: Model the problem-solving

		<p>process or remind children of the key elements (listening to each other, body language, agreeing a way forward) Asking 'Does that feel OK to both of you?'</p> <ul style="list-style-type: none"> <li>• Use the language of conflict resolution – taking turns, say what you feel and why: win-win; ready, steady, go, replay, etc.,</li> <li>• Encourage all adults across the school to do so. Model own emotional barometer</li> </ul>
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### Say No to Bullying - Overview of Y3 & 4

Use problem-solving skills to generate solutions, decide on a course of action, implement and review it. Social skills and individual responsibility revisited in the creation of a class charter to prevent bullying behaviours.

	Year 3	Year 4
Learning Opportunities	<p>I can problem solve a bullying situation with others</p> <p>I can understand the role of witnesses, knowing when to tell</p> <p>(Witnesses who do nothing are making the child who is bullied feel worse. They are making the people doing the bullying feel better, or at least OK about what they are doing)</p>	<p>I can problem solve a bullying situation with others</p> <p>I can understand the role of witnesses, knowing when to tell</p> <p>(Witnesses who do nothing are making the child who is bullied feel worse. They are making the people doing the bullying feel better, or at least OK about what they are doing)</p>
Strategies/Other		

### Going for Goals - Overview of Y3 & 4

Explore how to solve social problems and how to make wise choices about learning and behaviour.

	Year 3	Year 4
Learning Opportunities	<p>I can predict the consequences of my actions for myself, other individuals and groups</p> <p>I can manage frustration by using a number of strategies</p> <p>I know that I am responsible for my own behaviour</p> <p>I can make a choice about what to do based on my predictions of the likely consequences</p>	<p>I can understand that some thoughts help me reach my goal and some are a barrier</p>
Strategies/Other	<p>Adult Role:</p> <ul style="list-style-type: none"> <li>• Encourage children to use strategies to</li> </ul>	

	manage their feelings of frustration and irritation e.g. <ul style="list-style-type: none"> <li>• keeping the goal in mind/seeing the big picture</li> <li>• saying encouraging things to yourself</li> <li>• imagining the end result</li> </ul> Refer to work on anger management and calming down.( Refer to poster)	
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### Good to be Me - Overview of Y3 & 4

Assertiveness - how can you act in an assertive way. Explore a range of strategies to deal with anxiety, including relaxation.

**Key vocabulary:** assertive, aggressive, passive

	Year 3	Year 4
Learning Opportunities	I can choose to act assertively I know how to be assertive I can relax when I want to	I can express myself assertively in a variety of ways I can recognise when I am beginning to get upset or angry and have some ways to calm down I understand why we sometimes fight or run away when we feel threatened I know why it is sometimes important to stop and think when we feel angry or stressed I can stop and think before I act
Strategies/Other		Resources: Assertiveness poster

### Relationships - Overview of Y3 & 4

Explore times when children felt guilty or hurt someone, particularly someone close to them and the impact of this. Begin to explore how to make amends. Differentiate between situations where guilt felt inappropriate or appropriate. Understand how appropriate guilt can help lead to restorative action.

**Key Vocabulary:** blame, ashamed, conscience, amends, regret, remorse, apologise, fault, choice

	Year 3	Year 4
Learning Opportunities	I can express my feelings I can express feelings of guilt I can tell you some ways to make amends if I have done something cruel or unkind I know when to tell someone about it I can tell when something is my fault and when something is not my fault	Not relevant to Peaceful Problem Solving

	I can take responsibility for what I choose to do I know how to make a good choice I can tell you the things that hurt my feelings I can understand how I might hurt others	
Strategies/Other		
<b>Changes - Overview of Y3 &amp; 4</b>		
Elicit and extend coping strategies. Plan and change an aspect of behaviour. Understand that one can only change own behaviour not others. Explore feelings and responses to unwelcome or imposed change. Think about the links between feelings, thoughts and behaviours and deepen self-awareness and empathy with others as a result.		
<b>Key Vocabulary:</b> adapt, resentment, anticipation, making a plan, rejected, anxious		
	Year 3	Year 4
Learning Opportunities	I know that change can be really good and can tell you about some changes that have made our lives much better I can tell you about a plan I have made to change something about my behaviour I can think about and plan how to overcome obstacles	I know that what we feel and think affects what we do (how we behave) I understand why I and others may behave differently when faced with change
Strategies/Other		
<b>New Beginnings - Theme Overview Years 5 &amp; 6</b>		
Develop capacity for empathy, awareness and management of feelings.		
<b>Key Vocabulary:</b> respect		
	Year 5	Year 6
Learning Opportunities	I know some of the things that help us in school to play well together I have some strategies to cope with uncomfortable feelings and to calm myself when necessary I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcome I can explain how I go about solving a social problem and give you an example of a problem I have solved	I know some of the things that help us in school to play well together I have some strategies to cope with uncomfortable feelings and to calm myself when necessary I can explain how I go about solving a social problem and give you an example of a problem I have solved
Strategies/Other		

