The Child's Eye

Using film in Personal Social and Health Education in primary school to explore childhood emotional development
The Child Psychotherapy Trust

The Child Psychotherapy Trust is a national charity that helps emotionally damaged children and young people and their families. The Child Psychotherapy Trust:
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- Provides information about children’s behaviour and emotional development to parents and others working with children and families in the community
- Funds child psychotherapy training
- Runs child psychotherapy projects which benefit the mental health of children.

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The child’s eye project

All children need to be able to think about and talk about their feelings. The child’s eye project focuses on the medium of film to illustrate and explore the emotional development of children and the effect of early experiences, good and bad, on their adult life. We hope that teachers will find these materials helpful in understanding a child’s state of mind and that they will provide an interesting opportunity within PSHE to help children explore and make sense of the world they are in.

The materials are designed to support a child’s learning and literacy. It is important to recognise that they are not designed to explore or discuss emotional problems and experiences in depth – special training and resources in the school would be needed to do so. The materials may not be appropriate if a teacher is unfamiliar or uncomfortable with the approaches described here. Teachers often become aware of a child’s problems and difficulties in the normal course of events. If this is the case when using these materials the teacher should follow the normal school procedure to ensure the child is helped.

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Front cover illustration: The Indian in the Cupboard, Omri meets Little Bear for the first time

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The pressure on the curriculum over the last few years has meant that time – time to talk to pupils, for Circle time activities, time to discuss important events in the life of the child, the school or the wider world – has been severely restricted. The value of Personal Social and Health Education is that it can help children to develop self-awareness and social skills, which may go hand in hand with improvements in their literacy and numeracy.

*The Child’s Eye – Using film in Personal Social and Health Education in primary schools* is a booklet introducing the use of film to support Key Stages 1 and 2 in the PSHE curriculum. It is designed to link in with and enhance the curriculum and provide an opportunity for children and teachers to discuss childhood emotions and experiences in a well-structured educational setting, thus facilitating work in a classroom setting on emotional issues that arise within PSHE. The curriculum follows the pattern of children’s developmental stages and important emotional and behavioural issues are identified within it such as friendship, loss and change, fear, joy and empathy, all available to be explored in an interesting and educative way using the medium of film.

One of the learning outcomes expected for the child is the ability to reflect creatively during the session on simple emotions shown in the film clips and then to describe them. The use of group-work and Circle Time\(^1\) is suggested as an effective approach. Interaction between children themselves and between child and teacher is more likely using Circle Time and similar techniques.

Two films easily available on video and especially suitable for follow-up work in PSHE have been selected for use with primary age children – *Charlotte’s Web* and *The Indian in the Cupboard*. These films found a favourable response during the pilot stage and a summary of some of the observation reports from the pilots is included as Section 6.

Film, by which we mean cinema, television and video, is one expression of the world around us and can provide insights into a wide range of cultures and situations and stimulate debate around them. Watching film in a supported teaching environment can be an excellent resource to help children think about themselves and their relationship to others. In fact, children already spend a considerable amount of their leisure time in front of the small screen; for example, children between four and 15 watch about 18 hours of television a week.\(^2\) Over four in every five 6–17 year olds watch videos; on average they spend just under two hours on two or three days a week doing so, and of course they go to the movies. It is important therefore to develop skills in media literacy along with literacy skills, especially as the two can support each other.
Developing the materials

The materials were developed over 18 months with contributions and comment from institutions and individuals involved with film, education and therapy. A feasibility study was carried out consisting of 30 interviews with teachers in primary and secondary education and professional advisers, in order to establish both the ways in which film could be used to support the National Curriculum and also in which subject areas film could be used to most benefit. The results of the feasibility study suggested that a resource package using film would be of particular use in PSHE. It was felt that PSHE could raise awareness and encourage progress in thinking about emotional issues, presenting both an opportunity and a challenge. The possibility of an additional resource using film was warmly welcomed.

The ideas and materials were piloted over four to six sessions in each of three primary schools in the Hackney Tower Hamlets area: Bangabandhu Primary School, Sebright Primary School and Northwold Junior Mixed and Infants School. Particular attention was paid to the needs of the teachers and the methods and approach they used. This stage of the pilot gave important information about the practicalities of using the material for both teacher and children. From the start it was envisaged that the resource should be flexible enough to suit the teacher’s own style of teaching and experience. Observers attended all the pilot sessions and a child psychotherapist was available to the teachers. We hope you find the observation reports of the pilot sessions useful. The draft materials were circulated to the teachers involved and to a group of relevant professionals for comment, and amendments made accordingly.

The final draft was sent to 25 schools throughout the UK that had expressed an interest in the materials for comment. These schools offered a variety of settings including special needs.
Starting school

The transition from home to school involves crossing a boundary from early childhood, where the focus is primarily on the home and parents, to a wider world where the child will have relationships and interests independent of the parents. Children are ready for this step at different ages. Some children have older siblings, or have led a sociable early life and may be ready at about four for the crowds of children, and the books, learning and play to be found in the structured setting of school. Other children will have led a more sheltered life and may not be ready until they are much older. They may also need a ‘settling in’ period.

It is quite normal for children to find this transition difficult and this may be expressed through a range of different behaviour. It is common to cry and cling or return to ‘baby’ habits, such as thumb sucking, bedwetting or ‘accidents’ at school, tantrums and baby language. It is as if the child is giving the parent the message that he wants to go backwards, not forwards. Parents can also have mixed feelings about the separation. They may be sad or jealous, unwilling to let go and move on. They may be unaware that they are failing to give a confidant and encouraging signal to their child, thus allowing him too to move on.

It is very common, both at home and at school, to see a big difference in moods, so that the child is sometimes dependent and sometimes independent, a little baby one minute and a bold four-year old the next. Sometimes parents are amazed to hear how confidently their child is managing at school when what they see is a demanding ‘little’ child at home.

Charlotte’s Web: Fern has saved Wilbur
The young child’s ability to settle into primary school depends to a large extent on the emotional picture – if he is too full of worries and anxieties connected with home, he will not feel ready to take in all the new learning experiences of school. Teachers in the early years of primary school understand that many children in these years need easing into the demands of school, and also that if they can establish a good partnership with the parents the child is more likely to do well.

