

PSED (building pathway discrete model 19 weeks) derived from Raedwald Trust Pos and MTP for years 7, 8 and 9

PSED – Making relationships (PICK and MIX) See PSED folder for ideas and resources

<ul style="list-style-type: none"> Children play and work co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. <p>Assessment: Know: what skills are needed to take play going Do: demonstrate a range of skills that promote the continuation of play</p>	<ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. <p>Assessment: Know: how to work together to solve a problem Do: work with others to solve problems</p>	<ul style="list-style-type: none"> Initiates play, offering cues to peers to join them. <p>Assessment: Know: how what skills are needed to communicate with others Do: Use skills to initiate play/work</p>	<ul style="list-style-type: none"> Keeps play going by responding to what others are saying or doing. <p>Assessment: Know: how to work together to respond to others Do: work with others to solve problems or keep an activity going</p>
<p>How will I teach this skill? <i>Pupils should have the opportunity to take part in a range of activities that require the skill of turn taking. For example, using a range of board games available children can be encouraged to work together to choose and organise the activities, listening to the needs and want of others.</i></p> <p>Adaptions</p> <p><i>Depending upon the starting point and needs of pupils you may wish to model this behaviour: use a pre-chosen board game and focus on the particular skill of turn taking, or model choosing a board game by reading the blurb and consulting with others to see if they may also be interested in playing together, or have board games available modelling and encouraging them to work together to choose and organise the activities, listening to the needs and want of others.</i></p>	<p>How will I teach this skill? <i>Pupils should have the opportunity to take part in a range of problem-solving activities that require the skills of team work, turn taking, elaborating and extending ideas.</i> <i>For example, using a range of board games available children can be encouraged to work together to choose and organise the activities, listening to the needs and want of others.</i></p> <p>Adaptions <i>Choose specific problem- solving skills for individuals or groups that could include puzzles or scenarios</i></p> <p>What pupils will do to show what they have learnt? Know that problems tend to crop up practically every day - at home, at school or college and at work. Identify that solutions can be quick and simple, but sometimes it takes a bit of thought and effort to solve a problem.</p> <p>Identify different ways to deal with it. Know how to come up with a variety of options for dealing with your problem and to pick the one that will work best.</p> <p>Consider the consequences and planning out what you could do, before you do it; to control</p>	<p>How will I teach this skill? <i>Pupils should have the opportunity to identify an activity they would like to introduce to other pupils and initiates them joining in.</i></p> <p><i>For example, children can pitch and plan a game, skill or physical activity to introduce to other children to their form tutor. Discussing why and why this would be appropriate and what skills they will use to in order to initiate play, persuade them to join in or teach them to play.</i></p> <p>Adaptions</p> <p>Games and choices Set up an activity and get children to join them (structured) Blind football</p>	<p>How will I teach this skill? <i>Using a range of trust exercises (see examples) children will have the opportunity to use their communication skills by giving instructions and responding to others to keep the activity going.</i></p> <p><i>Trust and listening exercises can be used for this skill to show how they are working with others to keep the activity going.</i></p> <p>Adaptions</p> <p>Have words ready to use or sentence stems.</p> <p>Team jigsaw activity Group art piece activity Blind football Human objects game Numbers communication activity Tallest tower Team building challenges</p> <p>(see PSED folder for resources or ideas)</p>

