



# Primary

## *National Strategy*

### Excellence and Enjoyment: social and emotional aspects of learning

### Changes Years 5 and 6

Headteachers, teachers  
and practitioners in  
primary schools,  
middle schools, special  
schools and Foundation  
Stage settings

Status: Recommended

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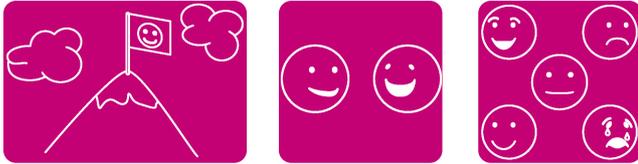
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## Green set

### Introduction

This theme tackles the issue of change and aims to equip children with an understanding of different types of change, positive and negative, and common human responses to it. The theme seeks to develop children's ability to understand and manage the feelings associated with change. It aims to develop knowledge, skills and understanding in three key social and emotional aspects of learning: motivation, social skills and managing feelings.



The intended learning outcomes for Years 5 and 6 are described below. Teachers will be aware of the different stages that children in the class may be at in their learning, and may want to draw also on intended learning outcomes from earlier year groups.

### Intended learning outcomes

Description	Intended learning outcomes
<p>Children will revisit common responses to unwelcome change and develop their ability to empathise with others. They will consider how and why people's responses to change might differ in relation to different personal histories. They will explore the idea that negative feelings about change do not last for ever and that often initially unwelcome change can have unforeseen positive consequences. The issue of responsibility is revisited. In Year 6, children have the opportunity to identify, understand, explore and manage a range of feelings they may be experiencing in relation to secondary transfer. They have further opportunities to explore the links between feelings, thoughts and behaviour, and to consider their own needs, including the importance of belonging within a group.</p>	<p><b>Knowing myself</b></p> <p>I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss.</p> <p>I can tell you some of the good things about me that my classmates like and value.</p> <p><b>Understanding my feelings</b></p> <p>I understand how it might feel when a change takes you away from familiar people and places.</p> <p>I can tell you my 'sore spots'.</p> <p>I can recognise when I might over-react because someone has touched a 'sore spot'.</p> <p>I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'.</p> <p>I know that it is natural to be wary of change, and can tell you why.</p> <p>I know that all feelings, including uncomfortable ones have a purpose and give us information.</p> <p>I understand why I behave the way I do sometimes when I feel uncomfortable.</p> <p><b>Understanding the feelings of others</b></p> <p>I can try to understand why people might behave the way they do when they are facing a difficult change.</p> <p>I know that people respond differently to changes and challenges.</p> <p>I know that many children have mixed feelings about going to secondary school.</p>

	<p>I try to understand other people's behaviour by thinking about what they might be feeling or thinking. I can tell you about how people might feel and behave when they go to a new school.</p> <p><b>Managing my feelings</b> I know that when I move to secondary school many things in my life will stay the same. I have some strategies for managing the feelings that I might experience when I change schools. I know that sometimes there can be positive outcomes from changes that we didn't welcome initially.</p> <p><b>Belonging to a community</b> I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident.</p>
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## PSHE/Citizenship links

### Years 5 and 6

Children will be taught:

1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;

2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

4b) to think about the lives of people living in other places and times, and people with different values and customs;

4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships;

4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

## Speaking and listening links: group discussion and interaction

Objectives from <i>Speaking, Listening, Learning: working with children in Key Stages 1 and 2</i> (DfES 0623-2003)	Children's version
Year 5: T3 56. To understand different ways to take the lead and support others in groups.	Think about who is the leader of the group, and agree what the leader of the group should do – for example, encouraging others and making sure that everyone has a turn and deciding what to do when people can't agree.
Year 6: T3 66. To identify the ways spoken language varies according to differences in context and purpose of use.	Listen out for ways in which the language you use in the group in the classroom might be different from the language you use in the playground or if you were speaking to your teacher or your brother or parents at home.

### Planning



To help with planning, *the type of learning and teaching* involved in each learning opportunity in these materials is indicated by icons in the left-hand margin.



- Whole-class



- Individual



- Pairs

- Small group

Ideas from schools who piloted these materials are noted in the right-hand margin of this booklet. The ideas include ways in which teachers planned for diversity in their class or group, for example, to support the learning of children for whom English is an additional language and of children with special educational needs.



### Key vocabulary (to be introduced within the theme and across the curriculum)

insecure/secure

fault

sore spot

over-reaction

gossip/rumour

mixed feelings

empathy/empathise

## Resources

	Resource	Where to find it
Year 5	Photocards	Whole-school resource file
	<i>Feelings detective poster</i>	Whole-school resource file
	<i>Peaceful problem solving poster</i>	Whole-school resource file
	<i>Working together self-review checklist</i>	Whole-school resource file
Year 6	Photocards	Whole-school resource file
	<i>Feelings detective poster</i>	Whole-school resource file
	<i>Emotional barometer</i>	Whole-school resource file
	<i>Working together self-review checklist</i>	Whole-school resource file

### Key points from assembly story 1

- 1 It is Ben's first day in Reception. He is excited about playing with the new toys but worried about staying to dinner and his mum leaving.
- 2 He hugs his bear tight and this helps him to feel better.
- 3 Ben enjoys school, and after a few days he leaves his bear with his mum at home.

### Key points from assembly story 2

- 1 Rashid enjoys the peace of having his own room.
- 2 His mum tells him that his cousin Daljeet from India is coming, and will have to share his room. Rashid worries about how this will be.
- 3 Daljeet arrives and both he and Rashid find the first couple of weeks difficult.
- 4 Rashid tries to cheer Daljeet up and they become good mates, playing on the computer and teaching each other their first language.

### Key points from assembly story 3

- 1 Lucy returns to school after her holiday, excited at the thought of seeing her friends Esmee and Mini, but they ignore her in the playground.
- 2 Gemma understands how she feels and asks her to join her.
- 3 Gemma becomes Lucy's best friend, although Lucy does make friends again with Esmee and Mini.

## Suggested whole-school/setting focus for noticing and celebrating achievement

Use the school/setting's usual means of celebration (praise, notes to the child and parents/carers, certificates, peer nominations, etc.) to notice and celebrate children (or adults) who have been observed:

Week 1: Coping with an unexpected change

Week 2: Getting better at their learning

Week 3: Changing their behaviour for the better

Week 4: Making the best of an unwelcome change

### Points to note

It is assumed that this theme will be part of a broader programme preparing Year 6 children for the transition to secondary school. The learning opportunities do not therefore focus on the practical aspects of the transition process, but on identifying, understanding and managing the feelings-thoughts-behaviour cycle that is often experienced in the face of this change.

## Green set: Year 5

### Circle games

#### Changes

A volunteer should be chosen to go outside the room. When they are gone two people in the circle should swap places. The volunteer should try to guess what has changed.