During this time at school the child will have a lot on his plate. Not only will he be developing, and learning to master new skills and interests, but he will also be learning to manage his emotions in a large group, often with only one adult to attend to the needs of 30 children. This is likely to be disappointing and frustrating at times. The child is struggling to get on with his new peer group and learning to accept the rules and boundaries of the new school. He is also likely to come up against the hard truth that he is not as powerful or as important to others as he may have thought he was. The schoolchild will be moving towards independence, but he still needs to touch base at home. He has a continuing need for love, support, encouragement and empathy from those significant and central adults in his life.

The children who cause most concern to the parents and teachers of primary school age are generally those who act in provocative ways, who fail to concentrate on and attend to the task in hand, who are restless or disruptive, who irritate other children and the teacher, who demand attention, but do not seem able to pay attention. These children cannot tell us in words what is the matter and say how they are feeling, but instead have to show us what they feel by their behaviour, which is often challenging.

Because they behave in immature ways, we often find children like these hard to deal with. Perhaps they had the disadvantage of being moved from foster home to foster home. They may have suffered a loss, had multiple caretakers, or have been in some other way neglected or abused. Their homes may appear to offer every advantage, but their parents may have been in some way preoccupied or distracted. For whatever reason, then, the child may not have experienced the attentive care that he needs if he is to respond to new educational and social demands in ways appropriate to his age.

Through the intimate exchanges involved in feeding, toileting, and becoming mobile for example, a child develops emotionally, learning to feel, think, and relate to other people. Learning all this is a complicated business and involves coming to terms with all sorts of frightening possibilities – for example being hungry, or being away from the people who provide love and security. Families help children to weather such anxieties as these and to lay the foundations for a feeling of confidence in their ability to cope.

**Children at school**

School is the single most important place – apart from their home – in the lives of most children. What they make of the experience will play a vital part in their lives and will help determine their academic, social and, probably, occupational future.

Like the home before it, schools are responsible for providing a safe environment in which children face a new collection of anxious issues to do with the widening world away from home, where they have to manage on their own in a much larger group of adults and children.

Children are likely to face a range of anxieties, often to do with being different in some way relating to race, culture, religion, financial circumstances, physical or mental abilities. Anxieties may be felt where the differences seem minor to an outsider, for example, where the child has to take medication, or is overweight. Children may experience bullying, teasing, being excluded or isolated from friendship. They may face anxieties about what the school, or a particular teacher expects of them.

Schools carry on from families both in setting challenges, but also in providing experiences that can help the child meet them, and can provide children with alternative ways of managing the difficulties that life presents to every person.
Section 2
Personal Social and Health Education and citizenship

The scope for considering childhood emotional development

Primary schools should provide an environment in which children acquire skills, knowledge and values that will help them to become effective, independent individuals, capable of making well-founded choices and establishing healthy relationships. PSHE can foster a child’s successful growth and emotional development from these primary years through adolescence and into adulthood, making a contribution to society as a whole by contributing to the quality of life of each pupil and helping that pupil to be a confident learner. PSHE is not just a scheme of lessons, but a whole range of experiences within the school that should develop pupils’ self-esteem and their consideration for others. This is usually known as the ‘whole-school approach’ when the ethos of the school tries to reflect these principles.

The quality of school life for a young person is influenced by their relationships with their peers, and teachers and other school staff, as well as family members and others outside of school. If all goes well these relationships can build a sense of worth and foster positive participation in education. At their worst, they can lead to a negative self-image and an experience of school as threatening and turbulent. PSHE can help by providing an opportunity to discuss joyful emotions and experiences and more difficult ones – for example – bullying and being bullied, aggressive behaviour, misuse of drugs, or simply isolation and withdrawal as well as other problems that children can experience: problems with families, divorce, violence in the home, instances of verbal abuse, low self-esteem, and racial and other prejudice.

Areas covered in Key Stage 1 5-7 year olds

At Key Stage 1, it is hoped that PSHE will help children to cover the following areas:
- Emotions identifying and naming emotions as well as causes and situations
- The body identifying parts of the body and understanding gender
- Drugs appreciating the differences between drugs, medication and sweets
- Friends and family identifying friends or family; cultural awareness of families different from their own
- Bullying what it is and what emotions children experience as the bully or the person who is bullied.
- Loss and change what happens in the family or at school.

Areas covered in Key Stage 2 7-11 year olds

Key Stage 2 involve looking in more depth at the following areas:
- Friendships empathy and appropriate forms of relating
- Parenting families and parenting
- Puberty associated feelings and emotions and awareness of changes leading to sexual maturity
- Drugs smoking, alcohol, harmful and illegal substances
- Bullying causes and effects
- Culture religion, age and tolerance and diversity
- Loss and change what happens if someone dies in the family or at school
How can film help as a tool and resource in PSHE?

Film is a dynamic, absorbing and accessible medium which children find familiar and engaging. They identify strongly with the protagonists in films and the situations in which they find themselves. Many films appear to be simply sources of entertainment but if one looks at them more closely it is clear that they are in fact exploring personal issues.

Watching a film and then focusing on chosen clips may well lead to discussion at a deeper level. Film is a rich source of stimulus and debate and has great educational value if used intelligently, with the capacity to develop children’s emotional, intellectual and imaginative abilities. It is an excellent starting point for discussion and activity for all children, regardless of their educational ability.

Children develop an ability to ‘read’ the moving image from an early age and are very adept at interpreting films. This is because they spend a considerable amount of their leisure time in front of the small screen. Some useful work is already being done on tying film in with the work going on in the Literacy Hour in schools. For example, children may be required to link a book to its film. They may also have to write about personal experiences linked to a variety of similar incidents from stories; express views about stories; or discuss characters’ feelings, behaviour and relationships.

Children can be helped to recognise common themes in texts – for example good overcoming evil or the value of friendships. This can lead to a discussion on what a story means personally to the children. The use of film to illustrate these areas benefits both teachers and children.

The section below on understanding and interpreting film applies particularly to Key Stage 2.

