

Relationships – TEAM

PSHE and Citizenship | LKS2 | Planning Overview

About the Topic

This unit is inspired by the idea that if a class team works well together, it has a positive impact on all of its members and what they can achieve. It aims to enable the children to identify the impact their actions have on the team they are working in. In this unit, children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.



Home Learning

Empathy: In this activity, children will draw the facial expressions of children going through a particular situation.

Responsibilities: In this activity, children will explore the responsibilities they have within their home.



Wider Learning

Draw on the lessons within this unit beyond the classroom, for example, on the playground, on school trips, at whole school events, so the children have the behaviours reinforced in different environments.

Health and Safety

(including food allergies) – Ensure children are safe when using scissors. Ensure Internet safety when using websites, games and activities.

Assessment Statements

All children should be able to...

- talk about changes people may go through and what feelings or emotions these changes may bring;
- list some helpful behaviours that support teamwork;
- understand how different behaviours affect the whole team;
- talk about different emotions our teammates may experience;
- discuss ways we can resolve disputes within a team;
- talk about how fulfilling our responsibilities benefits our team.

Most children will be able to...

- discuss how changes can make people feel comfortable or uncomfortable emotions;
- explain how helpful behaviours support a team to work well together;
- reflect on how their contributions can benefit the team;
- discuss ways we can tell what emotions our teammates are experiencing;
- talk about how children involved in a dispute may feel;
- explain how showing kindness and doing our best can benefit our team.

Some children will be able to...

- explain some strategies we can use to support ourselves at times of change;
- describe how being part of a team where helpful behaviours are used would make people feel;
- explain how different roles make important contributions to a team;
- describe ways we can support our teammates with the emotions they experience;
- explain which resolutions would be most appropriate for different disputes;
- talk about wider positive actions we can take to support our team and why these are important.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

Lesson Breakdown

Resources

1. A New Start

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

H36. strategies to manage transitions between classes and key stages

I can talk about changes and how they might make me feel.

- Whiteboard and pens – class set
- Sticky notes



2. Together Everyone Achieves More

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

I can explain how and why we should work well as a team.

- Sticky Notes – one per child
- Whiteboard – one per pair
- Whiteboard Pen – one per pair
- Sticky tape



3. Working Together

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

I can describe how my actions and behaviour affect my team.

- Whiteboard – one per group
- Whiteboard pen – one per group



4. Being Considerate

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

I can pay attention to and respond considerately to others.

- Whiteboard – one per group
- Whiteboard pen – one per group



5. When Things Go Wrong

R13. the importance of seeking support if feeling lonely or excluded

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

I can describe why disputes might happen and strategies to resolve them.

- Large sheets of paper
- Coloured pens or pencils



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6. Responsibilities

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L6. about the different groups that make up their community; what living in a community means

L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

I can talk about my responsibilities towards my team.

- Whiteboard and pens
 - class set
- Sticky notes



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