#### Rounds

If I ran this school for a day I would change ...

If I were king for a day I would change ...

If I could change the world I would ...

### Learning opportunities: common responses to change

#### Intended learning outcomes

I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss.

I understand how it might feel when a change takes you away from familiar people and places.

I can try to understand why people might behave the way they do when they are facing a difficult change.

I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident.

I know that sometimes there can be positive outcomes from changes that we didn't welcome initially.

This was a difficult story for some of our children to understand so we prepared them beforehand – we used role play, sequencing activities, a story map and some matching feelings to events activities. One child in the group had made a move like Melanie and talked about how he had felt – he even did it in front of the class.



Ask the children to tell you what they have learned about change. Scribe their ideas and check their understanding. Add any key concepts that the children do not offer, perhaps drawing on your own learning from taking part in the Purple set activities.

In the Yellow set: Year 4, the children may have explored the idea of imposed change. This activity aims to develop their understanding of some of the common responses to this sort of change, and therefore their ability to empathise with others going through this or other changes they have not chosen.

Read the story *Melanie's journal* from the resource sheets and discuss it with the children, using the questions as a framework.

Give each child two plain sheets of paper and ask them to draw four concentric circles on each. On the first one ask the children to write their own name, on the second 'MELANIE'.



Taking the first sheet (with the child's name on it), ask the children to write down the names (or initials) of anyone who they would say that they loved or cared for deeply in the innermost circle. In the next circle, children should write down the names (or initials) of anyone who they would say they liked a lot (best friends' names might go in here, family friends, and relatives). In the next circle, children should write down the names (or initials) of school or classmates – people they might have a quick chat with or wave to but wouldn't share secrets with or know inside out. In the outermost circle, ask the children to write down the names of people who are paid to be in their lives: teachers, doctors, dentists, social workers, etc.

Now complete the same exercise for Melanie when she started at her new school (in her day-to-day life, not counting her friends in her old school). The general picture is likely to be a good number of people in the centre (family) and in the outermost circle (people paid to be in her life), but very few or none in between.

Ask the children to say how they think Melanie might feel, and how she might behave in a range of situations, compared with someone who has a 'full circle'. Remind children how closely our behaviour is linked to our feelings and thoughts (perhaps using the *Feelings, thoughts and behaviour* illustration sheet from the whole-school resource file).

Situations to illustrate how feelings and behaviour might be very different in the two cases (with and without a 'full circle') could include:

- a girl starts picking on you at school. You don't know her but she is always laughing with her friends at playtime when she looks at you;
- you come top in the weekly spelling test;
- you get an invitation to go to a party.



Any of these situations, or ones that the children come up with could be used for role-plays rather than discussion, with different groups role-playing how Melanie might react, and how the person with the full circle might deal with the same situation. Freeze-frames and hot-seating could be used to unpick the thoughts and feelings underlying the behaviours.

Draw out the key point that change can take away much of our feeling of belonging and therefore our feelings of security and confidence (explored in the Yellow set: Year 4).



Explore the range of responses in accepting unwelcome change. Remind the children that change is often positive and exciting (see Yellow set: Year 3) but that sometimes there are uncomfortable feelings and a sense of loss as well. Remind children about the work they have completed on loss in Theme 6 *Relationships*. The sorts of feelings we experience in coming to accept an unwelcome change in our lives are often similar to those experienced when we face a loss.

Put up these words on the board:

shock

denial – It can't be happening!

anger

acceptance

positive thinking



In small groups, ask the children to:

identify what sorts of feelings Melanie was experiencing in each section of her journal;

list or draw the positive outcomes of the changes Melanie experienced.

Emphasise the importance of working well together as a group, particularly identifying a leader of the group and agreeing what the leader should do. At the end of the activity, you may like to ask groups to use the *Working together self-review checklist*, from the whole-school resource file, to review how this went.

## Learning opportunities: understanding individual differences in our responses to change

### Intended learning outcomes

I can tell you some of my own 'sore spots'.

I can recognise when I might over-react because someone has touched a 'sore spot'.

I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'.

I know that people respond differently to changes and challenges.



Explain that people respond differently to the changes and challenges they face in their life. Contrast Simon's response to the change of school in the story to Melanie's. Why are they so different?

Although we may all have a similar mixture of feelings in response to changes and challenges, we also have our own history that makes the way we feel, think and behave different from anyone else. We need to understand both our own and others' feelings and behaviours.

Tell the following story, supporting children if necessary with the *Our sore spots* picture in the resource sheets at the end of this section.

A teacher of Year 1 children was very excited. They had planned a trip to the museum but no one seemed very keen. At the last minute the bus company had rung up and said that they were really sorry but they couldn't take the children to the museum on the day that was planned. Instead they offered to take the whole class to the seaside on a different day, and to make up for changing the plan they offered to buy all the children ice cream. The teacher couldn't wait to tell the children. When she did, nearly all the children started cheering and talking excitedly to each other. What a treat! But then she noticed Jack, crying quietly with his head on his desk in the corner, and Rehana hiding behind the coats, with her thumb in her mouth and a frightened look on her face.

We used some free software called Bubble Dialogue from [www.dialoguebox.org](http://www.dialoguebox.org) which lets you write and record thoughts about scenarios. It helped our children to create dialogues and bubble dialogues to reflect on later.



Ask the children why they think Jack and Rehana may have been upset by the change in plan.

(The actual reasons were that Jack had had a very bad experience in the sea when he was little, getting out of his depth while lying on an inflatable mattress, and had been scared of the sea ever since; Rehana had become very frightened because people at the seaside wear swimming costumes and she knew that her family did not allow girls to show their legs and was worried that she would be forced to do something she did not want to do.)

Emphasise that our individual histories can make us behave in certain ways. We often don't know what has happened in other people's lives, and so sometimes their behaviours and responses seem odd or out of proportion. There is a maxim from the American Indian culture which you may find useful to share with the children: 'Never judge a person until you have walked two weeks in their moccasins.'

Discuss the question of responsibility. Read the story in the activity above if you have not already done so. Ask the children:

- Did the teacher in the story make Jack and Rehana cry?
- Whose fault was it that Jack and Rehana were upset?

Remind the children of the work they have done in earlier themes on taking responsibility for their actions.



This activity can be done as a class or in small groups. Read the first scenario outlined in the resource sheet *Whose fault is it anyway?* and discuss the suggested questions.



Introduce the idea of a 'sore spot'. This is like a place we have inside ourselves that quickly hurts when people say or do things to us, because what they say or do reminds us of something bad that has happened before, or threatens something that is very important to us.

- What was Yousef's sore spot?

Read the second scenario on the resource sheet *Whose fault is it anyway?*

- What was Jay's sore spot?
- Why did Jay react in the way she did?
- Why didn't she tell Samantha her big secret?
- Who was in the wrong and who was in the right?

