

Final Outcome: We are working towards creating a comic strip highlighting how can acknowledge difference without causing harm to others.

**Component 6:**

**What we will know after this sequence:**

- Feelings associated with disagreements between groups
- How to create a comic strip to demonstrate a disagreement
- How to name and identify emotions for different situations
- How to acknowledge differences without causing harm.

**Vocabulary:**

Acknowledge, harm, disagreement, strategies, groups, causing,

**How will this feed into my next learning:**

I will use this knowledge to become a kind and thoughtful citizen, who acknowledges differences in the community without causing harm.

**SEN:** Support expressing emotions, pictures to accompany more complex emotions, sentence stems, key vocab word mats



**Component 4:**

**What we will know after this sequence:**

- Recognised more complex emotions like jealousy, impatience, desire to belong.
- Explore how these emotions can lead to harm.
- Examples where these emotions have led to harm and how to avoid harmful actions.

**Vocabulary:**

Jealousy, impatience, desire, belonging, groups, feelings,

**How will this feed into my next learning:**

I will use this knowledge of complex emotions leading to harm to explore feelings associated with belonging to different group, as well as feelings associated with disagreements in groups.

**SEN:** Support expressing emotions, pictures to accompany more complex emotions



**Component 5:**

**What we will know after this sequence:**

- Feelings associated with belonging to different groups
- How to sort feelings into positive and negative feelings.
- How to explain how the story 'Different Stripes' represents feelings associated with disagreements between groups.

**Vocabulary:**

Groups, feelings, emotions, disagreements, different,

**How will this feed into my next learning:**

I will use this knowledge to develop strategies to acknowledge differences without causing harm.

**SEN:** Support expressing emotions, pictures to accompany more complex emotions



**Component 3:**

**What we will know after this sequence:**

- That harm can be caused face-to-face and from a distance.
- How to discuss peoples body language and posture and how this can sometimes lead to harm from a distance.
- How to create a mime exploring where harm is caused from a distance.

**Vocabulary:**

Harm, face-to-face, body language, posture, distance,

**How will this feed into my next learning:**

I will use this knowledge to recognised more complex emotions which may lead to harm, e.g. jealousy, impatience, desire to belong.

**SEN:** Support expressing emotions, pictures to accompany more complex emotions



**Component 2:**

**What we will know after this sequence:**

- How to make suggestions on how to avoid acting in a harmful way
- How to reflect upon previous actions
- How to role play actions that can lead to harm

**Vocabulary:**

Reflect, harm, avoid, create, role play, suggest,

**How will this feed into my next learning:**

I will use this knowledge to distinguish between deliberate harmful actions and those caused carelessly.

**SEN:** Support working in groups, support with performing



**Component 1: A Mind to be Kind (Living without harming others – Unit 2)**

**We should know:**

- Children should know that their actions have an impact on others around them.
- They will be able to name different emotions and when someone may feel like that

**What we will know after this sequence:**

- The meaning of the command words (care, think, act, understand, consider, reflect)
- What is meant by living without harming others.
- How to express their own thoughts and attitudes towards a scenario

**Vocabulary:**

care, think, act, understand, consider, reflect, living, harming,

**How will this feed into my next learning:**

I will use my knowledge of living without harming others to explore what may lead to people harming others and how to avoid the action.

**SEN:** Emotions pictures to go with vocabulary, support expressing feelings, support turn taking and taking part in discussions.

