

# **Serlby Park Academy**

## **Personal, Social, Health and Economic Education (PSHE) and Social and Emotional Aspects of Learning (SEAL) Programme of Study**

*Setting standards for success*

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## 1.0 Roles and Responsibilities

- 1.1 The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy will be undertaken by the designated **Assistant Principal: Inclusion, Transition and PSHE**.

## 2.0 Suggested Audience

All Staff

## 3.0 Related policies

The academy recognises that the PSHE policy relates to a wide range of other policies such as:

- Inclusion
- Anti-Bullying
- Behaviour
- Sex Education and Relationships
- Child Protection
- Assessment, recording and reporting
- Citizenship
- Work experience visits
- ICT user policy

## 4.0 Academy Mission Statement

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## 5.0 Introduction

- 5.1 The academy recognises and values the benefits that the Personal, Social, Health and Economic education (PSHE) programme offers to its pupils.
- 5.2 Personal Social, Health and Economic Education is central to the educational entitlement of all pupils at this academy and, as a cross curricular dimension, permeates all aspects of academy life. It is encompassed within the teaching of several subjects, notably, PE, science, religious studies, drama, English and a number of the cross-curricular themes. It is an integral part of the whole curriculum, but numerous topics are delivered as part of separate PSHE lessons.
- 5.3 The way the curriculum is managed, its organisation and the varying teaching styles used are central to the academy's philosophy and ethos, its aims, attitudes and values. All these contribute to the personal and social development of our children and young people.

## 6.0 Aims

Through a variety of learning experiences the academy will help each learner to:

- Think and act for him/her self
- Acquire personal qualities and values
- Develop confidence/independence and personal responsibility
- Value and respect him/her self and value others
- To know him/her self better and think well of him/her self
- To develop social skills
- Prepare pupils for the challenges, choices and responsibilities of work and employment and lifelong learning
- Value and respect belongings/living things/environment
- Be able to share/co-operate
- Empower pupils to participate in their communities as active citizens and to develop a global perspective.
- Take his/her place in a wide range of roles in preparation for adult life

## 7.0 The Organisation of PSHE

7.1 PSHE will be taught by a wide range of staff drawing on their specialist areas of expertise although for continuity and quality it is envisaged that the bulk of this curriculum will be delivered by classroom teachers in the primary phase and a core team of staff with particular interest, expertise and knowledge in this area in the secondary phase. There will also be external input from appropriate professionals e.g. School Nurse, Community Police Officers, Youth Workers etc. The academy will designate a PSHE co-ordinator who will have overall responsibility for monitoring learner performance and the quality of learning and teaching in this area and who will have clear targets for improving attitudes and behaviour. The co-ordinator will ensure that all staff are given current information on any changes to the curriculum and this person will be the 'catalyst' for whole academy awareness-raising campaigns. She/he will work closely with the Pupil Voice and the Pupil Council and support the Pupil Council election process.

7.2 The academy recognises the importance and value of parents/carers and families in helping their children to develop and make responsible decisions for themselves, based on informed choices. This will be reflected in the delivery of the PSHE curriculum.

7.3 The academy's PSHE lessons will be underpinned by five important outcomes:

- Promote healthy lifestyles
- Learning how to stay safe
- Enjoyment of learning and achieving
- Making a positive contribution to every element of academy life
- Achieving economic well being

7.4 The Academy will follow the PSHE curriculum at Key Stages 3 and 4 as outlined in the QCDA National Curriculum guidance. (See the National Curriculum Online –

PSHCE). In the primary phase it will use SEAL as a teaching programme (Social and Emotional Aspects of Learning), which will help the children and young people in their personal, social and emotional development. It will bring together work from the PSHE and Citizenship curriculums and each term, teachers will teach a topic across the whole academy.

## **8.0 Planning PSHE Programmes of Learning**

8.1 Alongside National Curriculum subjects, cross-curricular themes form an integral part of the social and personal development of our learners. Health education considers the physical and sexual development of the child. Citizenship is delivered as part of collective worship/ assemblies, form periods and actual lessons which consider moral issues, careers, economic and industrial understanding, as well as vocational aspects.

8.2 In planning the curriculum, teachers at the academy will provide:

- A clear, consistent framework of values in which to work, support and agreed by all
- Supportive relationships between teacher and child, child and child
- A classroom climate which encourages all children to explore, and encourages a high level of interest
- Opportunities for development outside the classroom situation through awarding learners' responsibilities and leadership tasks, extra-curricular activities and educational visits.