Understanding and interpreting film

Film is a language in itself and one that can be understood at many levels. It is a visual medium – a way of telling a story using moving images and usually a soundtrack. The process of making a film is a collaborative one involving a team of people – writers, camera operators, producers, actors, designers and a director. Key decisions have to be made along the way which ultimately affect the look and content of a film and how it can be interpreted and ‘read’. Looking at a film one can talk about the length and angle of shots and the juxtaposition of scenes; the use of colour; the design of sets and costume and the lighting; the choice of actors; the music, dialogue and sound effects; the setting and location selected, and the way the film has been edited to create the narrative.

Learning to understand these aspects of the film provides an ideal opportunity to prepare the children for further discussion at a later stage about the meaning of the film. It is worth pointing out that the ‘meaning’ of a film is not and never can be fixed. There may be broad agreement as to what the film is about, but when it comes to the fine-tuning of feeling and deeper responses, each person watching a film will interpret it in their own way.

Camera movement

Different ways of using the camera, for example shots from a high or a low angle, can give information about when and where something is happening – by throwing light on the role of the character and his or her reaction, or drawing attention to something in order to create a mood, impression or feeling.

Mise-en-scène

This term is widely used in film culture and refers to what is actually in the scene. When you watch a film everything appears in the frame and each member of the audience feels
Films for use in PSHE

A wide range of films is available for use in PSHE, suitable for different stages of development and to explore different emotional issues. Some of these films may well be linked to books the children are currently reading. The emphasis in these materials is on Key Stage 2. When choosing a film teachers should be sensitive to cultural issues; in some cultures, for example, a film like Charlotte’s Web, where the hero is a pig, may cause offence.

However showing such a film may offer a valuable opportunity to discuss issues that may arise from it which may be stimulating and thought-provoking.

Make it clear to the pupils why this particular film has been chosen for them and what you hope they will gain from the lesson.

Films – Key Stage 1

Feature films
- A Little Princess (Alfonso Cuarón, 1995, U) Once wealthy and privileged Sara Crewe resists all attempts to break her spirit after her father’s death and the loss of her fortune.
- Babe (Chris Noonan, 1995, U) A charming, eccentric and funny film about a little pig who succeeds against all the odds through his own ability and the support of various friends in the farmyard.

Animated films
- Bambi (Walt Disney, 1942, U) A poignant parable about the cycle of life as reflected in the growth of a young deer.
- Beauty and the Beast (Walt Disney, 1991, U) An independent-minded and witty reworking of the traditional fairy-tale with a resourceful, vigorous and bookish heroine.
- Charlotte’s Web (Charles A. Nichols and Iwao Takamoto, 1973, U) A film which charts the life cycle and explores the value of friendship and loyalty as well as dealing with grief.
- The Jungle Book (Walt Disney, 1967, U) Abandoned as a child, Mowgli is raised by wolves and experiences many adventures until he re-enters human society.
- Pocahontas (Walt Disney, 1995, U) In spite of taking liberties with historical fact, this breaks the mold and introduces a very feisty and capable young heroine who both saves Captain Smith’s life and brings peace between the Native Americans and the settlers.
- The Lion King (Walt Disney, 1994, U) Simba, a young lion, expects to rule one day but is disgraced and banished through the machinations of a rival. He has to go through many difficulties on his road to maturity before he finally regains his throne.
- Pinocchio (Walt Disney, 1940, U) A brilliantly crafted and emotionally rich story of the little wooden puppet who learns the hard way how to be a real boy.
Films – Key Stage 2

Feature films
- *The Borrowers* (Peter Hewitt, 1997, U) The world of the tiny folk called the Borrowers who live off domestic scraps under the floorboards of the Lender family is turned upside down and they need all their considerable resources to save the day … a triumph of the small over the large.
- *Danny the Champion of the World* (Gavin Millar, 1989, U) Rural conservation and green politics are at the heart of this story about widower/poacher William who lives in a caravan with his nine year old son Danny. They are forced to fight the local landowner and bully Mr Hazell for their home and livelihood.
- *The Indian in the Cupboard* (Frank Oz, 1995, U) A very positive film which champions the validity of unfamiliar cultures and the importance of empathy and understanding.
- *The Railway Children* (Lionel Jeffries, 1970, U) An affectionate homage to golden Edwardian days but also a timeless, magical account of resilience and generosity of spirit in the face of family problems.
- *The Witches* (Nicolas Roeg, 1989, U) A strange and sometimes scary tale of witches with an evil plan to turn all the children of England into mice. They are foiled by Luke the young hero and his Norwegian grandmother.

Animated films
- *Charlotte’s Web* (Charles A. Nichols and Iwao Takamoto, 1973, U) A film which charts the life cycle and explores the value of friendship and loyalty as well as dealing with grief.
- *Toy Story* (1995, John Lasseter, PG) A visually stunning and bravura film about two rival ‘toys’ who are forced to form an alliance to combat an enemy and in so doing become real friends by setting aside their differences and learning respect for one another.
Charlotte’s Web  Key Stage 1

We will now look in detail at Charlotte’s Web, which has been chosen to illustrate the use of film for Key Stage 1.

This is an animated film based on E B White’s classic book. It addresses the fundamentals of emotional experience – love and dependence, loss and death, growth and change. The story begins with the discovery by eight year old Fern that her father is about to kill one of the newly born litter of pigs because it is a runt. She is upset and her father lets her raise the pig, which is subsequently named Wilbur. He thrives but is then sold on to her uncle’s farm. Wilbur is bored and lonely there despite the community of animals around him until he makes friends with the wise spider Charlotte.

When once again Wilbur’s life is in danger Charlotte saves his life by weaving words about him in her web. She believes that if she makes Wilbur famous his human owners will not want to kill him. She achieves this and saves him. At the same time, however, her life cycle is nearing its end – the time is fast approaching when she will lay her eggs and die. Wilbur must come to terms with losing his friend and bring up some of her babies. He has developed from being a helpless newborn piglet to an independent creature able to look after others as well as himself.

The film is both playful and serious in its coverage of themes like love and self-sacrifice, dying and rebirth and the chain of life, laying stress on the importance of writing and the power of story-telling itself. Various clips of key scenes in the film can be looked at in some detail to explore these themes.

First clip  
approximately 10 minutes into the film
The scene in the kitchen when Fern’s father wants to kill Wilbur. This scene explores Wilbur’s fear and terror at nearly losing his life.