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	<p>and feel confident in what you are doing.</p> <p>Knowing how to tackle a problem properly is a skill that takes practice. Problem solving will teach you how to:</p> <p>identify where the problem lies; understand exactly what the problem involves; look for different options to solve the problem; plan out a plan of action for each option; decide on the option that is most suitable and put that one into action; find different ways of checking that you've solved the problem; describe how you went about solving the problem and explain how you did it.</p> <p>Resources: the squares game.</p>		
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<ul style="list-style-type: none"> • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults <p>Assessment: Know: what friendly behaviour is Do: initiate conversations to form relationships with others</p> <p>Extend - forming good relationships</p> <p>To understand why we have relationships and to identify the features of healthy, unhealthy and abusive relationships.</p> <p>Know: what is meant by the term 'relationship' and understand the effects of an unhealthy one Do: identify what healthy, unhealthy and abusive relationships might look like and ways of maintaining a healthy one.</p>	<ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. <p>Assessment: Know: how to initiate conversations Do: initiate conversations and be able to respond effectively to others.</p>	<ul style="list-style-type: none"> • Explains own knowledge and understanding, and asks appropriate questions of others. <p>Assessment: Know: what how to explain what you know Do: Explain what you know and ask appropriate questions of others.</p>	
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<p><i>Pupils should have the opportunity to take part in a range of activities that require the skill of initiating conversations and forming good relationships through friendly behaviour. To understand what friendly behaviour is and how to form good relationships.</i></p> <p><i>For example, using a range of conversation starters (speed dating type scenarios) or how to build relationships could be used to encourage children to talk and form positive relationships.</i></p> <p>Adaptions <i>Depending upon the starting point and needs of pupils you may wish to model this behaviour: or use scenarios to represent friendly and unfriendly behaviour.</i> <i>You may also want to practice asking and answering questions</i></p> <p><i>Resources:</i> <i>Dice conversation starters</i> <i>Have a conversation card game</i> <i>Practice questions for conversations</i> <i>Friendly conversation skills powerpoint</i></p>	<p><i>Pupils should have the opportunity to take part in a range of activities that require the skill of initiating conversations and attending to and taking account of what others say. This can form an extension of the previous learning objective.</i></p> <p><i>For example, using a range of conversation starters (speed dating type scenarios) and model how to respond appropriately to others. You can use drama or partner work to demonstrate this skill.</i></p> <p>Adaptions <i>Depending upon the starting point and needs of pupils you may wish to model this behaviour: or use scenarios to represent appropriate and inappropriate responses to demonstrate what is effective.</i> <i>You may also want to practice asking and answering questions</i></p> <p><i>Resources:</i> <i>Dice conversation starters</i> <i>Have a conversation card game</i> <i>Practice questions for conversations</i></p>	<p><i>Pupils should be given the opportunity to explain what they know or have learnt during sessions. This skill can be demonstrated with any subject through the RAG system and two questions.</i></p> <p><i>Ensure that there is time for questions and student led sessions</i></p>	
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PSED – Self-confidence and self-awareness

- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group. Will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
Know: that new activities or experiences are a part of everyday life
Do: be able to evaluate the activity or experience.
- Can select and use activities and resources with help.
(Will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help)
Know: that new activities require resources
Do: discuss and select resources to achieve a given result.
- Welcomes and values praise for what they have done.
Know: that praise can be given in a range of situations at home, school, work and the community.
Do: Welcome and value the praise that is received.
- Enjoys responsibility of carrying out small tasks.
Quick tasks/how do they do
Know: what responsibilities are
Do: enjoy be able to carry out small tasks

How will I teach this skill?

Pupils should have the opportunity to take part in a range of new activities that require them to consider whether they enjoyed the or not and why; speaking confidently to others about their experience.
For example, using a range of carefully planned activities (bespoke to the pupils and designed to address their needs) either at school or in the community. Children are encouraged to take part in activities that might represent a new or challenging experience for them; where they can reflect upon aspects of the experience or activity that they did or did not like.

Adaptions

Depending upon the starting point and needs of pupils you may wish to provide a pro-forma for them to evaluate their experience in order to prepare them to evaluate this. You could use a scenario where by they are 'testing' out activities for a review brochure or to present to other children or adults.

What pupils will do to show what they have learnt? adaptions

Take part in the activity
State what they did or did not enjoy and why.
How trying new things can boost our self-esteem.

Mindfulness activity to promote wellbeing

Explain some of the characteristics of mindfulness

How will I teach this skill?

Pupils should have the opportunity design an activity by choosing resources to support the development of this. They should be given the opportunity to talk about their ideas and what they would like to achieve; identifying whether they need help to select resources)

Adaptions

This objective can be adapted to suit the needs of any child and could be focused upon an area they would like to experiment with or develop.
It could also be further structured with an outline of a given activity where children simply select the resources they believe they need and experiment with these to see if they can be used effectively to achieve their goal.
As such, this could be subject based, pupil interest based or teacher selected.

What pupils will do to show what they have learnt? adaptions

Take part in the activity
Reflect on the selected resources; did they achieve the goal, how did this make you feel?

How will I teach this skill?

Pupils should have the opportunity to take part experiencing praise for what they have done. You may want to start by reflecting upon times when children have felt good about what they have done and how this was impacted by the words and actions of others; exploring how praise is given in different scenarios and the benefits of this. Discuss and practice how to give and receive praise; what are the appropriate actions.

Adaptions

Depending upon the starting point and needs of pupils you may wish to use celebration ceremonies or assemblies to assess this area or use smaller classroom based praise based activities to prepare pupils for this.
You may want to start with looking aspects of themselves that they are proud of (I am amazing worksheet) or identify things that they are good at.