8.3 Academy staff will encourage positive approaches to behaviour and our discipline policy reflects this. It sets clear guidelines for both parents/ carers and pupils.

8.4 The academy will provide opportunities for personal and social development through a variety of strategies:

- Individual, peer groups, collaborative group work
- Discussion and role-play
- Involvement in a range of problem solving activities
- Preparation and presentation of tasks for different audiences
- Positive self-assessment
- Positive marking, with verbal or written comments

8.5 The following provide specific vehicles for the delivery of the learning outcomes at KS1, 2, 3 and 4. These are in addition to the routine curriculum.

- Learner self-assessment on end of term reports
- Form periods
- Collective Worship / Assembly
- Visits and residential trips
- Work experience
- Careers advice and planning

8.6 As part of the academy's general routines, in and out of the classroom, and the way in which individuals relate to each other, learners are encourage to form their own

attitudes and values. By building positive working relationships between learners and staff, all members of our academy 'family' are valued as individuals. Our children and young people will learn to see the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves in.

- 8.7 These working relationships relate to our holistic approach to our learners and include achievements in and out of school. They value each child's comments and choice of work, and give the learner, teachers and parents/carers a chance to reflect on the positive aspects of development.
- 8.8 The academy will provide opportunities for parents/carers, the community and outside agencies to contribute to the personal and social development of its pupils through their active involvement in the life and philosophy of the academy.

## **9.0 Key Stages 1 and 2**

- 9.1 SEAL underpins all areas of the curriculum throughout the primary phase of the academy. SEAL is a teaching programme which will help children and young people in their personal, social and emotional development. It will bring together work we have been teaching in our PSHE curriculum and each term we will teach a topic across the whole academy. These topics will be:

- New Beginnings- Autumn Term
- Getting on and Falling out- Autumn Term
- Going for Goals – Spring Term
- Good to be Me – Spring Term
- Relationships – Summer Term
- Changes – Summer Term

- 9.2 Each theme will be taught through a specific weekly lesson in each class. The academy's classroom and corridor displays will reflect the SEAL theme for that term.

Our programme for PSHE encompasses SEAL materials for each year group with planning adapted to meet the needs of the children and young people in those year groups. Aspects of PSHE will also be covered within other subject teaching and in special days and weeks. (See attached scheme of work Appendix 1). There will be assemblies each half-term to introduce the SEAL theme and to celebrate achievement.

- 9.3 SEAL will help our children and young people to develop self-awareness, motivation, social skills and managing their feelings. These skills will help our children and young people to become better learners, get on better with other people and be responsible citizens. They are part of every area of life.

## 10.0 Key Stages 3 and 4

10.1 During Key Stages 3 and 4, pupils learn about themselves as growing and changing individuals and as members of their communities with more maturity, independence and power. They become more self-aware, and are capable of more sophisticated moral reasoning. They take more responsibility for themselves and become more aware of the views, needs and rights of people of all ages. They build on the experience, confidence and competence they developed in Key Stage 2, learning new skills to help them make decisions and play an active part in their personal and social life. They learn how to plan and manage choices for their courses and career. They continue to develop and maintain a healthy lifestyle, coping well with their changing bodies and feelings. They also learn to cope with changing relationships and understand how these can affect their health and well-being. They make the most of new opportunities to take part in the life of the academy and its communities.

10.2 At Key Stages 3 and 4 the non-statutory framework that accompanies the National Curriculum helpfully categorizes the areas covered at PSHE as Personal Wellbeing and Economic Wellbeing and Financial capability

10.3 Personal Wellbeing

### **Key Concepts:**

Personal Identities

**Healthy Lifestyles**

Risk

Relationships

Diversity

### **Key Processes:**

Critical Reflection

Decision making and managing risk

Developing Relationships and working with others

10.4 Economic Wellbeing

### **Key Concepts:**

Career

Capability

Risk

Economic understanding

### **Key Processes:**

Self-development

Exploration

Enterprise

Financial capability

## 10.5 End of KS3 statements for Personal Wellbeing

### **Personal identities**

Learners are able to:

- reflect on and evaluate their achievements and strengths in different areas of their lives
- recognise strong emotions and identify ways of managing these positively
- recognise that external factors, such as relationships, achievements and setbacks, can affect emotional wellbeing, and identify how they can take this into account.

