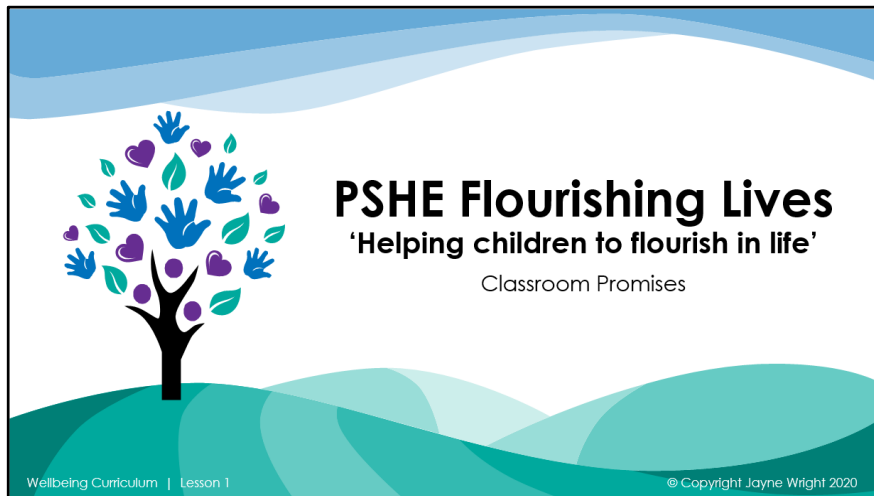


Brief introduction to using 'Flourishing Lives':

Please find below every slide some helpful notes around delivery of these slides and lessons. Please respect the copyright on this resource. They are easy to share and use, but should only be used within the school and not shared with colleagues in other schools or with the parent community. The experience and hours that have gone into creating these lessons are huge and the format, costly to produce. We hope that you will enjoy our approach and consider purchasing the full return to school 'PSHE Flourishing Lives Wellbeing Curriculum'.

The aim is to provide you, as the class teacher, with ideas for a fulfilling and enriched curriculum offer. You are the professional in the room though, and you alone know or will know the individuals and families the best, so feel free to personalise this learning to your pupils and bring in related learning or current affairs. Very sadly powerful bonding activities in times of a pandemic, including elements such as group work, circle time and 'pass the speaking object' should be reconsidered. Please keep yourselves safe!

Flourishing Lives strives to keep the learning as relevant to the needs of the learners as possible but we need our teachers to bring these slides to life, breathing enthusiasm into the subject matter and reminding the pupils of the importance of this subject to their lives now and in the future as regularly as possible. It is not enough to have the knowledge; the skill is to act on this knowledge and make healthier, safer choices. Children and young people can only do this when they have a fuller understanding of issues that they may be facing now and in their future. Only once they have had a chance to consider their own attitudes in relation to these issues and to develop their own values, after hearing a range of attitudes, can we hope that at key moments they will have the knowledge, skills and abilities to make healthier, safer, more informed lifestyle choices.



Teacher notes:

Welcome the class to their first Flourishing Lives lesson of the year. Remind your class that for PSHE to work really well that there needs to be certain key ingredients that need to be in place for positive PSHE learning to happen effectively. You might want to explain that today as a team we are going to devise some of these key ingredients of a great lesson and we are going to call these our 'Classroom Promises' from now on. We hope that everyone will be able to keep their promises and help each other to keep their promises too.

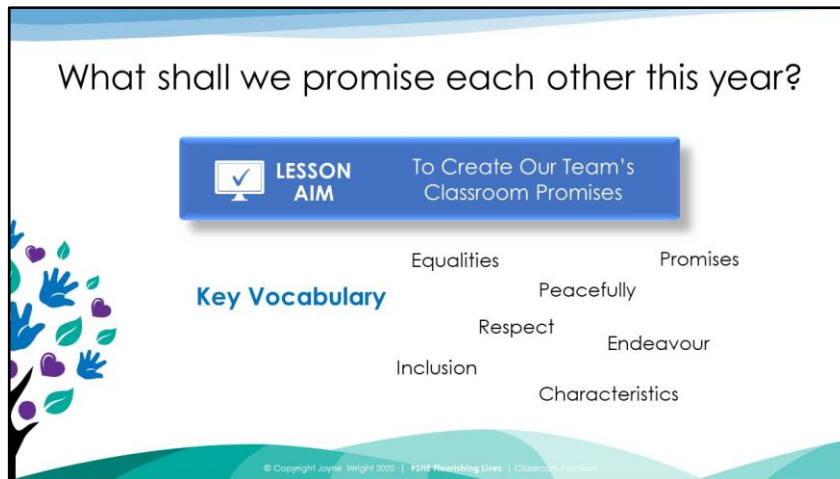
This lesson could be completed in an hour, but with early return post lockdown, I would hope that much more time could be devoted to discussion and therefore, this is an opportunity to add some team bonding activities or some journal type responses to 'lockdown' and could take as long as a morning. You could ask pupils to record three post lockdown hopes they have for the year ahead, for instance.



