

At Winton Primary we want to include you as parents in your child's development and learning. Please find below some activities that you can do with your child that link with the work that they are doing in school on "Getting on and falling out".

- ✓ In our lives there are lots of different people that are important to us. These might be relatives or they might be friends. They are important in different ways. Draw your own family and friends circles together and talk about the people in the circles and why they are important. Place the names of very special people in the circle in the middle. These might be the people you live with and those you see often or who are very important to you. Put all the names of other family and friends somewhere in the circles - those you feel closest to near the middle and those not so close to you near the outside. Talk about the people and where their names should go.



- ✓ Resolving conflict

Imagine that you are working on a TV programme about families. It is your job to give advice to parents and children about making their family life better.

Here are the problems the families in the programme have. What advice will you give each person?

I am 11 years old. I'm fed up with my mum and dad. They just don't listen to my point of view. They treat me like a child and don't let me go out with my friends.

They think I should stay at home and work all the time.

I am very worried about my son. He seems angry all the time. When I ask him to tidy his room, he just tells me I am nagging and goes to his bedroom and turns up the music. What should I do?

My sister is my mum and dad's pet. They are always fussing over her and taking her side when we have an argument. I never get to choose what we watch on TV. I am getting fed up, as it is not fair.

My daughter seems to be in with a really bad crowd. She wants to stay out until after it is dark. These friends look really rough. There has been a lot of trouble in our area and I don't want her to get into trouble. She used to be such a nice girl.

My dad and my older brother are always arguing. They both get really angry and start shouting and throwing things. I hate it and wish they would stop.

- ✓ Peaceful problem solving

At school we have been trying to use peaceful problem solving when we fall out in the playground or in class.

Child

Explain what the 'peaceful problem-solving' process is. Use the *Peaceful problem-solving* sheet on the next page to help you.

The other members of the family should listen carefully and ask questions if they want to.

Why don't you stick the peaceful problem-solving sheet on your fridge and try to use the ideas when you fall out at home?

At the end of the week talk about these questions:

- Did you try peaceful problem solving?
- When?
- What happened?

- ✓ Family detectives

What happens when you can't agree in your family? It might be when you want to watch different things on TV or have different things for tea.

Talk about it together and write your ideas here if you want to.

Over the week act as family detectives to look at what you do when you fall out. Different members of the family might do different things.

We will meet at to talk about what we have found out.

Take it in turns to explain what you have found out.

Are you good at sorting things out?

What kind of things do you do or say that seem to help to sort things out?

Is there anything you would like to do differently?

Getting on and falling out



Yr 5 and 6

Social and emotional aspects of learning Autumn 2 topic.

This half term the children will be looking at "Getting on and falling out".

This theme focuses on developing children's knowledge, understanding and skills in three key social and emotional aspects of learning: empathy, managing feelings (with a focus on anger) and social skills.

This theme will enable us to continue to develop the ethos of the classroom, also extend the work of Theme 1 *New beginnings* on cooperation and valuing diversity, and focus on four key content areas: developing the social skills of friendship, working well together in a group, managing anger and resolving conflict.

Below are the objectives that the children will be working towards in Years 5 and 6.

We will be doing various activities in class and during assemblies to develop our children's understanding of their feelings.

Year 5 and 6	
Friendship	<p>I know that different ways of behaving are appropriate to different types of relationships.</p> <p>I can accept and appreciate people's friendship and try not to demand more than they are able to give or wish to give.</p> <p>I know that sometimes difference can be a barrier to friendship.</p> <p>I try to recognise when I, or other people, are pre-judging people and I make an effort to overcome my own assumptions.</p>
Seeing things from another point of view	<p>I am able to see a situation from another person's perspective</p> <p>I know how it might feel to be excluded or treated badly because of being different in some way.</p>
Working together	<p>I can tell you some things that a good leader should do</p> <p>When I am working in a group I can tell people if I agree with them and why</p> <p>When I am working in a group I can listen to people when they don't agree with me and think about what they have said.</p>

Managing Feelings-anger	<p>I know what my triggers are; what happens when I get angry; what happens when I am overwhelmed by feelings of anger; some ways to calm myself down.</p> <p>I can consider the short and long term consequences of my behaviour so as to make a wise choice, even when I am feeling angry</p> <p>I know I am responsible for the choices I make and the way I behave, even if I am very angry</p> <p>I know how my behaviour is linked to my thoughts and feelings</p> <p>I can stop and try to get an accurate picture before I act</p>
Resolving conflict	<p>I can say things and do things that are likely to make a difficult situation better</p> <p>I can use my skills for solving problems peacefully to help other people resolve a conflict</p> <p>I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse</p> <p>I know that it is important in a conflict situation to talk about what someone has done or said, and not about the person themselves</p> <p>I can use language that does not make conflict situations worse.</p>



Key words-

short-term/long-term consequences

'I message'

Prejudice

'Reframing a situation'

Responsibility