Second clip  
approximately one hour into the film
Charlotte weaves the web of words ‘Some pig’ that saves Wilbur’s life by making him a local hero. This scene demonstrates the power of words.

Third clip  
approximately 1 hour and 18 minutes into the film
Wilbur’s experience of the grief of losing Charlotte who saved his life and became his friend.

Fourth clip  
approximately 1 hour and 26 minutes into the film
Wilbur helps to bring up some of Charlotte’s baby spiders. He still misses her but has gained understanding and acceptance of the life cycle.
The Indian in the Cupboard
Key Stage 2

The Indian in the Cupboard has been selected for Key Stage 2. The film is based on Lynn Reid Banks’ book and is the fascinating story of Omri, a nine year old boy who is given an old cupboard by his brother for his birthday and a magic key by his mother. Omri’s friend Patrick gives him the small plastic figure of an Indian, which he puts in the cupboard. The next morning the figure has come alive.

Omri has an independent but also caring nature and as the story develops we see him grow in his understanding of the plight of the little Indian who is proud and fierce but also very vulnerable. Omri makes the mistake of sharing his extraordinary secret with Patrick who gives him a second plastic figure, a cowboy called Boone, who comes alive too. This gives rise to dangerous rivalry between the cowboy and the Indian – a situation further exacerbated by Patrick’s lack of a mature and responsible attitude which causes him and Omri to fight.

The film charts different emotionally charged situations that deal with death and loss, prejudice and bullying, racism, conflict and growing-up. Once again various key moments in the film can be highlighted for more in-depth discussion.

First clip
*approximately 12 minutes into the film*
Omri tries to make friends with the little Indian who is at first very frightened and aggressive towards him. Omri begins to learn how to take care of his new friend.

Second clip
*approximately 39 minutes into the film*
The scene where Omri inadvertently causes the death of the old Indian and which shows how he and the little Indian have different ideas of a funeral for him.

Third clip
*approximately 48 minutes into the film*
The scene where the cowboy and the Indian meet for the very first time and have no understanding at all of each other, but only prejudice.

Fourth clip
*last seven minutes of the film*
This scene shows the friendship and respect the cowboy Boone and Little Bear have developed for each other. Their shared experience of being in Omri’s world has united them.
they are looking through a window onto a scene that they alone can see. But as we know, what is in the scene has been carefully arranged so that the audience will experience the film in a certain way. Every scene in a film could have been arranged differently – the director had many possible choices.

**Lighting and colour**
Lighting in a film is very important as it conveys the mood or atmosphere of a scene – low lighting, ie sharp contrast between light and dark areas can be interpreted as mysterious, whereas high-key lighting creates a more ‘realistic’ effect.

**Sound**
The use of sound and special effects, and the music in particular, works directly on the audience’s emotions. The theme songs used in film often give a direct indication of the director’s intentions. Sound both on- and off-screen is important in conveying information to the audience – a telephone that rings, footsteps, children laughing outside a window ...

*The Indian in the Cupboard: Omri meets Little Bear for the first time*
Practicalities
Ideally a room should be used that is big enough for the children to watch the film in its entirety as a group. This room can then also be used for the children to be together in a large group for Circle Time or split off into smaller groups for their other activities. It is important to state at the beginning of the sessions how many more sessions there will be and how long they will last.

Note: If you think it would be useful for the class to see a film in a cinema, some cinemas offer special rates to schools.

Introducing the subject
For the first session show the whole film to the group. It is often helpful to direct children’s viewing from the outset by getting them to name some feelings and then asking them to look out for these and others while they watch the film. Give time after this session for the group to respond and talk about the emotional issues, and any feelings that the film has stimulated. Most teachers will have classroom rules or Circle Time rules that include ‘listening to each other’, ‘not interrupting’, ‘respecting everyone’s contribution’, and ‘having the right to pass’. These rules and boundaries should be reinforced from the start. If the discussion takes place in small groups, each group might like to choose someone to report back. This part of the activity is probably more suitable for Key Stage 2.

The teacher’s role
The teacher’s role is that of facilitator. He or she should structure the discussion so that the children can discuss freely, build teams, and solve problems. It is vital to encourage the positive. If someone is behaving badly help the other children to see something valuable in their attitude, but, if necessary, re-state the rules or boundaries of the group.

It is sometimes difficult to know what to do when a child says something personal in a classroom context. The best option is usually to listen and, if need be, repeat what they have said, taking care to focus on the feeling that lies behind the statement. For instance, some teachers reflect back using words like ‘It sounds as if you feel … I am aware that you feel … I can see that you feel …’

There may be children in the group who are not interested or who do not feel part of the discussion at that particular time. They may even try to undermine what is going on. It is important to reinforce boundaries from the beginning through the ground rules but also to tolerate their attitude.

Reflection
At the end of the session teachers should help the children reflect on what they have learned about the films and, in the case of the older children, what they have learned about their own feelings.

Approaches and techniques – some possible activities
In subsequent sessions other approaches to the film may be explored such as:

- Circle Time
Circle Time is an opportunity for the children to find out more about themselves, what they are capable of and how they relate to one another. The discussions in Circle Time can be serious, yet lively and fun too. It is an opportunity for feelings to be discovered, explored and accepted. Children realise that the better they understand themselves, the better they will understand others.

There are certain rules for Circle Time to ensure the whole class feels empowered and responsible – only one person speaks at a time and for this reason, the children sit in one large group and they pass round a small token. Only the one in possession of the token can speak. The token is then passed on; all
children have the right to pass without comment.6

- New shoes
In the films there are a number of characters the children can identify with, perhaps because they remind them of members of their family, their peers, some other person or indeed themselves. One way of exploring these relationships is to act them out. This develops the children’s ability to empathise with others. The children divide into small groups and choose a scene to act out in which they are to ‘put themselves in someone else’s
shoes’. Before starting their ‘play’, it is helpful to draw out something about each character. How are they feeling and why? How will a particular event make them behave?

After the role-play the children can be asked a range of questions about their role. If a problem is being acted out they might be asked to identify what problem it is and offer another way to resolve it.