Teacher notes:

You may want to explain that central to the half-term’s learning is how we respect one and other in this classroom and beyond. Please explain that this is the key question that you will be exploring with them for the half term. Describe this year’s PSHE learning objectives as a learning journey. The aim, as you may have outlined already, is to encourage pupils to flourish in their lives both now, and in the future.

Maybe spend a little time exploring what the word ‘flourish’ means to them and why PSHE is a subject that helps them to do just that.



Teacher notes:

Maybe you could explain that each lesson starts with a key question and a lesson aim. This outlines the purpose of the lesson, so everyone is clear what we are working towards. There will also be a list of key vocabulary to support literacy development too.

This is your chance as the teacher to talk about the year ahead...any exciting events, trips and challenges...you may want to explain that PSHE isn't just a taught subject, SMSC (Spiritual, Moral, Social and Cultural education) permeates the whole curriculum and all that happens in school, in assemblies, on the playground, in other lessons and as a key part of school trips...



You may also wish to emphasise that all that is covered in 'Flourishing Lives' permeates every element of their life, and will help them to formulate their attitudes and values, that will hopefully help them to make healthier decisions and will help them to think about the world around them, about their bodies and to be able to think about key moments and decisions that they may need to make. This subject will also provide a moment of meditation and mindfulness thereby developing skills to keep themselves grounded more in the moment, to be more accepting and hopefully calmer.

Perhaps spend some time exploring the key vocabulary with your class. You could ask if pupils know what the words mean and why they might be important to the learning today. You can either do this at the start of this lesson or as you can notice the words and define them as the lesson progresses.

Learning objectives

- To feel pride in class membership and to create a team identity.
- To share genuine endeavours/promises to be respectful and kind to each other.
- To look at the characteristics that build a strong, bonded team (class)
- To encourage the creation of a safe environment in the class to live and learn together without excluding anyone.
- To learn to rest our minds and feel connected to everyone in this safe room for learning.

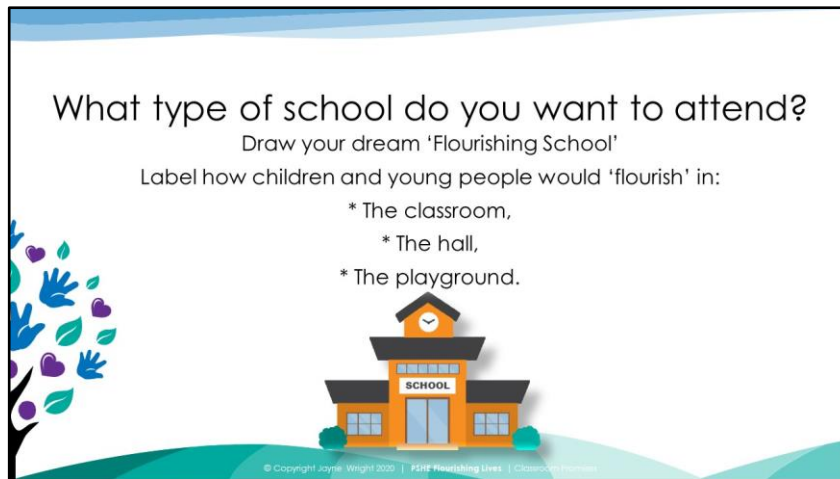
TO HAVE SOME TEAM FUN!



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Teacher notes:

Talk through today's learning objectives to prepare pupils for the rest of the lesson. If necessary, clarify the meaning of any statements that the pupils are unsure of but emphasise the importance of establishing a safe learning environment. We can only learn when we feel safe and secure. Maybe discuss that you have high expectations of your class. Your greatest wish is for them to have a happy year where they really flourish as people and flourish academically too.