What pupils will do to show what they have learnt? adaptions

Consider times when praise is appropriate/
Recognise the benefits of praise and how this affects our self-esteem.
How to accept praise.

How will I teach this skill?

Pupils should have the opportunity to given responsibility to carry out small tasks. This can be accomplished in a variety of ways. For example:
Regular duties for the class
Selected activities for individual pupils

The session should include understanding what responsibilities are and they contribute to the whole (family, school, group etc). What is the impact of carrying out responsibilities both on themselves and others.

Adaptions

Use words to help children understand how they feel when they take part in tasks. You might want to use a debate pack on responsibility to start them thinking about the impact of this before attributing tasks.

What pupils will do to show what they have learnt? adaptions

Be able to state what responsibilities are how they impact themselves and others
Understand how responsibilities affect self-esteem and can produce feelings of joy.

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Identify situations where mindfulness can help people manage their mental health
 Recognise mindfulness as a strategy to promote wellbeing.

<p><i>1a. Objective: To understand anxiety and its impact on ourselves and others.</i></p>	<p>Know: what anxiety is</p>
	<p>Do: Be able to say what it feels, looks and sounds like</p>
	<p>Know: what anxiety is and how it might feel</p>
	<p>Do: Be able to identify possible triggers</p>
	<p>Know: and understand how anxiety might impact a persons life</p>
<p>Do: Be able to identify possible strategies to help manage this</p>	

• Is more outgoing towards unfamiliar people and more confident in new social situations.
 Know: that we meet unfamiliar people everyday
 Do: be able to confidently greet and converse with unfamiliar adults/people confidently.

• Confident to talk to other children when playing, and will communicate freely about own home and community.
 Know: that we need to communicate in order to make relationships with others
 Do: be able to confidently about own home and community.

• Shows confidence in asking adults for help.
 Know: that we all need help or support
 Do: be able to confidently ask for help or support.

• Can describe self in positive terms and talk about abilities.
 Know: that we all have positive attributes and abilities
 Do: be able to describe ourselves in positive terms.

How will I teach this skill?

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Building upon learning objective 1 in self-confidence

Pupils should be given the opportunity to

Pupils should be taught that we all need help and

Pupils should be given the opportunity to identify the

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and self-awareness. Pupils should have the opportunity to take part in a range of new activities where they are able to interact with unfamiliar people.

For example, using a range of carefully planned activities children should be taught to how interact with unfamiliar people. How to introduce yourself, taking turns, appropriate questions etc.

Adaptions

Depending upon the starting point and needs of pupils you may wish to provide specific interactions with unfamiliar people dependent upon your pupils needs.

What pupils will do to show what they have learnt? adaptions

Take part in the activity
State what they did or did not enjoy and why.
How trying new things can boost our self-esteem.

talk to their peers during activities or experiences where they are able to talk freely about own home and community.

This could be accomplished through structured discussions or activities where they feel safe to discuss these.

To understand how confidence is built as impacts our self-esteem and how we interact with others.

Adaptions

Depending upon the starting point and needs of pupils you may wish to provide specific interactions using role play.

What pupils will do to show what they have learnt? adaptions

support at times in our lives. Scenarios and role play could be used to show to ask for help and support.

How help and support is part of every-day development and growth and important for each person.

How is feels when you don't get help and how it feels when you receive or give help.

Adaptions

Depending upon the starting point and needs of pupils you may wish to provide activities where pupils can provide the teacher with help and support. This could be understanding a new game or app that they are familiar with.

What pupils will do to show what they have learnt? adaptions

Take part in the activity and demonstrate either giving or asking for help.

positive attributes and abilities of themselves and others. Using discussion, worksheets, scenarios or talents pupils should be able to see and recognise these in themselves or others.

Adaptions

Depending upon the starting point and needs of pupils you may wish to provide specific activities or worksheets to start to identify these.

What pupils will do to show what they have learnt? adaptions

Can describe self in positive terms and talk about abilities

Mind map positive words that can be used to describe people.

select positive words to describe yourself and give reasons why

identify personal characteristics and abilities about yourself that are positive

discuss who am I am? who am I becoming? What steps might I need to get there?

- Confident to speak to others about own needs, wants, interests and opinions.

Know: that we all have own needs, wants, interests and opinions

Do: confidently speak to others about own needs, wants and interests.

How will I teach this skill?

Pupils should be given the opportunity to identify the differences between needs, wants, interests and opinions (key word bank).