- *I feel like … I felt like …*
  Take a theme such as ‘loss’ from *Charlotte’s Web* and encourage the children to imagine a situation where they have felt like Wilbur or Charlotte at a point of crisis and ask them to begin a sentence: ‘I feel like Wilbur because …’ or ‘I felt like Wilbur because …’

- **Making an image**
  The pupils can be asked to draw, paint or make a sculpture of themselves in the image of characters they have identified with in the film. These images may well link to deeper feelings in the children as well as to their responses to the film itself.

- **The debate**
  The teacher makes a statement like ‘One of the pigs is a runt and will never amount to anything …’ and then suggests that the class divides into two smaller groups to debate this issue according to whether they agree with the statement or not. The children can then be encouraged to discuss their opinions among themselves.

- **The phone**
  Passing a phone round in a circle so that the children can speak into it about their feelings. At the other end of the phone there could be a character from the film or someone else of their choice. This activity is probably more suitable for Key Stage 2.

- **Keeping a diary**
  The child makes a diary, secret or otherwise, with the choice of whether to put in drawings, words and thoughts, or both.

- **Parrot on the shoulder**
  If the children form a freeze-frame or tableau in a group, someone from another group can put their hand on the shoulder of one of the characters and say what they think this character is thinking.

- **Corridor of conscience**
  If one of the characters in the film is faced with a decision, one child is chosen to be that character. The other children form a tunnel or corridor through which the character has to pass. As he or she goes through the tunnel each of the children says what he thinks that character should do in that situation. This process can build from whispers to a cacophony of sound – of different, opposing opinions. When the character reaches the end of the ‘corridor’ they have to make an instant, final decision as to what they are going to do.
Section 5
Assessing the learning outcomes

Learning outcomes of Personal Social and Health Education

Learning outcomes are partly based on assessing the opportunities which children are given to develop skills, increase knowledge and understanding and express attitudes and values. Pupils can be helped to:

- develop self-awareness, positive self-esteem and confidence
- develop a healthy lifestyle
- learn to keep themselves and others safe
- develop effective and satisfying relationships
- learn to respect the difference between people
- develop independence and responsibility
- play an active role as members of society
- make the most of their abilities.

See Appendix for Passport:Framework for objectives PSHE Learning Key Stage 1 and 2.

Potential outcomes for Personal and Social Development at Key Stage 1

The approaches described above can help children to develop mature values and attitudes, for example:

- being able to be positive about themselves
- taking responsibility for their behaviour in class
- showing respect to others by listening to them and taking turns.

and to gain in knowledge and understanding by:

- discovering that joining in a large or small group is fun
- recognising and naming feelings
- learning that everyone has feelings which should be respected
- learning to think back over experience and evaluate it and their response to it.
Potential outcomes for Personal and Social Development at Key Stage 2

Children can develop mature values and attitudes, for example:
- taking responsibility for their behaviour in a group
- showing respect for other people by listening to them
- being sensitive to the feelings of others who have behaved negatively
- working with others and taking turns.

and to gain in knowledge and understanding by:
- being able to talk about their own personal experiences
- recognising and naming feelings in relations to those experiences
- knowing that joining in with a group helps you understand other people.

The children can assess themselves and each other. The teacher can assess his or her own role as well as the children’s understanding and experience of the session. All the approaches and techniques described in Section 4 can be adapted for individual circumstances.

You can look for examples of:
- pupils’ ability to explore personal issues represented in the film
- their ability to relate experience from their own lives to the issues portrayed in the film
- whether they have learnt new words for feelings or concepts understood from the film.

You can ask the children:
- What happened in the session?
- How did you feel in the session?
- What did you learn from the session?
- How can you apply what you have learned?

You can use film:
- as a stimulus for debate and discussion of PSHE issues
- to develop literacy and media-literacy
- to encourage emotional literacy in children.
**Key Stage 1**

**Sebright Primary School**  
**6-7 year old mixed class**  
**Teacher** Mrs Hassinin  
**Film** Charlotte’s Web

**First observation**

**Session** 40 minutes  
The children had watched the film in its entirety the week before. All 18 of them formed a big circle. They were asked questions about the story-line and the different characters, and what aspects of the film and special moments had stayed with them. They then went to their tables and drew pictures of one of the characters in the film.

When they had finished they went back to the circle. Each picture was held up and the child who had drawn it talked about why they had chosen that character. They spoke about Charlotte, Fern, the horse, and the goose. The teacher said that the children could draw their own ‘webs’ and write words that were important to them, as Charlotte had done for Wilbur with her ‘some pig’.

They were then asked if they had enjoyed the cartoon. All said they had except one little boy who said it had made him feel ‘sick’ when the farmer wanted to kill Wilbur.

**Second observation**

**Session** 40 minutes  
This was conducted entirely as Circle Time. The children were asked to think about what Wilbur would be feeling when the farmer wanted to kill him. Words came up such as sad, frightened and unhappy. They were asked if there had been moments in their own lives when they had felt like that, and this made them bring up instances of watching adults fighting in the street, and fights in their own homes. The teacher did not pursue this further but simply acknowledged how scared they must have been; she did not want to draw out more information in a public arena. They also mentioned being bullied by other children, being threatened with being put in dustbins or down in the basement with rats. They talked of other alarming incidents like being nearly run over, and giving a sister a lift on a bike and her falling off. One child had been lost and felt frightened for a short time.

The teacher finished the session by asking the children to name other more positive emotions in the film.

**Third observation**

**Session** 40 minutes  
The teacher showed the clip from the film where Fern looks after Wilbur and nurtures him. She asked the children what Fern had done to show her love for Wilbur. The children talked about Fern feeding, protecting, bathing and kissing him, tucking him up in bed, saving him from danger, singing to him and respecting him. The teacher asked the children how their mothers showed them love, to which they responded by naming similar things that their mother did.

The children were then asked to form six groups and act out, as a group, feelings demonstrated in the film. They had to act out a word of their choice like ‘hugging’, ‘kissing’, ‘playing in the park’. At a certain point they were asked to ‘freeze’ and the other groups had to guess the word.

The children then re-formed into the big circle. They were asked what words they associated with being shown love by their mothers and came up with a variety – wicked, brilliant, wonderful, terrific, beautiful, perfect and cool.