Teacher notes:

In this activity encourage them to think less about the artwork and design and more about how the school would be perfect. This is a baseline assessment...what they think about their ideal school and inclusivity/behaviour.

For this to be a happy, healthy school, what would we see:

In the classroom?

In the playground?

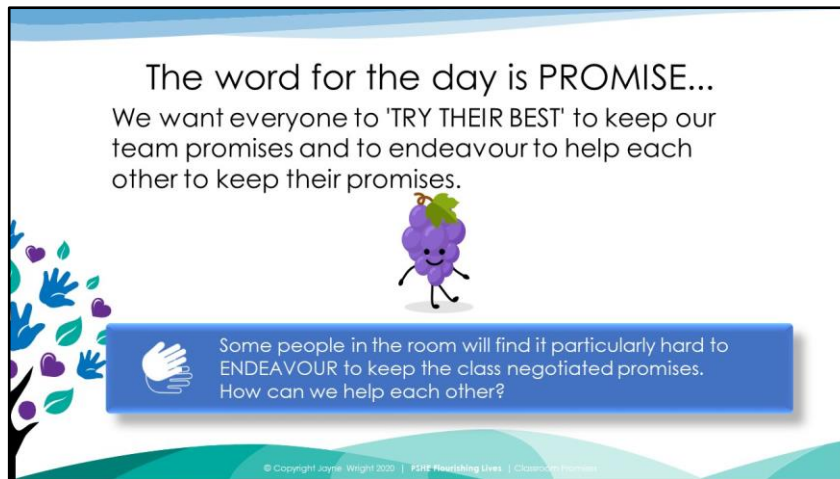
In assemblies?

Around school?

In the lessons?

As they begin to finish, ask children to show others on their table (or to the room generally in these socially distanced times) the picture and to describe what they see. Your role will be to pull out key features and to talk about how the pupils make a school what it is and that it is each of their responsibilities to support each other to help the school to flourish.

Differentiation: For those that may struggle with the more open ended and artistic nature of this task, print off this slide and ask them to simply annotate with arrows and words (or maybe with a scribe, write down their thoughts).



Teacher notes:

Now the teacher can share a dictionary definition of the word endeavour and discuss times when people in the room have completed endeavours!

(Definition) Endeavour: To try hard to do or achieve something. To make an attempt to achieve a goal.

Explain that we are going to look at things that we will 'endeavour' to do from today. We are going to call these **classroom promises**. This will give them an emotional connection.

Now that they have described their perfect, happy, healthy school, they need to think about their responsibilities to each other to make this the best team in the world and their ideal 'Flourishing School'! Maybe they feel it is the best school that they could attend anyway!



Teacher notes:

Some hugely important learning about equality and about being an inclusive school can be discussed here. Posing the question is important...there may be some who feel that the school doesn't treat everyone equally. You could bring in themes around discrimination, positive discrimination and prejudice and then introduce the protective characteristics if they do not know these already.

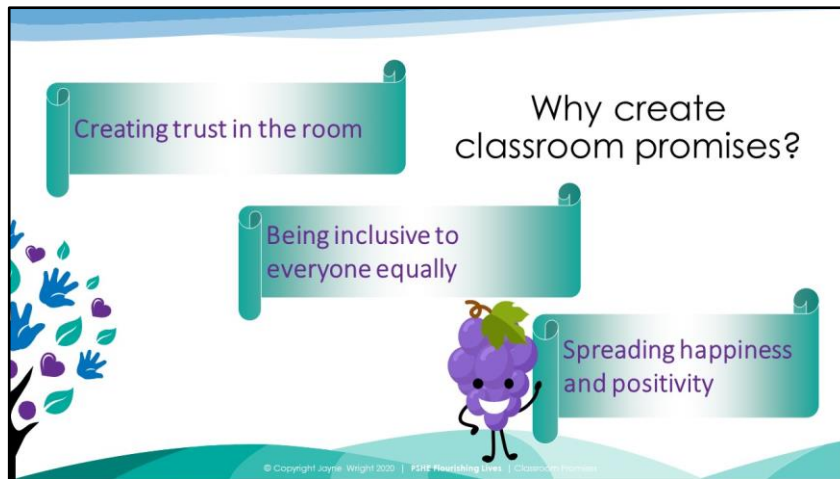
Consider asking if anyone is aware of the school motto or aim or phrase to bring it to their attention. (Make sure you research the aim/phrase/motto before the lesson thought if you do not know it.)