- Who accepted responsibility?
- How could things have turned out differently? What were the times when the main characters had a choice?
- What do you think stopped them making other choices?

When people react very badly to a change, or to a chance remark, the chances are you have pressed someone's sore spot.

- Can you think of any sore spots that you have? How do you know?

Draw out that it is important that we know our own sore spots and understand that other people may have different ones, in order to understand their behaviour. People who bully are often very good at finding out people's sore spots and using this to be certain of the response they want. This is explored further in Theme 3 *Say no to bullying*.



Discuss with the children how Melanie responded to the change in her life, before it happened and after. In the story she did not seem to use any strategies to help herself. Ask the children to thought shower as many strategies as possible that Melanie could have used to make herself feel better. Ask the children in pairs to make a plan for Melanie. Children can draw on the work they completed during Theme 4 *Going for goals* in this activity.



Children could devise and role-play situations in which they help a child settle into a new school.

### Ongoing activities

Refer to your own sore spots as you work with the children; tell them why certain things that happen make you particularly cross or worried.

When situations of conflict arise in the classroom or playground, try asking the children to re-enact them, using freeze-framing and thought tracking to help the protagonists explore and understand any sore spots that may mean one or both of them overreacted.

Make a point of using the language of responsibility and choice in dealing with behaviour difficulties in class.

### Questions for reflection and enquiry

- What would a world without change be like?
- How do we know when to stop changing?

### Review

- What have you learned from thinking about how our experiences in the past change the way we behave?
- These are the things we said we would learn to do in our work on this theme ... . Do you think you can do those things now?
- Is there anything you will do differently after learning about change?

## Green set resource sheet: Year 5

### Melanie's journal

January 11th

I can't believe it. How could they do this to me – Year 5, practically at secondary school and they tell me we are moving. What about my friends? My room? I've lived here since I was three. What about club? Miss Appleford? Gemma and Kaylie? What are they thinking about – I just can't stop thinking about it. I don't believe it – I can't believe it. I feel sick inside – it's just impossible to take in. How could they??????

January 28th

Mum and Dad are still going on about it but it seems to have died a bit of a death to be honest – I don't see how they could manage it with their jobs to change and everything. They say it will happen in June but I don't think their hearts are in it any more. Anyway, I'm just getting on with life – no point in telling friends if it's not going to happen anyway. Most of the time I don't think about it now – funny isn't it how you change! It seemed like the most important thing in the world a couple of weeks ago.

March 15th

You won't believe this – after weeks of not even mentioning it they're saying it's definite. NEXT WEEK – without even asking me – like I don't matter. What do they care if I have to change school and make new friends – they obviously don't care about my education. They are so, so selfish – they only care about themselves. What's worse is that we're going to Southfield and I can't even come back for weekends – Gemma and Kaylie agree with me. It shouldn't be allowed – I feel like running away.

March 24th

It is so so so much worse than I ever could have imagined. I hate the house. I hate the school. I hate the teachers. I hate the other children – they think they are soooo la-di-da – much too good to have anything to do with me. I just can't tell you how it makes me feel every day, having to go there – I hate it hate it hate it. They all look at me like I'm an alien and no one even bothers to speak to me in the playground. I pretend I don't care and read my book, but I've already nearly got into a couple of fights and the teachers are all on their side. What a surprise. It's just not FAIR. There's a new boy – Simon – started last week but he seems to have made friends with everyone already. Mind you, he couldn't wait to get away from his old school apparently. What's wrong with me? Maybe it's just because boys play football so it's easier for them. I don't know. I miss Gemma and Kaylie so much. Yesterday I even wished my dad would lose his job or have an accident or something so we could go back to how it was.

June 15th

I've just read what I wrote in March. It's weird – I did hate it all so much then. But I sort of feel OK now. Not that it's anywhere as good as my old school, but some of the girls are OK – I was wrong to start with – when we actually talked it turned out that they had thought I was the stuck-up one! Anyway, I've got a whole stack of letters from Gemma, Kaylie – even Shanaz has written to me – it's great getting letters and guess what – in the summer I'm going to stay with Gemma for two weeks. I can't wait!!!

September 30th

Well – what a summer! Can't write now as I'm off out with Roxy (I promise I will tell you all about Roxy soon – she is such an amazing person – not a best, best friend like Gemma and Kaylie obviously but fun and stuff). I feel so lucky right now – fantastic summer with the gang, but now back to this new lot – they are great and I'm in all the sports teams – they do really proper netball here and I was always good at that. In fact my teacher says I can try for the county team! There are some things that are good about going to a bigger school. Went to visit the secondary school I might go to – it is AMAZING – you should see the DT stuff and drama suite – I can't wait to tell Kaylie – she'd love it. I wish she could move down here. That would be perfect.

### Questions for discussion

- Why was Melanie upset that her parents wanted to move? How did she feel? What would she miss? What do you think you would miss if you had to move to another city?
- What do you think was difficult about starting at a new school? Why didn't she make friends very easily to start with?
- Why didn't Melanie write in her journal for a while between March and June? Had she changed or had the other children at the school changed?
- How did her feelings change from January to September?

## Green set resource sheet: Year 5

### Whose fault is it anyway?

#### *Scenario 1: It's all his fault*

The gang was all there, trading insults, kicking an old can about, Vik making rude signs at the cars passing by – a normal night for the Millpit Lane crew. The main subject of conversation of course was the trip. It had been decided and booked within the week and everyone for once had agreed – Blackpool it was and wouldn't Blackpool know it! Suddenly above the mutter of voices and Errol's deep loud laugh they all heard the unexpected sound of Yousef shouting. This was something new – he was the cool guy, never raised his voice. As they turned to see what was going down they couldn't believe it – Yousef had Scott on the floor and was holding his fist just above his face. His eyes were wild and staring and his voice low and snarling – 'Don't even think there's a chance,' he spat, 'We're going to Blackpool – say it, SAY IT.' 'Hey, cool it Yousef,' said Errol and slowly Yousef let himself be lifted away from Scott, never taking his eyes away from his face – 'We're going to Blackpool, yeah,' he said to murmurs of agreement from the crew.

For weeks nobody understood what had made Yousef behave in a way that was so out of character. In the end it was Scott himself who stumbled upon the truth when his mum met Yousef's dad in the market. It turned out Yousef and his family had spent all their holidays in Blackpool before his mum had had her accident. Yousef's dad had told Scott's mum how excited his wife was about the photos Yousef had promised he would take for her.

Suddenly it made sense. Scott had found a cheaper holiday in Spain and, thinking they would be pleased, had told Yousef first. He'd had no idea how important the Blackpool trip was to him. If he'd known of course he wouldn't have said anything, but then again, how could he – no one in the Millpit gang was going to admit to being upset because of their MUM. ...