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Provide sort activity scenarios to ensure that pupils understand how they are different.

Using links to news, national days, videos and images we can encourage pupils to discuss interests and opinions.

Adaptions

Proforma could be used to organise:

- importance of needs and wants

- discuss interests

- organise our opinions as part of a debate

What pupils will do to show what they have learnt?

adaptions

PSED – Managing feelings and behaviour

• Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Know: that our actions have positive and negative consequences

Do: make choices that aim to have positive consequences

• Aware of own feelings, and knows that some actions and words can hurt others' feelings.

Know: that we all have feelings

Do: understand the impact of words and actions on people's feelings

• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

Know: that others have needs

Do: demonstrate and makes choices that support othes needs being met

• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.

Know: that sometimes delays happen

Do: be able to manage delay positively

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How will I teach this skill?

Pupils should have the opportunity to take part in a range of activities, such as social stories, videos, clips, extracts, role play or actual change that enable pupils to consider the consequences of different actions. Discuss which ones have positive or negative outcomes. Ensure the definition of 'positive' is clear.

Vocabulary: look at definitions for actions, consequences, positive, and genocide.

Activities could include: Review scenarios and complete a flow chart of actions, including feelings involved. Identify a positive action that could change the outcome. Compare the differences – which is better? What is the impact?

Adaptions

Use everyday examples before exploring more serious issues and consequences.

Vocab anagrams could be produced for higher ability pupils.

Assign different questions or scenarios to different children taking into account their needs.

Adjectives used to describe feelings could be pre-provided for pupils where needed.

Extensions: Fast forward – imagine people are now 20, 30, 40 years old. How might positive or negative action affect their future?

Extension: Consequences of words – use sayings to discuss for example, sticks and stones.... What effect can words have? Consider propaganda and speeches that incite hatred – how does that affect people peoples behaviour?

- Can usually adapt behaviour to different events, social situations and changes in routine.

Know: that behaviours can be adapted to suit different social situations

Do: adapt behaviour to suit different social situations

How will I teach this skill?

Pupils should be given the opportunity identify how words and actions can hurt others. Using a range of scenarios and or film clips pupils can discuss the impact of this on others.

Key words: bullying, racism, phobias of all kinds, eg xenophobia, prejudice and discrimination.

Adaptions

Ensure materials chosen are appropriate to the needs of the pupils in the session and adapted to ensure they address specific areas of understanding.

What pupils will do to show what they have learnt? adaptions

Resources:

- Bullying film clips
- Wingspan short film.
- Could link to LGBT

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

Know: that our actions have positive and negative consequences

Do: make choices that aim to have positive consequences

How will I teach this skill?

Adaptions

What pupils will do to show what they have learnt? adaptions

- Aware of the boundaries set, and of behavioural expectations in the setting.

Know: that different situations have different expectations

Do: demonstrate an awareness of appropriate behavioural expectations

How will I teach this skill?

Development lines.... chronology

Adaptions

What pupils will do to show what they have learnt? adaptions

- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken something they wanted themselves.

Know: that problems needs solving

Do: negotiate to solve problems

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How will I teach this skill?	How will I teach this skill?	Covered in induction (see specific guidance in induction suite)	How will I teach this skill?
<p><i>Pupils should be given the opportunity to identify the differences between needs, wants, interests and opinions (key word bank).</i></p> <p><i>Provide sort activity scenarios to ensure that pupils understand how they are different.</i></p> <p><i>Using links to news, national days, videos and images we can encourage pupils to discuss interests and opinions.</i></p>	<p>Practical discussion where they reflect on own behaviour</p> <p>Or social story</p> <p>Someone they care about (link to shades of hurt)</p> <p>Regulation of emotions and behaviour.</p>		<p>Word negotiate (discussion around that and a shared understanding)</p> <p>Forms of negotiate/role play (link to drama activity)</p> <p>Aggression – what is it/use pics/clips does it look the same in everyone.</p>
<p>Adaptions</p> <p><i>Proforma could be used to organise:</i></p> <ul style="list-style-type: none"><i>- importance of needs and wants</i><i>-discuss interests</i><i>-organise our opinions as part of a debate</i>	<p>Adaptions</p> <p>What pupils will do to show what they have learnt? adaptions</p>		<p>Adaptions</p> <p><i>Proforma could be used to organise:</i></p> <ul style="list-style-type: none"><i>- importance of needs and wants</i><i>-discuss interests</i><i>-organise our opinions as part of a debate</i>
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