The Equalities Act

The protected characteristics (The teacher can talk more about why these are important to protect and the most up-to-date statistics on inequalities, time permitting).

Questions may emerge about the meaning of these characteristics. Make sure that you know your school's RSHE/PSHE policy and whether you can openly answer questions about all the protective characteristics such as gender reassignment for instance. If this is permitted by the school's policy, then by all means include a slide or handout listing the characteristics or play a clip about them from BBC or Newsround etc. and explain how they are enshrined in law to protect everyone. The message is to be kind and considerate to all!

- ✓ **Age**
- ✓ **Gender reassignment**
- ✓ **Pregnancy and Maternity**
- ✓ **Race**
- ✓ **Sexual Orientation**
- ✓ **Disability**
- ✓ **Marriage/Civil Partnership**
- ✓ **Religion/Belief**
- ✓ **Sex.**



Teacher notes:

These three points remind everyone how important promises are to the smooth running of the class and to creating an atmosphere of cohesion. Once a list of classroom promises is captured (I suggest on the board when you take the promises (only in circle time following a COVID-19 risk assessment) these then need to be agreed by the class and everyone must sign to say they agree to adhere to the team/class promises.

This will be displayed prominently and referred to in every lesson this year and referred to as our 'Classroom Promises' or 'Team Promises' (whichever works for your group).



Teacher notes:

It is important to emphasise to pupils the benefits of living more in the present and using daily mindfulness meditation practices to rest their mind.

Research suggests that meditation practice and living life in a mindful way has many benefits:

- ✓ Strengthens self-control.
- ✓ Can lower stress if meditations are practiced regularly.
- ✓ Can increase positive moods.
- ✓ Better focus leads to better decision making.
- ✓ Can improve your understanding of your emotions and provide a language and the ability to self-regulate.
- ✓ Can increase self-esteem.
- ✓ Can improve health (less overthinking and thoughts that catastrophise normal events/issues).
- ✓ Can improve thoughts of acceptance and therefore thoughts about issues like body image.
- ✓ Improves social skills and communication.



Teacher notes:

The Equalities Act - The protected characteristics (The teacher can talk more about why these are important to protect and the most up-to-date statistics and what these inequalities mean in our society, time permitting). Be aware of your policy as questions may emerge about the meaning of these 'protected characteristics' and plan in advance how you may answer these inclusively and honestly. It is important to feel confident.

- ✓ **Age**
- ✓ **Gender reassignment**
- ✓ **Pregnancy and Maternity**
- ✓ **Race**
- ✓ **Sexual Orientation**
- ✓ **Disability**
- ✓ **Marriage/Civil Partnership**
- ✓ **Religion/Belief**
- ✓ **Sex.**



Teacher notes:

Teacher provides the classroom instructions: Write down on the worksheet inside the shield a list of all the things that pupils will promise each other and themselves to do this year to make the classroom a kinder, happier place to flourish and learn. This can be glued into their 'Flourishing Lives Learning Journals' but use the ideas to create the **classroom promises list** that will be displayed and referred to in every subsequent PSHE Flourishing Lives lesson.



Teacher notes:

Teacher provides the classroom instructions: Write down on the worksheet inside the shield a list of all the things that pupils will promise each other and themselves to do this year to make the classroom a kinder, happier place to flourish and learn. This can be glued into their 'Flourishing Lives Learning Journals' but use the ideas to create the **classroom promises list** that will be displayed and referred to in every subsequent PSHE Flourishing Lives lesson.



Teacher notes:

Here are some examples that can be shown to the group to give them ideas...

*****SAFEGUARDING CONSIDERATIONS!*****

We suggest having a named label that they can pop onto your desk, maybe on your tree with their name hidden (folded), if they need a private word with you. We suggest using the Flourishing Tree...the child adds a folded treasury tag onto the branches of the wooden or cardboard cut out tree. (You could ask an artistic pupil volunteer to design this for you.)

You are trying to ensure that public disclosures are minimised by avoiding personal questions. (This does not mean people cannot volunteer personal information, but as they haven't sought the permission of others, they shouldn't use names and they should think carefully about what they reveal in a public forum. Remind them they can talk to you about concerns or stories privately if they really need to share).

You are also acknowledging that PSHE can sometimes cover issues that are very real and personal so please ensure that you speak about providing a strategy to deal with this and provide an opportunity to 'pass' (e.g. an opt-out moment).