There was always this thing between Scott and Yousef after that – they never said anything to each other but Yousef would say to the rest of the crew, 'Well, look how he provoked me – he deserved what he got,' and Scott would take every opportunity to tell the others to avoid Yousef – 'He's a psycho man – I didn't do anything to deserve that – I can't help it if I didn't know about his mum.' Somehow it just didn't seem possible to resolve and in the end the gang just stopped meeting. Shame really, but there you go.

- Why did Yousef react the way he did?
- Why didn't he tell Scott and the others how he felt?
- Who was in the wrong and who was in the right?
- Who accepted responsibility?
- How could things have turned out differently? What were the times when the main characters had a choice?
- What do you think stopped them making other choices?

## Scenario 2: It's all her fault

Jay and Samantha were talking at Jay's house. They hadn't known each other long and Jay hadn't told Samantha about what she thought of as her big secret. The fact was that Jay's dad was in prison – she often told people he'd gone away to work as that seemed easier somehow. On this night though, Samantha and Jay were talking about how a girl at school had had her bag snatched while walking home from school. Samantha said something she had heard her dad say, 'They should be strung up, those criminals – the whole lot of them. They make me sick.' When Jay slapped her and screamed at her to get out, Samantha could not have been more surprised. It was only later that she found out the truth, but of course by then it was too late.

- What was Jay's sore spot?
- Why did Jay react the way she did?
- Why didn't she tell Samantha her big secret?
- Who was in the wrong and who was in the right?
- Whose responsibility was the quarrel between Samantha and Jay?
- How could things have turned out differently? What were the times when the main characters had a choice?
- What do you think stopped them making other choices?

## Green set resource sheet: Year 5

### Sore spots



## Green set: Year 6

### Circle games

#### *Swapping places*

This game works best if one chair is moved from the circle and a volunteer stands in the middle. The volunteer should try to sit down as the others change places at the following commands.

'Swap places if you:'

have changed your hairstyle this year;

had something different for breakfast this morning;

walked a different route to school.

Ask the children to think of their ideas for things that might have changed.

### Rounds

I feel ... about going to secondary school.

I hope ...

I am worried that ...

Ask one or two children to record children's responses in three columns on a flipchart.

#### *The gossip game*

Focus on the children's responses to the 'I am worried that ...' round. Ask children: 'Where do these worries come from?' Raise the issue of gossip and rumours, and play the gossip game to demonstrate.

Divide the children into four circles if possible or groups if not. Give one person in each group a rumour (a sentence whispered by the teacher or written out on a card which the person chosen keeps secret). In the manner of Chinese whispers, each person has to pass on what they hear to their neighbour, until everyone has had a go. However, instead of passing on what they hear, each member must try to change the message very slightly to make it more interesting or more scary, just as people do with rumours and gossip.

Sample rumours you could use:

*Mr Vivien is so strict that you can't even talk in his lesson.*

*The maths teacher shouts right in your face if you make a mistake.*

*Someone once got bullied in the toilets.*

*Rashid couldn't find his way to his English lesson and was late.*

How did the rumour end up? Why do rumours get out of hand?

Emphasise that most rumours are unfounded but can cause great anxiety. The best way to deal with them is to ask someone you trust directly, however silly the fears or worries seem. (See the section below on ongoing activities for an idea that will help children to ask anonymously.)

## Learning opportunities: understanding feelings about change

### Intended learning outcomes

I know that many children have mixed feelings about going to secondary school.

I know that it is natural to be wary of change, and can tell you why.

I know that all feelings, including uncomfortable ones have a purpose and give us information.

I know that when I move to secondary school many things in my life will stay the same.

I have some strategies for managing the feelings that I might experience when I change schools.

We got out our class 'worry box' again and opened it once a week to deal with the worries. The children found it very reassuring when we told them they had to write with the hand they don't usually write with so that anonymity was guaranteed.



Going to secondary school is a big change. Ask the children to recap (via a thought shower) on everything they know or have learned over the year about change. Add any key issues they do not bring up, perhaps drawing on your own learning from taking part in the Purple set activities. Recap on children's feelings about the coming change. Link to the work done on loss. Although change is exciting, it can also represent a sort of loss (in this case loss of the familiarity of the primary school). Similar feelings may therefore be generated.

Talk about how all the feelings are valid, normal responses, and tell the children how nearly all children experience a degree of apprehension, nervousness and fear as well as excitement.

Why is change uncomfortable? Talk to the children about how change often feels scary, and can make us feel uncomfortable. Tell the children that human beings are programmed to be wary of change, because it can threaten our basic needs. It is part of a survival instinct. (Remind children of the flight or fight response in the feeling part of our brain.)

Introduce the triangle opposite, which shows what our needs as human beings are. Draw the triangle, with the basic physiological needs at the bottom and 'being the best you can be' at the top, explaining the meaning of the words as you talk through the drawing. Discuss how we can only begin to meet the needs at the top of the triangle if the needs towards the bottom are taken care of.



Explain that anything that threatens our ability to meet these needs causes us to have uncomfortable feelings. It is nature's way of programming us to be extra careful in situations that we are not familiar with.

Remind children that even uncomfortable feelings have a purpose: they are generally spurs to action. Just as hunger makes us eat, uncomfortable feelings often make us do something to change the situation.



Give children the resource sheet *We all need ...* at the end of this section and talk them through the task described on it, which asks them to consider how their needs are met at their current school and how these could be threatened by the move to a new school. The task aims to help children understand and accept their uncomfortable feelings. They could discuss their ideas in pairs before writing them down.

Remind children of the work they may have done in previous years on the importance of belonging. Belonging is an important need and some people think it comes next in importance after the basic needs for food, drink, shelter and safety.



Draw children together at the end of this session to share their ideas. You might want to use the completed example in the resource sheet at the end of this section, against which the children can compare their responses.

Although this activity aims to help children see how some needs are threatened by the move to secondary school, it also serves to demonstrate that many needs are not threatened. This provides a good basis from which to discuss the things that stay the same and provide support for us (e.g. we still belong to the same family; our friends out of school remain the same).

### Learning opportunities: understanding how thoughts, feelings and behaviour are linked.

#### Intended learning outcomes

I understand why I behave the way I do sometimes when I feel uncomfortable.

I try to understand other people's behaviour by thinking about what they might be feeling or thinking.

I can tell you about how people might feel and behave when they go to a new school.

We found this activity too hard for some of our children with learning difficulties, so we made cards with specific things that they might need to make them feel OK at the end of a day in the new school – 'good school dinners', 'friends who play with me at playtime', 'work that I can do', etc. We asked the children to place the cards in order of importance for them and they were able to talk about their needs in this way at meetings with staff from their new school.