### **Healthy lifestyles**

Learners are able to:

- identify characteristics of good health and how to stay physically, emotionally and mentally healthy
- make informed choices about their health and wellbeing and explain reasons for their choices
- demonstrate effective ways of resisting negative pressure, including peer pressure
- describe the main effects of, and laws relating to, alcohol, tobacco and other legal and illegal drugs.
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### **Risk**

Learners are able to:

- describe the positive and negative impacts of risk-taking on their health and wellbeing
- assess and manage risks associated with personal lifestyle choices and situation, try new ideas and face challenges safely.

### **Relationships**

Learners are able to:

- identify the importance of having a variety of social and personal relationships and how these can impact on their lives and wellbeing
- understand the nature and importance of marriage and stable relationships to parenthood and family life
- discuss ways that relationships might change over time and demonstrate how to negotiate within relationships.

### **Diversity**

Learners are able to:

- describe differences and diversity and demonstrate respect and empathy towards others who live their lives differently from them
- challenge prejudice and discrimination in an appropriate manner

- demonstrate recognition of the achievements, strengths and worth of others.

## **10.7 End of KS3 statements for Economic Wellbeing and Financial capability**

### **Career**

Learners are able to:

- demonstrate an understanding of the concept of 'career' in relation to examples of people that they know
- recognise their strengths, achievements and weaknesses and evaluate how these might inform future choices in learning and work
- describe some of the qualities, attitudes and skills needed for employability.

### **Capability**

**Learners are able to:**

**demonstrate a range of enterprise skills, attitudes and qualities**

- explain a range of financial terms and products and describe different ways to manage their money and personal finances
- assess their needs, interests, skills, attitudes and aspirations in relation to options for learning and work and make creative and realistic plans for transition into key stage 4
- use information sources to explore options and choices for learning and work
- demonstrate capability as critical consumers of goods and services.

### **Risk**

Learners are able to:

- explain the positive and negative aspects of risk-taking in relation to economic issues and financial and career choices
- assess and manage risks relating to financial, enterprise and career choices, and learn from mistakes.

### **Economic understanding**

Learners are able to:

- demonstrate an understanding of the economic and business environment, including how and why different businesses operate, and of different types of work, including employment, self-employment and voluntary work
- demonstrate and apply understanding of economic ideas
- explain a range of basic economic and business terms.

## **10.7 End of KS4 statements for Personal Wellbeing**

### **Personal identities**

Learners are able to:

- make judgements about their personal qualities, skills and achievements and use these to set future goals.
- present themselves confidently and respond positively to praise and criticism.
- explain how changes in personal circumstances may affect their feelings and behaviour, and how they can manage such situations effectively.

### **Healthy lifestyles**

Learners are able to:

- describe the short and long-term consequences of personal health choices, including choices relating to sexual activity and substance use and misuse and make decisions based on this knowledge.
- identify some of the causes and symptoms of mental and emotional ill health, and identify strategies for recognising, preventing and addressing these in themselves and others.
- demonstrate confidence in finding professional health advice and help others to do so.
- identify reasons why people might use illegal drugs and explain how drug use can impact on physical, mental and economic aspects of people's lives, relationships and the wider community.

### **Risk**

Learners are able to:

- evaluate the potential risks and benefits of personal lifestyle choices including their impact on relationships.
- recognise that risk assessment and management are part of life and give examples of how to manage and reduce risk in different circumstances.

### **Relationships**

Learners are able to:

- develop appropriate relationships with a widening range of adults in a variety of contexts.
- explain the importance of different relationships and associated responsibilities, including the significance of marriage, stable relationships, civil partnerships, and long term commitments.
- describe some of the possible effects of family and other significant events on feelings, emotions and personal wellbeing, and the impact these may have on relationships.

## **Diversity**

Learners are able to:

- explain how differing cultures, faiths and beliefs may influence lifestyle choices, and demonstrate respect for these differences.
- take the initiative in challenging or giving support in connection with offensive or abusive behaviour.

## **10.8 KS4 Economic wellbeing and financial capability**

### **Career**

Learners are able to:

- identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways
- relate their abilities, attributes and achievements to career plans, setting personal targets and evaluating choices
- complete application procedures, including CVs and personal statements, and prepare for interviews.

### **Capability**

Learners are able to:

- demonstrate a range of enterprise skills when working independently and with others
- explain some of the financial products and services that will help them manage their current and future personal finances
- demonstrate how to seek out and secure opportunities for learning and work and develop, review and adapt plans for transition from key stage 4
- critically evaluate a wide range of goods and services from the consumer's point of view.