The class was slightly bigger than usual because another teacher was absent but three assistants were present as well as the teacher.
Fourth observation

Session 40 minutes
This session explored losing people either through their moving away or through death. It was held as Circle Time.

The teacher asked the children what the saddest moments were in *Charlotte’s Web*. They said it was when Wilbur faced death and also when Charlotte died. The teacher talked about losses in her life and asked the children to think about their losses or separations. One child spoke of the death of her grandfather, of the death of a grandmother in a car crash, of friends moving away; and one child spoke of a father’s leaving home. The teacher asked them about how they felt and the children mentioned sadness, anger and fear.

The teacher then went round the circle again and asked why we miss people – prompting children to speak of memories of the good times. She then asked the children to remember the good times they had with the person they had lost – being taken to the park, playing games, shopping, playing football. Mrs Hassinin mentioned that when she was ill as a child, her grandfather had paid for the medicine. She said he was always calm, loving and very quiet. She ended the session by saying that we did lose people and we could feel sad and that one way to deal with this was to have good, special memories.

Mrs Hassinin said that she and the children had enjoyed the sessions. Role-playing was new to the children but she would happily use it again in relation to a film. Film was generally an excellent way to access emotions.

Key Stage 2

*Sebright Infants School*

8-9 year old mixed class

Teacher Sina Anderson

Film *The Indian in the Cupboard*

First observation

Session 40 minutes
The children had seen the film the week before in its entirety and enjoyed it very much. The teacher asked them what emotions and ideas were expressed in the film and they mentioned jealousy, friendship, racism, change, courage and trust.

Friendship was the topic they wanted to discuss in this session. The teacher showed four different clips from the film which all explored friendship: Omri trying to appease the Indian’s fear and aggression when they first meet; Omri trying to make a bow and arrow for the Indian; the death of Little Bear. The third clip was of the time when the children have a row and Omri’s friend nearly betrayed his secret.

The children were asked what was the same and what was different about the ways in which friendship was portrayed in the film. The children talked about how Omri was a friend to the Indian and cared for him, and contrasted this with the behaviour of Patrick, Omri’s friend who nearly betrays him.

They worked in pairs and were given a sheet of paper with a ‘friendship’ situation on
it for role-play. After eight minutes of discussion and acting, the 20 children formed a big circle. They talked about how they had dealt with the situation they were given to explore and then about real-life situations where they had experienced ‘good’ and ‘bad’ friendships. One girl had a particularly difficult story and the other children listened carefully and offered her advice about how to deal with her feelings of hurt and sadness. They were a lively, engaged and dynamic class.

Second observation

Session 40 minutes

Circle Time

The 20 children sat in one big circle. This was the children’s third session on the film. The teacher showed them a clip from the film in which some older boys bully Omri. The children discussed Omri’s situation. The teacher asked the children if they had ever been bullied or perhaps bullied someone themselves. The children passed a small figure around and answered the question. The teacher praised the children for their honesty.

Two children were asked to imagine a situation where one was a bully and the other was being bullied. They were given time to think of a situation, which they then role-played to the other children. The children asked the actors what it felt like to be a bully or to be bullied and one child was asked why he was a bully. He said he felt angry and frustrated and had to take it out on someone weaker.

The children were then asked what kind of people bully. They gave different answers one by one round the group. Typical answers were that some children bully because they are bullied themselves; that bullies like to make someone else feel as bad as them and make them cry.

The children were asked what advice they would give to a bully and how they would help him to deal with his anger and low self-esteem. They answered that a bully should seek help like counselling, and make friends he or she could talk to. A child who had experienced being bullied was put in the centre of the circle and asked about his experience. After he had told his story the other children offered advice. He must seek help, raise his voice and draw attention to the situation and not be afraid if the truth about his being bullied comes out. The children all agreed that you have to stand up to a bully and not take any notice of their threats.

Third observation

Session 40 minutes

Location the big hall

The children watched a clip from the film that showed the first meeting between Omri and the Indian, in which the little Indian has to learn to trust his new friend. The topic for this session was to be ‘trust’ – who to trust and who not to trust.

The children formed themselves into five groups. They had to create and rehearse a short play to perform to the others that explored the idea of trust. They had 10 minutes to rehearse before forming the big circle again. Each group then performed to the others. One group showed someone telling a secret to a friend who betrayed them, going with a stranger offering sweets and having to be rescued by the police. The other groups performed variations of this, so it seemed to be a popular choice.

Their teacher said trust was very important and talked about when to have it and when it was wiser not to. The children then spoke about incidents from their own lives when trust had played a part. They all seemed very alert to the risk involved in trusting a stranger.

The issue for discussion the week after would be racism; the children were asked to write words they associated with racism and give them to the teacher.

Fourth observation

Session 40 minutes

Sina had written the following words on large pieces of paper:

anger, loneliness, fear.

The children had contributed these the week before.

We watched a clip from The Indian in the Cupboard where Omri buries Little Bear and the Indian performs his own blessing and ceremony.
The children were then divided into groups of six or more. They were asked to think about racism and what it felt like to:
- be called racist names
- be bullied and called racist names
- be given funny looks by adults
- be shouted at by racist adults
- be racist themselves towards other children.

There was a lot of lively discussion among all the groups. The children did not think responding in kind was useful and that calling on responsible adults was the best way forward. The teacher discussed reasons for racism – fear of others, fear of difference.

The teacher stressed how different cultures had brought much to Britain in terms of language, music, food, and design. We should appreciate the different good things other cultures bring to us.

**Fifth observation**

**Session** 40 minutes

The children watched the last seven minutes of the film. In this clip the cowboy and the Indian have become friends. The teacher stressed that after all their initial difficulties they had become friends by listening and talking and communicating with one another. She said that these were the means we could use in life to get to know other people. The children were then split into groups of six or seven and were asked to think about ways you could overcome racism.

After 10 minutes of discussion in their groups they formed a circle and the teacher asked them what they would do if a new member joined their group who was a racist. How would they deal with it?

Comments ranged from:
- We do not want racists at our school.
- I would play with them and talk to them and try and get them to change their mind.
- They may not understand about racism – I would go and see their parents.
- I would make sure no one would play with them so they would know what it is like to be excluded.
- I would try to get to know them to find out why they felt that way.