Remind children that our feelings, thoughts and behaviours are linked. Use the *Feelings, thoughts and behaviour* picture from the whole-school resource file, if appropriate, to support children's understanding. Often when we feel sad or angry, we don't behave very well and, as the children have seen, the move to secondary school can make us feel uncomfortable. Discuss the situations outlined on the resource sheet *Making the links – difficult changes* at the end of this section, which focuses on situations we may come across in a new school setting. Discuss how these situations might cause people to behave. Introduce the word 'empathy', and explain to the children that trying to see the situation from another's point of view, and trying to understand their thoughts and feelings is called 'empathising'. The children can complete the grid in small groups.

I gave my EAL learners patterned sentences which they could change and extend – 'I feel safe here because ...', 'At my new school I might ...', and so on.



This activity aims to help children understand their own responses and behaviours, but also provides an opportunity for children to understand the behaviour and motivations of others. It can therefore be a tool for promoting tolerance and empathy.

## Learning opportunities: saying goodbye and moving on

### Intended learning outcome

I can tell you some of the good things about me that my classmates like and value.

We laminated the cards and gave them to the children as a going away reminder when they left us.



Children need to feel a sense of closure when they move on, and often need to be reminded of the 'gifts' they will be taking to their new school. Many ideas for closure are included in the publications dealing with the transition from primary to secondary school, but one particularly powerful activity is outlined below.

Write the name of each child at the top of a blank A4 piece of paper. Attach a (smallish) photograph of the child in the centre of the page (alternatively ask the children to draw themselves). Number the children. Each child passes on the sheet to the child with the next number, and that child has a minute or so to write down something positive that the child whose name is on the sheet will bring to their secondary school. After the allotted time period each child passes on the sheet to the child with the next number. These can also be used as part of the transition process, for example, by being shared with each child's new form tutor.



## Ongoing activities

Over the course of work on the theme make a portfolio or special 'Moving on' folder for each child to take from the school. Allow them to put in any bits of work they are particularly proud of, as well as any certificates, awards, special mementoes, etc.

Keep an achievement list for children to add to over the course of the term. This could be a list of all the things that children achieved in and out of school, and how they have changed since they started school. A 5-minute focus could be set aside each day for children to think of something they are proud of or have got better at to add to their list. One child each day could be chosen to share something from their list, and given praise or a small reward.

## Questions for reflection and enquiry

- Can being frightened be helpful?
- Why are we afraid of new things?
- What would happen if no one were ever afraid?

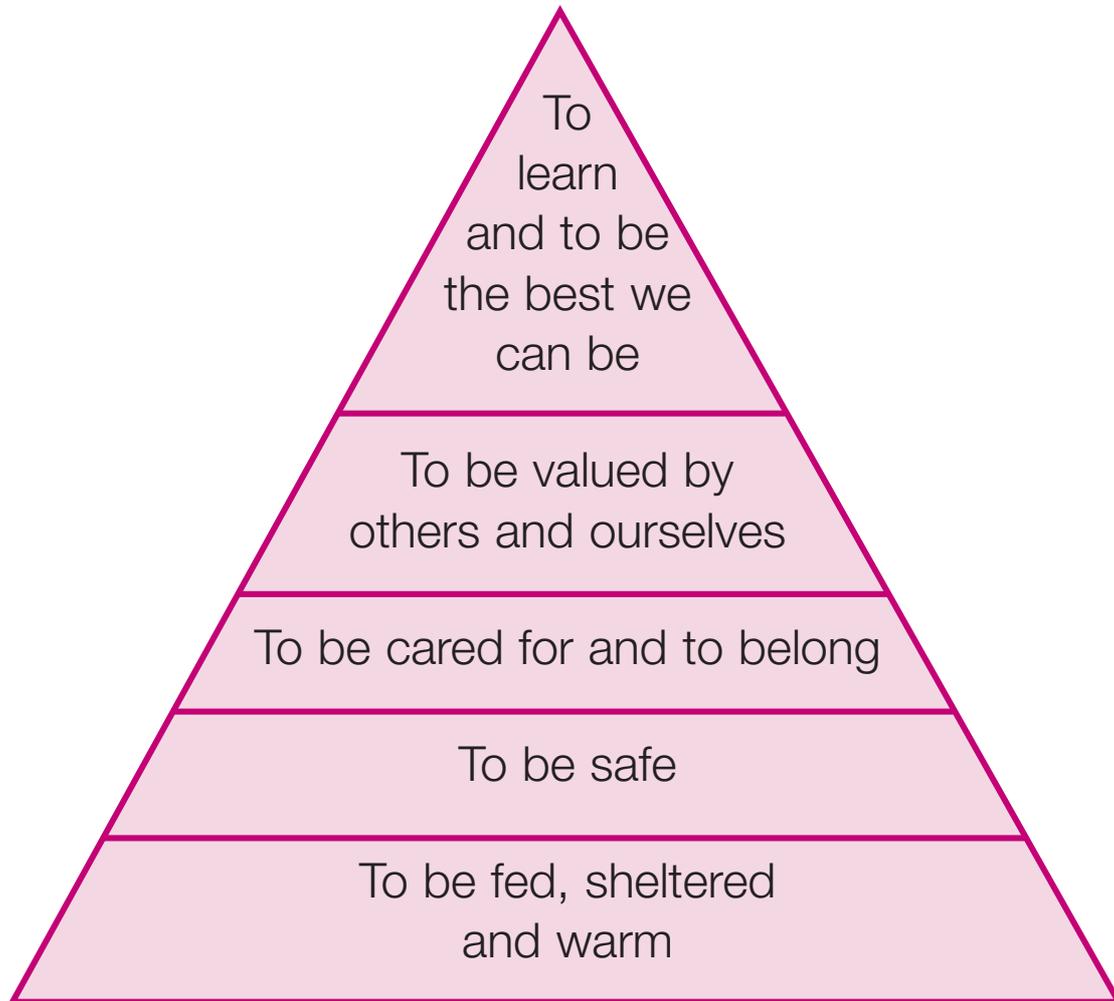
## Review

- What have you learned about moving on to your new school and the skills you need?

- Has it changed the way you think or understand things?
- What will you do that will help you make the change to your new school?

## Green set resource sheet: Year 6

We all need ...



How are these different needs met for you at the moment? What might happen when you move to a different school? Fill in the grid with your thoughts. Parts have been done for you.

## Green set resource sheet: Year 6

We all need ...

Needs	How these needs are met for me now	How meeting these needs could be threatened when I move schools
To be valued by other people		
... and by myself	Example: I know I'm good at most of my work. I am kind – I know because I have lots of friends.	
To be loved and cared for and to feel I belong		
To be safe		
To be fed, sheltered and warm		

- Which bits will be different?
- Which bits will stay the same?