### **Risk**

Learners are able to:

- calculate and balance the element of positive and negative risk when making decisions related to economic issues and financial and career choices
- recognise that risk assessment and risk management are part of life and give examples of ways to manage and reduce risk in different circumstances.

### **Economic understanding**

Learners are able to:

- explain the structure and function of different businesses across the public, private and voluntary sectors and show how some of these could be relevant to their future lives and careers
- explain how employment trends and opportunities are influenced by economic forces and relate these to their own career plans

- explain how finance will play an important part in their lives and in achieving aspirations, and how changes in the economic environment may impact upon these.

## 11.0 Post Sixteen Provision

- 11.1 The academy recognises the huge value that a carefully planned programme of study will bring to its post-16 pupils. The academy recognises too, that with the Raising of Participation Age to 17 in 2013 and 18 in 2015 it is likely that clear guidelines will be produced to support post-16 schools and academies in this important area.
- 11.2 At the present time, there is a dearth of programmes available, but it is likely that the following key elements will be included in the academy's programme:
- **Health Education**, which will look at all influences on the promotion of a healthy lifestyle, building on the work at KS4: Nutrition, exercise, substance use and lifestyle choices. Mental health and well-being will also form a key element, which will expand on earlier SEAL (Social and Emotional Aspects of Learning) initiatives.
  - **Careers Information Advice and Guidance**. The academy will offer a dynamic and 'personalised' programme of activities which supports each pupil's choice and progression. One important element will involve a programme of mentoring, which on a regular basis will seek to work with individual pupils to provide a programme of information, advice and support which is uniquely 'tailored' to each pupil. This aspect is particularly important to our pupils, who will appreciate this approach.
  - **Personal Learning and Thinking Skills**. (PLTS). Pupils will build on work in earlier years to participate in a programme of stimulating and targeted work, which equips them for the challenges and opportunities they may face as the progress into employment or Higher Education.
  - **Finance**. The academy will use to use resources developed by specialist interest groups, such as the Personal Educational Finance Group (of which Barclay Bank is a member) to support pupils' development in this important area
  - **Sex and Relationship Education**. The academy will use best practice and where necessary visiting experts to support pupils in this important area of their lives, enabling them to make confident, informed choices around their lifestyles.

## 12.0 Delivering the PSHE Curriculum

- 12.1 The academy recognises its role in delivering these programmes and will be sensitive to the content and style of delivery. It will at all times ensure that appropriate teaching practices relating to age, ability and cultural identity of the pupils are implemented.
- 12.2 The academy will hold discussions with those parents/carers who feel that the subject matter is inappropriate for their child and will explore other options that enable age appropriate learning and teaching to take place.
- 12.3 The academy will follow the statutory requirements for sex and relationship education (SRE), drug education and careers education and guidance. It is intended that the PSHE lessons will complement this learning, helping to reinforce the notion of making positive choices.

- 12.4 The academy will ensure that pupils receive PSHE teaching regardless of their ability. Where appropriate, the academy will create Individual Education Plans (IEP) for pupils with special needs to ensure that learning opportunities are matched to the individual needs of all pupils.
- 12.5 The academy will use both direct and indirect teaching opportunities for pupils to learn and all subjects will be underpinned by PSHE, enabling the pupils to relate their educational experience with their life and the lives of others and recognise the correlation between them.

### **13.0 Assessment of Progress**

- 13.1 The academy will use a range of methods to assess and report on each pupil's progress and development in PSHE. These will include:
- Recognition of achievement and personal progress within the curriculum
  - End of year and where appropriate, end of Key Stage assessments
  - Ofsted inspections
  - Peer and self-evaluation and discussion
  - Reporting annually to parents/carers
- 13.2 The academy will teach this subject as a discrete course in all phases and will also assess children's and young peoples' learning in PSHE by making informal judgements of their level of understanding as staff observe learners during lessons and in their individual and group contributions to academy life. The achievement of each learner will be reported to parents/carers each year in their annual report.
- 13.3 The academy will work closely with other partner agencies and organisations to reinforce the key concepts and to access specialist expertise that will enhance and support consistency of delivery in the PSHE programmes.

### **14.0 Review and Monitoring**

- 14.1 The designated Assistant Principal: Inclusion, Transition and PSCHE with the academy's PHSE co-ordinator will monitor the quality of learning and lessons throughout the year. This Assistant Principal will present a report annually to the Local Governing Body on the quality of learning and, on all changes which have taken place in the programmes of learning in this area.