Sina asked the children what it would feel like if each time they came to school certain children were excluded because they were wearing a blue jumper, or green trousers. The children agreed that no one should be judged by their appearance or the colour of their skin. The teacher praised the children for their constructive approach to the topic and also because no one had suggested beating the racist up.

**Bangabandhu Primary School**

**10-11 year old mixed class**

**Teacher** Monica Forty

**Film** Charlotte’s Web

**First observation**

**Session** 40 minutes

In this session 18 children sat in a large circle with their teacher. It was the children’s second session. In the first session they had watched the film Charlotte’s Web straight through.

They participated in the following sequence of activities:
- Children moving around individually in a large space – told to find a space and sit down – teacher then outlined the session in detail.
- Stop/go game to relax and motivate children, who moved around the space until told to stop or go. The game was then reversed so that ‘stop’ meant ‘go’ and ‘go’ meant ‘stop’.
- Facial expressions – children made a range of silent facial expressions – chewing, making a funny face, yelling, etc.

The children had already seen the film in its entirety. The teacher asked them to retell the story. They sat down in front of the screen and were shown four clips:
- Clip 1 Wilbur as a runt excluded from feeding
- Clip 2 Wilbur’s first meeting with Charlotte and the beginning of their friendship
- Clip 3 Wilbur’s fame and fortune as the ‘celebrated’ pig
- Clip 4 Charlotte’s death, the meaning of their friendship, and Wilbur’s grief.
Circle Time

The children were asked to sit in a large circle and the rules were outlined. The teacher said that this was a special time, personal feelings were involved and the children were to respect one another. The children were all given pieces of paper and asked to write down a feeling that Wilbur had experienced in the course of the film. The prompt-words they wrote included:

lonely, sad, relief, joy, happiness, fear, gladness, excitement, thrilled.

As the words came out, one child acting as the 'scribe' wrote the words on a large piece of paper on a board. The children were then asked to form groups and choose one of the words. The chosen word was whispered to their teacher. Each group was then asked to produce a frozen montage or 'statue' at the word 'go', and the other groups were asked if they could identify the word.

The groups then picked the words 'lonely', 'sad' and 'relief' and repeated the 'statue' game, this time adding sound.

At the end of the session the children lay down and relaxed and were asked to think about the feelings that had been discussed, and whether they had ever had these feelings themselves. The teacher said that after playtime they would write up their logs. They would then be asked to think over the session and what it had meant to them.

Second observation

Session one hour
Location a small hall
Eighteen children present – three were new from the time before

Children stood in their own space. They were encouraged to weave around one another. On the word ‘stop’, a word was introduced, eg ‘monster’, and the children then had to react to the word with a facial expression but no sound. Further words were given:

presents, green slimy mud, wounded puppy, going to a new school, extra playtime, sore finger.

The group wove around each other until the teacher called a number. The children then had to form a group consisting of that number and touch each other with a hand on the shoulder. The idea of touch was sensitively handled, as the children come from cultural backgrounds where touching another person can be problematic. They finally formed two groups, the teacher joined in and they formed one big group that squeezed up together. The children then went back to the ‘statue’ groups of the first session and created a new montage, but this time they had to show the opposite feeling. They then built up a montage of sounds one by one in the group until they were all making the same sound.

The teacher then introduced the idea of transformation – in this case, changing feelings. Each group produced two montages each symbolising a different emotion, for example sadness and joy in succession, building and changing the sound each time.

The children then watched a clip from the end of Charlotte’s Web which showed Wilbur experiencing a range of feelings in a short time – grief, determination to save the eggs, readiness to nurture the baby spiders, sadness when they all appear to be leaving, and finally happiness when three decide to stay.

The range of emotions and the moments of change were all commented on by the children. The teacher talked about death and why it makes us sad. She spoke personally about her own experience and of how a photo was given to her at the first Christmas after the death of someone she loved. The children said that the baby spiders reminded Wilbur of his friend Charlotte in a good way. One girl said she had kept a photo of her kitten that had died and it had helped her.

The children were asked to think about remembering and memories.

Third observation

Session one hour
Location the big hall
As a warm-up exercise, children stamped out a rhythm to a poem.

‘Are you ready?
‘Cos you are in for a treat
Are you ready?
Fingers and feet
Can you feel the beat?’

They then played at running round the hall while being told by Monica to ‘stop’ and ‘go’.
As a second activity, they had first to make themselves into groups of:
- all those with white socks
- all those with no socks
- all those with patterned socks.

Then into groups of those with no siblings/those with one sibling/two siblings and so on. In order to form these groups they had to run around asking each other questions – all accomplished with great gusto!

They were then put into their original drama groups and asked to play:

- **Beans on toast**
  Some of them lay on the floor and were the ‘toast’ – others piled themselves on top and were the ‘beans’.

- **Washing machine**
  They made a square structure with their bodies – some got inside the structure and moved around like a pile of clothes.
  They then sat in a big circle and Monica showed a long clip from the end of the film starting with Charlotte’s death and the birth of her babies.

  Monica asked them to chart the range of Wilbur’s feelings from sadness to joy to serenity and acceptance. The children also commented on the use of the music — long, sad notes and happy, short ones.
  One child sat in the middle of the group and took the part of Wilbur.

  All the children asked questions about different aspects of the clip in relation to Wilbur’s feelings and memories, his relationship to the baby spiders and his life in general. They talked about the moods in the film and the seasons shown – autumn, winter and spring. They also commented on Wilbur’s expression and body language.

  ‘Wilbur’ talked about being sad not to have given Charlotte a funeral and how his feelings about death had changed as a result of Charlotte’s death and the previous threat to his own life. ‘Wilbur’ said that having a happy life meant you could face death better and this is what he and Charlotte had achieved.

  ‘Wilbur’ talked about how Charlotte had protected him.

  The children were then asked to sit in a tighter circle with their knees touching. They were asked to think about the film and the fact that though these characters were not real, possibly they had themselves known someone, or had had a pet, who had died. They were given time to think and they passed a little
figure around the circle. They did not have to speak if they did not want to. They were asked to focus on their feelings.