## Green set resource sheet: Year 6

We all need ... (completed example)

Needs	How these needs are met for me now	How meeting these needs could be threatened when I move schools
To be valued by other people	<p>My teachers tell me they miss me when I am away.</p> <p>My friends like me and think I am funny.</p> <p>My dad thinks I'm really good at football.</p>	<p>The teachers won't know me.</p> <p>They won't know what I am good at.</p> <p>There'll be lots of new people and I don't know if they will like me.</p>
... and by myself	<p>I know I'm good at most of my work.</p> <p>I am kind – I know because I have lots of friends.</p>	<p>I don't know if I will be able to do the harder work at secondary school.</p> <p>I will be nervous and might show myself up.</p>
To be loved and cared for and to feel I belong	<p>My family love me.</p> <p>I know I belong at the Mosque.</p> <p>I feel accepted in my class and by my friends.</p> <p>I feel I belong when I am with the school football team</p>	<p>I will be in a new class and won't know everyone in it.</p> <p>I won't be in school teams to start with.</p> <p>I will have to make new friends.</p>
To be safe	<p>I feel safe at home and school because I know every inch!</p>	<p>I might get lost. I won't know where to go.</p> <p>I might get picked on or bullied.</p>
To be fed, sheltered and warm	<p>Mostly I get these at home. At school I can always get a drink of water when I want one. The dinners are OK.</p>	<p>Home will still be the same. At school we might not be allowed to have a drink of water when we need one. I might hate the dinners.</p>

## Green set resource sheet: Year 6

### Making the links – difficult changes

Our feelings, thoughts and behaviours are linked. Sometimes we don't behave very well when we feel sad or angry. Discuss with your group what the thoughts, feelings and behaviours of children in the following situations might be? Fill in the grid. Parts have been done for you.

Fear	Feelings	Thoughts (predictions)	Behaviour
My new teachers will ask me to read out loud in class.		The teachers will think I am stupid and the other children will laugh at me.	Keep very quiet in class. OR Play the fool so no one notices that my reading isn't very good.
I won't fit in with a new crowd.	Worried/embarrassed at being alone	I always wear the wrong clothes. Everybody else has more money/nicer clothes/kinder parents than me.	
I'm too shy to make new friends – I'll be all alone in the playground.		My friends here will all find new friends. If anyone does talk to me I'm bound to say something stupid and go red.	Look aloof and pretend not to care.
They will judge me just because my brother got into trouble at the school.	Angry		Prepare for trouble. Say 'You're only picking on me because of my brother.'

Fear	Feelings	Thoughts (predictions)	Behaviour
I know I'll hit them if anyone says anything about my dad being in prison.		I can't control my temper. We're all the same in my family. It's bound to happen.	
I'll get lost.	Worry/fear/anxiety	I'll look stupid and be late for lessons. The teacher will think I'm doing it on purpose.	
What if I don't understand something in class?		Everyone else will have understood because they are all cleverer than me.	Truant from lessons. Say 'This is too easy, I'm not doing this.'
I'm so clumsy. I'll drop my dinner tray.	Embarrassment/shame	It will go silent and everyone will look at me and laugh and call me names.	

- What are the consequences for the person in each case?
- What could you do instead to avoid a negative consequence in each case?

## Green set

### Curriculum and other links/follow up work

Subject area	Follow-up activities/ideas
Literacy, speaking and listening	<p>See exemplar lesson plan.</p> <p>Alternatives might be the NLS transition unit of work on <i>Kensukes's kingdom</i> by Michael Morpurgo (Egmont Books) ISBN 1405209488, which shows how a boy copes with a dramatically changed situation (for details see <a href="http://www.standards.dfes.gov.uk/primary/teachingresources/literacy">www.standards.dfes.gov.uk/primary/teachingresources/literacy</a>).</p>
Science	<p>QCA Unit 5A Keeping healthy, section 4 Exercising and section 8 Exercising and pulse rate: Investigate changes brought about by exercise, for example, breathing and pulse rate, representing this data in a variety of ways, using ICT where appropriate. Ask children to consider people who experience imposed change due to ill-health or disability and the similarities/differences in lifestyle that result.</p> <p>Unit 6A QCA Interdependence and adaptation: How do humans change the environment? What are the repercussions for the environment? Research and collect data, representing this data in a variety of ways, using ICT where appropriate.</p>
History, art and design	See exemplar lesson plan.
Geography*	<p>The lesson sequence based on <i>Access for all</i> for Year 4, in the Yellow set, may be followed up in Year 5 using activities which focus on the need for changes in the local environment. The children discuss how accessible local places are, and select part of the local area, for example, a shopping street or centre or a park, to study good access and areas for improvement. Using previously prepared photographs, they sort them into examples of good or poor access, for example, bins on the pavement, gentle ramp into shop, etc.</p> <p>In groups they plan an investigation of different aspects of their area, for example, access to buildings; pavement/pathway and parking access; signage and facilities such as toilets; people's attitudes towards accessibility. They decide how to record evidence, for example, on maps; taking photographs; using interviews or questionnaires. They undertake the field investigation.</p> <p>The groups prepare reports on their findings and suggest improvements that are needed. They check the Council and disability websites to see who is responsible for improvements and what is covered by legislation. Local officials are invited in and interviewed about local progress.</p> <p>The groups complete their reports, mount a display and organise a presentation to which the local councillor and others (such as planning officials, local business people) are invited.</p>

\*Acknowledgement: This activity is based on the unit *Improving the environment: Access for all* by Simon J Catling of Oxford Brookes University, Westminster Institute of Education. Written for the Geographical Association's forthcoming *SuperSchemes* series, edited by Paula Richardson and Emma Till, it is one of 26 print/electronic units offering primary teachers new activities and lesson sequences for the DfES/QCA Schemes of Work. For full details of the *SuperSchemes* series, click on the Early Years and Primary section at [www.geographyshop.org.uk](http://www.geographyshop.org.uk).

	<p>In other geography work, children can be asked to take on the role of people with different opinions and vested interests in the matter of proposed environmental change. After researching the topic from their viewpoint they prepare their case for a planning meeting. At the meeting, in role, they debate the different options and likely outcomes. This activity is adaptable to many situations including QCA Units 12, 15 and 20.</p>
RE	<p>See exemplar lesson plan, in which children consider how different religions mark important changes in the lives of children and adults.</p>
Citizenship/other	<p>Discuss the role of the children in Year 6 as monitors, school council officers, and as children who set an example to younger ones. What privileges and responsibilities come with being at the top of the school? What will be different and what will be the same in secondary school?</p>
ICT	<p>Set up e-mail links with partner secondary schools.</p> <p>Create a multimedia presentation or role-play/story-boarding software to explore feelings during a period of change. This could be related to any of the themes above. This could be done in small groups or as a whole class using your interactive whiteboard.</p>
Art and design	<p>Objective: As QCA Art and design Unit 9 Visiting a museum, gallery or site</p> <p>A key part of the year for Y6 children will be a visit to their new school. Encourage them to use their art skills to make use of this opportunity and produce images of people and the place. The process of doing this will provide time for them to reflect on the day. A range of media can be used, from pen and pencil to a digital camera; children could produce visual diaries to use as the starting point for written work or create class wall displays. The images could be used for a digital slide show (using software such as PowerPoint).</p>