## 15.0 Approval by Local Governing Body and Review Date

- 15.1 This policy will be reviewed when there are changes in national guidelines, or in accordance with the schedule drawn up by the Principal and agreed by the Local Governing Body.
- 15.2 This policy has been formally approved and adopted by the Local Governing Body at a formally convened meeting

Policy approved: \_\_\_\_\_  
Chair of Local Governing Body

Date: \_\_\_\_\_

Review date: \_\_\_\_\_

**End of policy statement**

## 16.0 Appendix 1 Serlby Park Primary Phase

SEAL Theme- New Beginnings- Autumn 1

<b>WEEKLY THEME</b>	<b>Getting to know each other and the class community</b>	<b>Understanding rules, rights and responsibilities</b>	<b>Self- awareness</b>	<b>Solving problems</b>	<b>Understanding my feelings</b>	<b>Understanding the feelings of others</b>	<b>Managing feelings</b>
<b>WEEKLY TARGET</b>	I can make someone feel welcome	I can help make my class a good place to learn	I can tell you one special thing about me	I know how to solve a problem	I can talk about how I am feeling	I know how someone is feeling	I know some ways to calm down
<b>SOME STORY SUGGESTIONS</b>	Titch Mog Magician's Nephew Grandpa Chatterji	Mr Gumpy's Outing If I was Boss The Elephant and the Bad Baby	All the Colours of the Earth Clever Sticks	Aesop's Fables Farmer Duck Not Like That Like This	Frightened Fred Owl Babies The Bear and the Scary Night Silly Billy	Hugo and the Bully Frogs The Angel of Nitshill Road Refugee Boy The Lost Thing	The Bad Tempered Ladybird Journey to the River Sea The Best Prize of All
<b>SONGS AND MUSIC</b>	It's a new day Welcome song New World Symphony Back in school again	School Rules Song	I am special The Body Song Give it all you've got	It doesn't matter if you get it wrong Please Miss	What would make you happy Mood music albums	Feelings Shiny happy people Proud	This is the way we all calm down The Tongue Lord I pray

SEAL Theme- Getting on and Falling out- Autumn 2

<b>WEEKLY THEME</b>	<b>Thinking about friendships</b>	<b>Seeing another point of view</b>	<b>Say no to bullying</b>	<b>Resolving conflict</b>	<b>Resolving conflict</b>	<b>Working together</b>	<b>Managing anger</b>
<b>WEEKLY TARGET</b>	I can tell you what being a good friend means	I can see someone else's point of view	I know what bullying means	I can make friends again when we have fallen out	I can think of different ways of solving problems with friends	I can work well in a group	I can tell when I am feeling angry
<b>BIBLE STORIES</b>	Cain and Abel, Esau and Jacob, Joseph and his brothers, David and Jonathan, The parable of the Good Samaritan, The parable of the Unforgiving Servant						
<b>SOME STORY SUGGESTIONS</b>	Frog and Toad are Friends You and me Little Bear Rainbow Fish Sitting Ducks Something Else Cuddly Dudley	Cinderella Alex and the Glass Slipper Ella's Big Chance The Pea and the Princess Town Mouse and Country Mouse	Hugo and the Bully frogs	Best of Friends The Tunnel	A Pig is Moving In	This is our House Mr Gumpy's Motor car Ian's Walk	When Mum Turned into a Monster Angry Arthur Where the Wild Things are Tusk Tusk
<b>SONGS AND MUSIC</b>	Thank you for my friends With a little help from my friends You've Got a Friend	The Tongue	Don't worry about a thing	Bridge over troubled water	When I needed a neighbour	Together as One Altogether Now	O Fortuna- Carl Orff

SEAL Theme- Going For Goals- Spring 1

<b>WEEKLY THEME</b>	<b>Taking Responsibility</b>	<b>Setting Goals</b>	<b>Planning to reach a goal</b>	<b>Persistence</b>	<b>Resilience</b>	<b>Reviewing Goals</b>	
<b>WEEKLY TARGET</b>	I know I am responsible for my own learning and behaviour	I can set a goal for myself	I can break my goal down into small steps	I can keep trying again when I have made a mistake	I know how to get back on track	I can tell you what has worked well and what I need to learn next	
<b>BIBLE STORIES</b>	The calling of the disciples Temptations in the desert						
<b>SOME STORY SUGGESTIONS</b>	Tidy up Trevor  Tidy Titch  Oscar got the Blame	Mr Cool  How to Write Really Badly  Olympic Heroes  Famous People	Wizard of Oz  The Tower to the Sun  Wonder Goal	Hare and the tortoise  Robert the Bruce  Lazy Jack  Falling Angels	Number Nine Duckling	Sitting Ducks  Frog and Toad	
<b>SONGS AND MUSIC</b>	My way	Reach for the stars  I have a dream	One more step along the road I go	Keep right on till the end of the road The world is what we make it	Search for the hero	Well done	

