

## Vocabulary

**emotion** - something which gives us a strong feeling and might make us cry or our heart rate go faster.

**techniques** - a way of doing something.

**petrified** - so scared you cannot move.

**distressed** - any great pain or worry.

**heartbroken** - filled with long lasting upset, grief or sorrow.

**furious** - feeling full of anger.

**personal information** - any information that can be used to identify you. It includes things like your full name, address, date of birth, school you go to or where you live.

**sharing** - telling information to someone else.

**risk** - putting oneself in danger.

**actions** - a way of acting or behaving.

**reduce** - to make less of.

**qualities** - a good thing you have or do.

**achieve** - to do something successfully or by trying hard.

**motivation** - wanting to do well.

**self-reflection** - thinking carefully about yourself.

**diversity** - involving everyone no matter who they are.

**ambition** - a strong desire to do achieve something.

**accomplishment** - something that has been successfully completed or done.

## 9 Habits



**Compassionate** - I will use compassion to notice children who aren't feeling happy and I will to help them.



**Considerate** - I will think carefully about acting and speaking and will put others first. I will understand how others may feel when people are unkind to them. I will apologise and take responsibility for my own actions.

HONEST



**Honest** - I will do what I say I am going to do.



**Hopeful** - I will think through different possibilities and options to achieve my goals. I will have a vision of what I want to happen. I will encourage others to succeed and celebrate the achievements of others.



**Patient** - I will be able to think about consequences of my actions and make the right choices.



**Self-controlled** - I will be able to manage or control my responses to different things. I will understand I need to manage my responses and not feel pressured to sharing information. I will know when I need to ask for help if I feel uncomfortable.

## Golden Threads



**Character:** I will understand how feelings can affect my behaviour.



**Competence:** I will develop a varied vocabulary to talk about feelings in different ways.



**Community:** I will understand my own and others' strengths and I will use my strengths to play an active part in the school and wider community.

## Personal information

Personal information is any information that can be used to identify you. It includes things like your full name, address, date of birth, school you go to or where you live. Sharing personal information with strangers or people you have never met in real life can put you at risk from harm.

## Self-reflection:

Identifying our own strengths and qualities and building and developing self-respect can help us to understand the importance of being proud of being unique and supporting uniqueness in others.



## Dreams and Goals:

It is always good to have dreams and goals as they give us hope, motivation and something to aim for. Knowing our strengths and qualities can help us make achievable dreams and goals happen.



## 4 techniques for managing self-regulation:

**Calming down techniques:**  
Walk away from the situation, find a safe space to close your eyes, take deep breaths and count to 10 to get back in control of your emotions.

**Write your feelings down:**  
It can be hard to talk about how you feel. Therefore, you can always write it down. Write a letter or note to a trusted adult or post your note into your class worry box if you have one.



**Speaking out:**  
Talk to a teacher, parent/carer, school nurse or any adult that you trust so they can help you with how you are feeling.

**Do something that makes you feel good:**  
Play with friends, play sport, exercise, watch your favourite film, read, listen to music.

## Previous Learning

### Year 2

- Know the difference between small feelings and big feelings.
- Know what safe and unsafe online behaviour is.
- Know that hurtful behaviour including teasing, name-calling, bullying and deliberately excluding others is not acceptable.
- Know how to treat others with respect.

## Current learning

- Know how to manage and respond to emotions appropriately and proportionately.
- Know about the importance of keeping personal information private.
- Know strategies for keeping safe online.
- Know what personal information is and what is safe to share.
- Identify personal strengths, skills, achievements and interests.

## Future learning

### Year 4

- Know how to manage emotions.
- Understand that my personal behaviour can affect other people.
- Recognise and model respectful behaviour online.
- Know strategies for keeping safe online.
- Know the impact of bullying and the consequences of hurtful behaviour.
- Understand what discrimination is and how to challenge it.

## Independent learning at home

Look at the website pages and play the games/watch the videos:

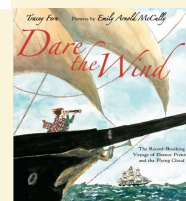
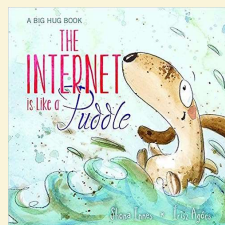
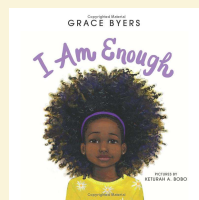
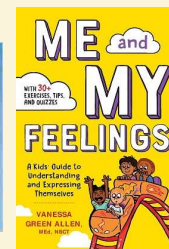
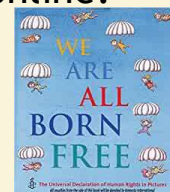
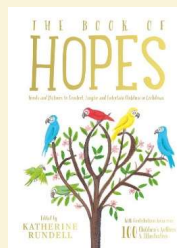
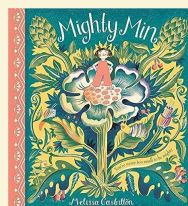
<https://www.bbc.co.uk/teach/school-radio/assemblies-ks2-diversity-difference-prejudice/z3f6qfr>

Create a poster of your hopes and dreams for the end of Year 3/End of primary school/The future.



## Story zone

Click on images to read review and/or buy online.



## Learning together at home

Look at the website pages and play the games/watch the videos/play the games with your child:

<https://www.bbc.co.uk/teach/school-radio/assemblies-ks2-diversity-difference-prejudice/z3f6qfr>

Develop your child's knowledge about online safety through playing these 8 games with them:

<https://www.gohenry.com/uk/blog/online-safety/8-online-safety-games-for-kids>

\*\*Select those that are age and need appropriate.