## Green set

### Exemplar lesson plan: history, art and design

Theme	Changes Year 6
SEAL objectives	To explore the complex feelings associated with change To build the sense of belonging to a group, and personal identity
History objectives	To select and combine information from several sources To make links between changes and the causes of changes To recognise features of a period
Art and design objectives	To explore ideas and collect visual information To combine and organise visual qualities to suit intentions
Linked speaking and listening focuses	Y6 T3 S65: To use techniques of dialogic talk to explore ideas, topics and issues, for example, interviewing someone, using formal language
Suggested activities	<p>This sequence of lessons forms an Identity Project to support Y6 children in preparing for transition to secondary school. The lesson sequence is made up of distinct units which could all be used in the summer term or could be spread across the year or mixed and matched as desired. The sequence aims to answer the questions 'Who am I?' and 'How do I come to be living in this place at this time?'.</p> <p><b>Unit 1: Art and design</b></p> <p><b>Lesson 1</b> Resources: Internet access, art materials for design (oil pastels work particularly well)</p> <p>Part 1. Introduce children to the idea of Adinkra symbols (traditional symbols from Ghana, printed on cloth). The symbols represent aspects of a person's personality or position. The children can use the Internet to research the symbols, their meanings and how they are printed by searching for 'Adinkra'. Alternatively, you could print out pages of information in advance.</p> <p>Part 2. Children are asked to think about themselves, their skills, personality and interests. Are there any Adinkra symbols they feel represent them? Can they invent or use their own symbols to represent themselves? Discuss possible known symbols such as music notes or comedy and tragedy masks. What others could they use? Are there any animals that represent aspects of their personality?</p> <p>Part 3. Ask children to design a panel, about A4 size, to represent themselves using traditional or invented symbols or a combination.</p> <p><b>Lesson 2</b> Resources: fabric, equipment for printing or batik</p> <p>Using batik or printing techniques children prepare and carry out their designs on a panel of fabric.</p>

### Lesson 3

When all the panels are finished they should be joined together to make a banner to represent the class. It will be helpful if the teacher has a panel too. Discuss what characteristics, skills and interests are represented in the panels and therefore in the class. If this unit is done at the beginning of the school year, it can be useful to ask the children what they can contribute to the class during the year. Do they have particular skills in helping others with personal or work problems, tidying and organising, or preparing displays? A list can be drawn up which includes all the children and is then used during the year. This fits well with initial work on target setting and what the children want to get out of the year, showing that they have things to offer too.

**Unit 2: History** (this can form part of QCA History Unit 13 How has Britain changed since 1948?)

**Lesson 1** (if using QCA Unit 13, this forms the Enquiry stage after the first two lessons)

Resources: books, articles, videos relating to the Windrush and post-war immigration into Britain. Internet research – good sites are [www.learningcurve.gov.uk](http://www.learningcurve.gov.uk) and [www.bbc.co.uk/history](http://www.bbc.co.uk/history)

Part 1. Ask children to work in small groups with research materials to answer the questions:

Why did many people come to settle in Britain after the Second World War?  
What were the advantages for them and for the country?

Part 2. Report back and attempt to draw generalised conclusions from specific cases.

*Note:* You may want to extend this research over more than one lesson.

### Lesson 2

Part 1. Ask the children how many of them have moved house during their lives. Did they move to a different area, a different school, a different country? Use personal experiences to discuss what it was like, what were the hardest aspects, what things were most different.

Part 2. Link personal experiences to those of the immigrants of the Windrush era. What does the children's research suggest were the problems they faced? How would the changes they experienced have affected them?

*Note:* This discussion will necessarily involve discussing racism. The area is an important one and should not be avoided, although it needs to be handled sensitively.

Part 3. Ask children to either use their own experience of moving or imagine they arrived on the Windrush and to plan and write a poem about the changes they experienced.

### Lesson 3

Part 1. Ask children to think about their own families. Have they always lived in the same area? Did their grandparents? How much do they know about where they lived and what they did?

*Note:* This is obviously a sensitive area for children who are looked after by the local authority and children who have experienced family break-up. Alert

parents/carers about the activity in advance. Be open with the children about the difficulties they may have with the work they are undertaking and how they themselves may need to be sensitive when, for example, asking parents for information. As a last resort there is always the option of them helping a friend with their research but children will gain far more by investigating their own family history as far as they are able to.

Part 2. Explain to the children that they are going to try to research their own family history, going as far back as they can. Discuss what methods they might use, for example, face-to-face interviews with parents or grandparents, questionnaires to send to more distant relatives, or collecting copies of family photographs or documents.

Part 3. Ask children to prepare questions to ask relatives. Prepare a checklist of enquiries they can make.

#### **Lesson 4 onwards**

Over the next few weeks sessions will need to be set aside for children to write up their findings and organise their work into a folder or book. Much of the research has to be done individually and in their own time and children will need support and encouragement with this. They should regularly discuss how to review their targets, plan steps necessary to reach their goals, and identify and overcome obstacles.

#### **Unit 3: English**

Resources: *Boy* by Roald Dahl (Penguin) ISBN 0140318909, *Coming to England* by Floella Benjamin (Puffin) ISBN 0140380817

#### **Lesson 1**

Part 1. Remind children of work they did on biography and autobiography in term 1. Read the chapter 'First Day' in *Boy*, focusing particularly on the paragraphs describing his arrival and meeting with the headmaster.

Part 2. Discuss this section, referring particularly to the shark imagery. Ask children to work in pairs to discuss their own first day at school. Think of and record good descriptive words and phrases, including imagery, to describe what they saw, heard, felt and smelled.

Part 3. Share and discuss effective description.

#### **Lesson 2**

Part 1. Read chapter 1 of *Coming to England*, focusing on the first three or four pages. Discuss what Floella Benjamin saw, heard, felt and smelled and how she describes this early memory.

Part 2. Ask children to plan and write an account of their own early memory using description of how it affected their senses.

#### **Lesson 3 onwards**

Use examples from *Boy* and *Coming to England* to model writing for chapters in the children's own autobiographies. This can be illustrated with family photographs and could be bound with the family history to make a complete record of their lives and background. It also makes a good record of work for children to take to their secondary schools.

## Unit 4: Conclusion

### Lesson 1

Part 1. Refer back to the individual panels that make up the class banner. Each child in the class is represented there. As individuals they are the sum of their family history, background, upbringing and the early experiences that they have researched and written about.

Part 2. Refer back to the Windrush research. When people move they have to make many changes but they like to do some things the way they did before. Suggest and discuss things people might want to keep the same such as food, music, clothes, religion.