<b>WEEKLY THEME</b>	<b>Our gifts and talents</b>	<b>Feeling proud</b>	<b>Showing people we care for them</b>	<b>Giving someone a nice surprise</b>	<b>Anxiety and worrying</b>	<b>Overcoming anxiety and worry</b>
<b>WEEKLY TARGET</b>	I can tell you about my talents	I can help someone to feel proud	I can show how I care for others	I can give someone a nice surprise	I can talk about feeling worried	I know what to do to overcome my worries
<b>BIBLE STORIES</b>	Psalm 139 The Good Shepherd, The Lost Sheep, The Lost Coin					
<b>SOME STORY SUGGESTIONS</b>	Something Special	Angel Mae  Amazing Grace  Windhover  Gordon's Got a Snookie	Tom Rabbit  Guess How Much I Love You?  Be Gentle  Dogger  Big Foot	Handa's Surprise  Jamaica's Find  Through the Window  I'm Coming to Get You	Owl Babies  The Owl Who Was Afraid of the Dark  Frightened Fred  The Golden Bird  The Huge Bag of Worries	Can't You Sleep Little Bear?  Franklin and the Thunderstorm  Could You Leave the Light on?
<b>SONGS AND MUSIC</b>	Good to be me I'm OK This Little Light Give it All You've Got The Body Song	Proud	Magic Penny Crying out for Love		One More Step	With a Little Help from my Friends

SEAL Theme- Relationships- Summer 1

<b>WEEKLY THEME</b>	<b>Changing an unfair situation</b>	<b>Coping with feeling jealous</b>	<b>Telling the truth and making amends</b>	<b>Helping someone who is sad or lonely</b>			
<b>WEEKLY TARGET</b>	I know some ways that I can make things fair	I can tell you something that has made me jealous	I can take responsibility for my actions	I can recognise when someone is lonely and act upon it			
<b>BIBLE STORIES</b>	Joseph, Cain and Abel, Esau and Joseph, David and Johnathan, The Parable of the Unforgiving Servant, The Betrayal of Jesus by Judas Iscariot						
<b>SOME STORY SUGGESTIONS</b>	Not Now Bernard Cinderella Beauty and the Beast The Little Red Hen Tyrone the Horrible The Meanies This is Our House	Katie Morag and the Tiresome Ted The Ugly Duckling It's Not Fair The Sulky Vulture Badger's Bad Mood Dinosaur Friends So Much	Oscar Got the Blame Get Lost Laura	Farmer Duck Selfish Giant Sarah and the Stone Man Way Home Sad Book Gorilla			

SEAL Theme- Changes - Summer 2

<b>WEEKLY THEME</b>	<b>Coping with some sort of loss</b>	<b>Coping with an unexpected change</b>	<b>Getting better at what we do</b>	<b>Improving our behaviour</b>	<b>Improving our behaviour</b>	<b>Making the best of an unwelcome change</b>	<b>Making the best of an unwelcome change</b>
<b>WEEKLY TARGET</b>	I can talk about how I feel when I lose something I care about	I can talk about changes in my life	I know different things that help me to learn	I can talk about a change I have made in my behaviour	I know that my behaviour is my responsibility	I can talk about some things that will change	I can tell you how I might change in the future
<b>BIBLE STORIES</b>	Journey to the Promised land Jesus choosing his Disciples						
<b>SOME STORY SUGGESTIONS</b>	Dogger Badger's Parting Gifts Grandpa Goodbye Max The Silver Swan Eve and the Man Who Helped God Hello Sailor	Cinderella The Ugly Duckling Beauty and the Beast Oscar got the Blame	Willy the Wimp Journey to the River Sea The Night Shimmy The Owl who was Afraid of the Dark	Rainbow Fish Little Rabbit Foo Foo	The Bad Tempered Ladybird	Moving House New Faces, New Places Goodnight Mr Tom	The Tiger who Came to Tea Cliffhanger Kensuke's Kingdom