## Getting on & Falling Out – Theme Overview of Y5 & 6

Managing conflict- behaviours/words that may ‘hot up’ or ‘cool down’ a difficult situation. Introduced to a new conflict management skill – using ‘I messages’ instead of blaming and accusing. Deepen and extend understanding of anger, and the need to take responsibility for behaviour when are angry.

**Key Vocabulary:** short-term/long-term consequences, ‘I message’, prejudice ,‘reframing a situation’, responsibility

	Year 5	Year 6
Learning Opportunities	<p>I can use my skills for solving problems peacefully to resolve conflict</p> <p>I can say things and do things that are likely to make a difficult situation better or worse</p> <p>I know: what my triggers are for anger; what happens when I get angry; what happens when I am overwhelmed by my feelings of anger; some ways to calm myself down</p> <p>I can consider both the short-term and long-term consequences of my behaviour in order to make a wise choice when I am feeling angry</p> <p>I know I am responsible for the choices I make and the way I behave, even if I am very angry</p>	<p>I try to recognise when I, or other people, are pre-judging people, and I make an effort to overcome my own assumptions</p> <p>I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves</p> <p>I can use language (‘I messages’) that does not make conflict situations worse</p> <p>I am able to see a situation from another person’s perspective</p> <p>I know how my behaviour is linked to my thoughts and feelings</p> <p>I can stop and try to get an accurate picture before I act</p> <p>I know what my triggers are for anger; what happens when I get angry; what happens when I am overwhelmed by my feelings; some ways to calm myself down</p>
Strategies/Other	<p>Ongoing activities:</p> <ul style="list-style-type: none"> <li>• Draw attention to the responses that cool or inflame conflict when you hear children using them, and encourage children to spot them themselves. Remind children of the consequences of using these responses and encourage them to consider the most suitable response.</li> <li>• Use the <i>Emotional barometer</i> (from the whole-school resource file) to demonstrate the effect that different responses have on our feelings.</li> <li>• Children keep a personal diary recording</li> </ul>	<p>Ongoing activities</p> <ul style="list-style-type: none"> <li>• Encourage children to rephrase blaming or accusatory statements into ‘I messages’. Display structure and examples of the use of ‘I messages’ (in the conflict-resolution corner if you have one).</li> <li>• Children continue to have opportunities to get to know and work with everyone in the class and build time for children to talk about something interesting that they have found out about someone in the class – with that person’s permission. Remind them</li> </ul>

	<p>conflicts and how these were resolved or inflamed. Use newspaper reporting techniques to report a conflict, describe what happened, say whether it was resolved, interview all parties and ask them whether everyone got what they needed.</p> <ul style="list-style-type: none"> <li>• Make a class 'Friendship problems and how to solve them' book.</li> <li>• Adult role: Continue to support children in resolving their conflicts by acting as a mediator and encouraging them to use the peaceful problem-solving process.</li> </ul>	<p>constantly of the importance of questioning assumptions and pre-judgements.</p> <ul style="list-style-type: none"> <li>• Draw attention to the responses that cool or inflame conflict when you hear children using these, and encourage children to spot them themselves. Remind children of the likely consequences of using these responses and encourage them where necessary to consider a different way of making their point.</li> <li>• Praise children when they manage to control their anger and ask them to share with the class what strategy they used to do this.</li> </ul> <p>Adult role: Continue to support children in resolving their conflicts.</p>
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### Say no to Bullying- Theme Overview Years 5 & 6

Children use problem-solving skills. Empathy & responsibility.

**Key Vocabulary:** deliberate/on purpose, name-calling, left out

	Year 5	Year 6
Learning Opportunities	I can tell you a range of strategies which I have for managing my feelings in bullying situations and for problem solving when I am part of one	I can tell you a range of strategies which I have for managing my feelings in bullying situations and problem solving when I am part of one
Strategies/Other		

### Going for Goals - Theme Overview Y5 & 6

Explore the importance of taking responsibility for their learning and behaviour and think about when they might be making excuses.