Part 3. Are there particular foods, types of clothing, family traditions, etc. that they feel particularly form a part of their identity? Record them. This might be on a secret piece of paper for themselves alone.

Part 4. Discuss how elements of stories, music, food, etc. travel with people and are adapted to form part of a new culture. Ask the children what they enjoy in their culture that they can trace to another, e.g. Chinese or Italian food, reggae or other music.

### Lesson 2

Resources: pieces of ribbon or tape about 50 cm long that can be written on

Part 1. Give each child three pieces of ribbon. Say that they represent their past, present and future. On the ribbon representing their past they should write words that represent their family background, heritage and ancestral culture. (They can use some of the things recorded on their secret paper.)

On the ribbon representing their present they do the same thing to represent their present situation. This may include their family position, aspects of their culture, hobbies, anything they feel is relevant to themselves.

The future ribbon can contain things in the known future, such as a new school, hopes and aspirations and perhaps question marks for the unknown.

Part 2. The three ribbons are plaited together, keeping the information on them secret. They can be labelled with the child's name or personal symbol.

Part 3. The life braids can be hung up in the classroom. Discuss how each child is represented by their own past and present and how these will inform their choices and goals in the future.

## Green set

### Exemplar lesson plan: literacy, speaking and listening

Theme	Changes Year 6 Term 3
SEAL objectives	To develop strategies for coping with change (moving to secondary school)
Linked literacy unit of work	Extended narrative. Quest story from Y6 planning exemplification.
Literacy objectives	Y6 T10, T11, T14, S4, W1, W2, W3
Outcome	A list of potential problems and suggestions of how to deal with them.
Linked speaking and listening focuses	Y6 T3 S65: To use the techniques of dialogic talk to explore ideas, topics or issues
Text	Quest story written collaboratively by class and/or other stories in this genre. This could be the 'Barrowquest' story from the Y6 planning exemplification. In this extended narrative writing unit children collaboratively write a quest story with a number of choices (available at <a href="http://www.standards.dfes.gov.uk/primary/literacy">www.standards.dfes.gov.uk/primary/literacy</a> ).
Text themes	Selecting a course of action from several possibilities and exploring the potential consequences of each. Discussing which of the choices would be the best.
Possible focuses for response to this text	<ul style="list-style-type: none"> <li>• Ideally, the children should have read and/or written stories where the main character is presented with a series of choices, each choice offering a different route through the story, using multimedia or presentation software to create a branching story.</li> <li>• Children are asked to think ahead and imagine their first few weeks at secondary school, then individually write down a concern or an issue that they think might arise, for example, not understanding the homework that's been set, forgetting their PE kit or other equipment, getting lost in the new school, worries about the journey to school, how to make new friends if there are no other children from their primary school in their tutor group. These could be written anonymously after a brief general introduction.</li> <li>• The concerns are read out by the teacher and six or seven common ones are selected. Working in groups, each group of children is allocated one of the concerns and asked to use the problem-solving strategy to think of four different courses of action that could be taken, for example, if the problem is not understanding the homework set, four possible courses of action could be: (i) ask a friend to explain it; (ii) not do the homework and get your parent to write a note saying you didn't understand it; (iii) go and ask the teacher who set it to explain it again; (iv) talk to your form tutor about it.</li> <li>• Having identified and noted down four possible paths, the next step would be for each group to discuss the possible consequences of following each, i.e. what might happen.</li> <li>• In a feedback session, each group presents to the class the problem it was allocated, the four possible courses of action they decided on, and the possible consequences of each of these. The whole class could then discuss and decide which course of action would be the best to take, and whether it would sometimes be advisable to follow two of them (for instance, speaking to both the form tutor and the teacher in the example outlined above).</li> </ul>

	<ul style="list-style-type: none"> <li>● If the school is making arrangements for children about to make an internal transition from nursery to Reception or from KS1 to KS2, the Y6 children could be involved in supporting this, for example through buddying or contributing to an assembly, and could relate their own concerns about transfer to a new school to younger children's worries.</li> <li>● As preparation for saying goodbye to their primary school, the children could be asked to keep an informal journal for a few weeks where they can enter their thoughts, either as unstructured reflections on what they have learned and achieved so far, or under headings such as 'What I'm looking forward to at my new school' and 'My concerns about my new school'.</li> </ul>
Alternative/additional texts with themes related to changes	<p><i>Journey to the River Sea</i> by Eva Ibbotson (Macmillan books) ISBN 0333947401</p> <p><i>Goodnight Mister Tom</i> by Michelle Magorian (Penguin) ISBN 0141301449</p> <p><i>Back home</i> by Michelle Magorian (Puffin) ISBN 0140319077</p>

### Exemplar lesson plan: RE

Theme	Changes Years 5 and 6
SEAL objectives	<p>To understand feelings associated with changes in our lives</p> <p>To understand the importance of changes in people's lives</p>
RE objectives (linked to the non-statutory national framework)	<p>AT1: To describe the variety of practices and ways of life in religion and understand how these stem from and are closely connected to beliefs and teachings</p> <p>To use specialist vocabulary in communicating their knowledge and understanding</p> <p>AT2: To respond to challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</p> <p>To reflect on what it means to belong to a faith, community, communicating their own and other responses</p>
Suggested activities	<p><b>Lesson 1: Investigating change in religion</b></p> <p>Invite the children to bring in pictures of themselves as babies. Display these and ask the children to work out who is who.</p> <p>Part 1. In small groups ask the children to discuss changes in their lives since being born. Draw up a chart of key events (e.g. starting school, moving house, new brothers/sisters, etc.)</p> <p>Part 2. Use photographs and/or CD-ROM to recap on special moments in religion they have previously covered, for example, birth ceremonies. Where appropriate, enable children from a faith background to talk about the importance of birth ceremonies within their religious tradition. Introduce the idea of change in religion in terms of transition from childhood to adulthood. Options could include confirmation within Christianity, bar and bat mitzvah in Judaism and the khalsa ceremony in Sikhism.</p> <p>Show the children artefacts associated with the ceremony and ask them to reflect on their significance. Encourage them to use specialist vocabulary, for example, communion, torah, guru, granth sahib, accurately.</p> <p>Part 3. Ask the children to reflect on what they consider to be important differences between being a child and an adult.</p> <p><b>Lesson 2: Focused tasks</b></p> <p>Children in pairs/groups research one ceremony in religion which signifies change, making appropriate use of ICT. Key questions could include:</p> <p>What happens at this special event?</p> <p>What special words are said?</p> <p>Why is the event important in the religion?</p> <p>How does the event demonstrate change from childhood to adulthood?</p> <p><b>Lesson 3: Conclusion</b></p> <p>Children present their findings using a range of media – photographs, storyboard, use of ICT.</p>

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