

Relationships - TEAM

PSHE and Citizenship | LKS2 | Relationships | TEAM

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...

- use pictures to express their thoughts, feelings and worries;
- plan and create a role play about a team scenario;
- with support, read clues and work as a team to solve a crime;
- with support, identify a feeling and how it is being expressed;
- show the resolution to a dispute through pictures and with the key words given;
- use a word mat to create a list of good deeds they can contribute.

Most children will be able to...

- work with a partner to write down a change that has come with starting in Year 3;
- create a role play about a team scenario;
- read clues and work as a team to solve a crime;
- identify a feeling and how it is expressed;
- show the resolution to a dispute through pictures;
- create a list of good deed ideas.

Some children will be able to...

- discuss why we have worries and concerns at times of change;
- discuss who would benefit in the team scenarios acted out in role play;
- discuss the impact on resolving the crime if one team mate had not read their clue;
- recreate a feelings scenario using a freeze frame;
- explain how a dispute can be resolved using pictures and words;
- analyse how their good deed ideas would benefit the team and beyond.

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



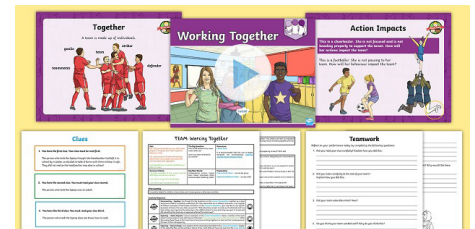
3. Working Together

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.

- Colouring pencils
- Scissors – one per pair



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.

- Colouring pencils
- Scissors – one per pair



Lesson Breakdown

Resources

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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