You might also like to include a promise/endeavour that encourages everyone to be respectful about other pupils and about staff members to prevent possible embarrassment;

State the reasons that there should NEVER be any unkind laughter in the room as no one should ever laugh at anyone else's contributions;

Make it clear that if you have reason to believe from what a child says to you that any member of the 'team' (class) is at risk from harm, that it is your duty to go to tell another adult but that you will always say who you are telling and will keep them updated about what will happen next to keep them safer. As an adult working in a school you CAN NEVER KEEP A SAFEGUARDING CONCERN TO YOURSELF! You have a legal duty to promote ALL concerns to your Designated Safeguarding Lead (DSL).

Follow your school's safeguarding policy and procedures at all times.

Seeking help and support

I promise!

- ✓ I promise to remember that whilst my teacher may look busy, they can help.
- ✓ I promise that I will seek help straight away from the adults in the classroom when I am in trouble, hurt, unwell or need help.
- ✓ My teacher _____ promises to help me when I need help.
- ✓ The teacher will allow me to say 'pass' if I feel I cannot take part.

REFLECTIONS

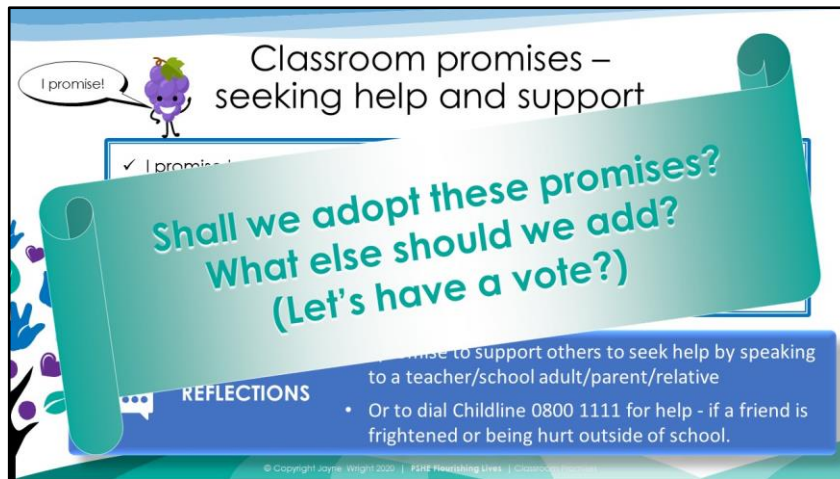
- Can you promise to support others to seek help by speaking to a teacher/school adult/parent/relative?
- Or could you help a friend to dial Childline 0800 1111 for help if they are frightened or being hurt?

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Teacher notes:

This is an important safeguarding slide. Pupils need a mechanism to alert you to the need for a private chat. You could have a tree on your desk that they attach a name tag (treasury tag style) to if they need a conversation. It would be nice to emphasise that you hope that they feel able to tell you, the trusted team leader, the teacher or a trusted adult or other teacher here in school or trusted family adult at home if there was ever a problem.

Many schools actively encourage pupils to talk to a member of staff. Flag up your school's arrangements here. (Maybe display your timetable and whereabouts so you can be found by vulnerable pupils? Consider that in every classroom at least 3 children have been either physically, sexually or emotionally abused or have witnessed domestic violence or horrendous parental and family disagreements and this figure will sadly be higher during lockdown).



Teacher notes:

To demonstrate democracy in process, time willing, it would be fantastic to put the suggested personal promises to a class vote. Can they be adopted by everyone? Are they fair, equal, just and respectful? Are they helpful? Once they have been collated, agreed upon and voted upon, they will need to be typed up and displayed. Maybe a small group of children can be given the responsibility to organise a display board showing the classroom promises on a shield or something similar. This will be referenced in every 'Flourishing Lives' lesson.



Recap and Reflection

Learning recap:

- ✓ What is meant by 'inclusion' and how does it apply in here?
- ✓ What is meant by the term 'equalities' and how can we be an equal classroom?
- ✓ Do you want to add annotation to your dream school?

Reflection for life:

- ✓ How will you support the classroom promises?
- ✓ What are your hopes for the year in terms of working with your team?



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Teacher notes:

It would be good as an endpoint assessment to see if there is anything else they want to add to the annotation of their drawn 'Flourishing Dream School' now, especially given that everyone has shared their promises and they have been agreed and the class have discussed equalities and inclusion.