

Relationships - TEAM

PSHE and Citizenship | UKS2 | Planning Overview

About the Topic

This unit entitled TEAM (Together Everyone Achieves More) focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. Children will discuss different types and effects of unkind behaviour and explore strategies for helping situations by creating team support networks. The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has.



Home Learning

Caring for Others: In this activity, children will focus on the times they have cared for others over the course of a week. They will keep a log and bring it back into school to share.

My Family: In this activity, children will create their own family tree to show their family team. They are asked to include all the people they feel are important to their family team. It is acknowledged within this activity that all family teams are different and that this helps make the world an exciting place to live.



Wider Learning:

Reinforce the lessons learnt during this unit beyond the classroom. For example, on the playground, on school trips and at whole school events. This will ensure the children have the behaviours reinforced in different environments.

Assessment Statements

All children should be able to...

- understand what successful teamwork skills are;
- express opinions respectfully;
- explain what collaborative working is;
- discuss what a compromise is;
- discuss different types of unkind behaviour;
- identify ways of showing care to others in their team;
- list shared responsibilities within the class team.

Most children will be able to...

- demonstrate successful teamwork skills;
- disagree respectfully;
- reflect on their own collaborative working skills;
- make compromises;
- explain different effects of unkind behaviour;
- demonstrate ways to care for others within the team;
- discuss the importance and consequences of carrying out shared responsibilities within the class team.

Some children will be able to...

- discuss how the attributes of a good team can ensure that less helpful behaviours within the team can be prevented;
- take part in a debate entitled, 'Should we always say what we think?';
- take part in a debate entitled, 'Should people always work collaboratively?';
- create posters to show examples of times the care cards could be used;
- suggest different strategies for building networks to support others through unkind behaviour;
- explain why each shared responsibility is required for the team to work at its best.

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. Together Everyone Achieves More

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

R32. about respecting the differences and similarities between people and recognising what

they have in common with others e.g. physically, in personality or background

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

I can talk about the attributes of a good team.

- Scissors
- Glue
- Computer
- Printer



2. Communicate

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

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

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

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

I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion.



3. Compromise and Collaborate

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

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

I can compromise and collaborate to ensure a task is completed.



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4. Care

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

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

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

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

I can reflect on the need to care for individuals within a team.



5. Unkind Behaviour

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

I can identify hurtful behaviour and suggest ways I can help.

- Mini whiteboards and pens
- Sticky notes



6. Shared Responsibilities

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws

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

L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

I can understand the importance of shared responsibilities in helping a team to function successfully.



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