**Key Vocabulary:** excuses, consequences, goal, target, perseverance

	Year 5	Year 6
Learning Opportunities	I can be a critical friend to others and myself	I can recognise when I am using an excuse instead of finding a way around a problem I know that it is up to me to get things done by taking the first step
Strategies/Other	Children prepare to teach another child in the class something new. It needs to be something that can be done in school time,	

	with resources that are available in school or that children can easily bring in from home. etc.	
<p><b>Good to be me - Theme Overview Years 5 &amp; 6</b>  How and when to stand up for oneself and when to should listen to peers. Understand how one might be overwhelmed by emotions and explore strategies for managing strong feelings.  <b>Key Vocabulary:</b> assertive, aggressive</p>		
	Year 5	Year 6
Learning Opportunities	<p>I can explain how I am feeling even if I have mixed feelings</p> <p>I can disagree with someone without falling out</p> <p>I can cope when someone disagrees with me</p> <p>I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming-down strategy</p>	<p>I can behave in an assertive way using appropriate body language and tone of voice</p> <p>I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming down strategy</p> <p>I know that if I have once been overwhelmed by my feelings I might easily 'lose it' again another time</p>
Strategies/Other		<p>Revisit assertiveness – how will you choose to act?</p> <ul style="list-style-type: none"> <li>• aggressive (ending with a win-lose situation where the aggressive person achieves what they want, but the other person does not);</li> <li>• passive (ending with a win-lose situation where the passive person does not achieve what they want although the other person might)</li> <li>• assertive (ending with a win-win situation where both parties feel listened to and OK about the outcome)</li> </ul> <p>Four things we need to get right in order to be assertive:</p> <ul style="list-style-type: none"> <li>• body language;</li> <li>• eye contact;</li> <li>• tone of voice;</li> <li>• words we use.</li> </ul> <p>Research tells us that we infer what</p>

		<p>someone means more from their body language than what they say:</p> <ul style="list-style-type: none"> <li>• The words (7%).</li> <li>• The way the words are spoken (38%).</li> <li>• The body language (55%).</li> </ul>
<p><b>Relationships – Theme Overview of Y5 &amp; 6</b></p> <p>Explore understanding of how thoughts can influence feelings and behaviour.          Concept of forgiveness is introduced: consider when it would be appropriate to forgive; the impact that forgiveness might have on both parties.  <b>Key Vocabulary:</b> forgive, acceptance, stereotype, denial, make amends</p>		
	Year 5	Year 6
Learning Opportunities	<p>I can use a problem solving approach to sort out an embarrassing situation.</p> <p>I can recognise when I am using a put down.</p>	<p>I can think about when to forgive someone.</p> <p>I can forgive someone.</p>
Strategies/Other		<p>Adult: role</p> <p>Practise problem solving. Discuss difficult situations children have been in where they have had a choice about whether to forgive or not. Use the problem-solving strategy to decide what to do in these situations.</p>
<p><b>Changes – Theme Overview of Y5 &amp; 6</b></p> <p>Develop ability to empathise with others. Consider how and why people's responses to change might differ in relation to different personal histories.          Further explore links between feelings, thoughts and behaviour.  <b>Key Vocabulary:</b> gossip, rumour, fault, sore-spot, over-reaction, empathy</p>		
	Year 5	Year 6
Learning Opportunities	<p>I can tell you some of my own 'sore spots'.</p> <p>I can recognise when I might over-react because someone has touched a 'sore spot'</p> <p>I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'</p>	<p>I understand why I behave the way I do sometimes when I feel uncomfortable</p> <p>I try to understand other people's behaviour by thinking about what they might be feeling or thinking</p>
Strategies/Other	<p>Ongoing Activities:</p> <ul style="list-style-type: none"> <li>• Children to have emotional barometers on tables to indicate changes in feelings or intensity and to offer an opportunity to see</li> </ul>	<p>Maslow's hierarchy of need - shows what our needs as human beings are. Human beings are programmed to be wary of change, because it can threaten our basic needs. It is</p>

	<p>how everyone in the class is feeling. Relate this to any events that may be making people feel happy, sad, scared or excited, and to the class charter.</p> <ul style="list-style-type: none"><li>• Take every opportunity to remind children to put into practice calming-down techniques and to use the problem-solving process. Set up a 'calming-down' corner in the classroom.</li><li>• Children suggest what should go in the calming-down corner (for example, soft furnishings, a tape of calming music to listen to, an emotional barometer and a three dimensional card ice cube hanging above a wall picture of drops of water, each with a calming-down strategy written or drawn on it).</li></ul>	<p>part of a survival instinct and alerts flight or fight response in the feeling part of our brain. Anything that threatens our ability to meet these needs causes us to have uncomfortable feelings. It is nature's way of programming us to be extra careful in situations that we are not familiar with.</p>
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