Monica started the discussion by talking about her father who had died of cancer four years before, and how he had died surrounded by his family – a good death, peaceful, calm and dignified. His photo was on Monica’s piano so he was always there for her. Monica spoke about how she could remember one particular gesture of his – running his fingers through his hair.

Children then spoke individually – one of a grandparent, one of a little kitten that died, one of a kind neighbour on her landing who always gave her a biscuit, how the lady had died while she was away and how sad it had made her.

They were then asked to think about a class member who had died and their memories of him and his time with them. Three or four of the children spoke about this child – how he told jokes.

It was important to move from session to session gently building the children’s trust and confidence in their ability to talk about their experience, and that this was why the same clip had been shown more than once. We visited the monument in the playground, a long low seat with a little garden and some large mosaics individually made by the children in memory of the little boy who had died.

Further observations

Teachers consulted on the materials from around the UK responded very positively and made many helpful suggestions.

- The project promotes the application of knowledge into practical situations. It encourages the understanding and psychological development upon which that the learning process depends.
- The film text is the initial stimulus and operates as a touchstone during later sessions as an emotional reference point for pupils to illustrate different stages of their own work and thinking.
- The project may not be suitable for some children, for example where basic English is still being learnt and teachers will need to be sensitive to the circumstances of children involved.
- Exploring the meaning and vocabulary of emotions fundamental preparation to the children being able to find the words and reflect on the emotions being portrayed in the film, e.g. What is a feeling?
- Children need to move in small steps, they cannot be pushed and the teacher must not feel confined by the parameters of the materials.
- Open and trusting relationships in the school need to be built within which emotional issues are explored.
- The menu of techniques and strategies suggested are best adapted to a teachers own style and scheme of work.
- The materials are concerned with content rather than the media form. The form and media in which messages are delivered have a powerful impact and children’s emotional development requires them to make sense of this, helping them to adapt media messages to their own circumstances and development. Perhaps teachers can design and incorporate learning outcomes on the impact of the media form.

References

1 Jenny Mosley, Quality Circle Time (Cambridge, Learning Development Aids, 1996).
3 Children at school, age 4-11 years (Child Psychotherapy Trust, 2000).
3 Preparing Young People for adult Life: a report by the National Advisory Group on Personal Social and Health Education (DfEE, May 1999).
4 A New Framework for PSHE and Citizenship, Key Stages 1 and 2 (working title, QCA, in print 2000).
Further reading


The Child Psychotherapy Trust provides leaflets on children’s emotional development and behaviour for parents, teachers and others working with children and families.

Those useful for primary and infants schools are:
- *Separation in the early years*
- *Children at school, age 4-11*
- *The early teenage years, age 11-16*
- *Sibling rivalry*
- *Attending to difficult behaviour*
- *Bereavement*
- *Divorce and separation*

Also of interest are:
- *Understanding childhood: Key stages in your child’s emotional development from birth to adulthood*
- *Far from the battle but still at war: troubled refugee children in school*

Useful addresses

**Advisory Centre for Education**
Unit 1c Aberdeen Studios, 22 Highbury Grove
London N5 2DQ
tel 020 7354 8318
fax 020 7354 9069
advice line 020 7354 8321
exclusion helpline 020 7704 9822

**Antidote**
5th Floor, 45 Beech Street, London EC2Y 8AD
tel 020 7588 5151
fax 020 7588 4900
e mail antidote@geo2.poptel.org.uk

**Association of Workers for Children with Emotional and Behavioural Difficulties**
Administrator, Charlton Court
East Sutton, Maidstone, Kent ME17 3DQ
tel 01622 843104
fax 01622 844220
e mail awcebd@mistral.co.uk
www.mistral.co.uk/awcebd/

**British Film Institute**
21 Stephen Street, London W1P 2LN
tel 020 7255 1444
fax 020 7580 8343
www.bfi.org.uk

**English and Media Centre**
18 Compton Terrace, London N1 2UN
tel 020 7359 8080
fax 020 7354 0133
e mail info@englishandmedia.co.uk
www/englishandmedia.co.uk

**Film Education**
Alhambra House, 27-31 Charing Cross Road
London WC2H OAU
tel 020 7976 2291
fax 020 7839 5052
email postbox@filmeducation.org
http://www.filmeducation.org

**National Association for Pastoral Care in Education**
c/o Institute of Education, University of Warwick
Coventry CV4 7AL
tel 02476 523810
fax 02476 573031
e mail napcea@warwick.ac.uk
http://www.warwick.ac.uk/wie/napce/

**Young Minds**
102-108 Clerkenwell Road, London EC1M 5SA
tel 020 7336 8445
parent information service 0800 0182138
fax 020 7336 8446
e mail enquiries@young.minds.org.uk
www.youngminds.org.uk
## Passport learning objectives – Keystage 1

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<th>Skills</th>
<th>Knowledge and understanding</th>
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| 1 Develop self awareness, positive self-esteem and confidence. | * Being able to express positive qualities about oneself.  
* Recognising and naming feelings, including feelings associated with change eg new family member; beginning to manage feeling positively and effectively. | * Know personal likes, dislikes, preferences.  
* Know some of the things which can cause different emotions. | * Recognise their uniqueness.  
* Feel good about themselves. |
| 2 Develop a healthy lifestyle. | * Skills for maintaining personal hygiene eg washing, teeth cleaning.  
* Making simple choices between eg foods, activities. | * Be able to name external parts of the body including the sexual parts.  
* Understand the need for food, exercise and rest to keep healthy.  
* Know the range of options open to them eg variety of foods, different games and activities.  
* Know that some people need drugs to live a normal life and that some drugs can prevent the development of diseases eg immunisation. | * Be proud of their body and enjoy what it can do.  
* Be motivated to be healthy, clean. |
| 3 Learn to keep themselves and others safe. | * Recognising potential risks to safety of self and others from people, situations and in the environment.  
* Asking for help from adults.  
* Saying ‘no’ when subject to pressure/something feels wrong.  
* Following simple safety rules and instructions. | * Know that they have rights over their own bodies.  
* Know what is safe to put into/onto the body and that all substances can be harmful if not used properly.  
* Know that all medicines are drugs but not all drugs are medicines.  
* Know places that are safe, where to get help and people in their community who can help them.  
* Know the rules for keeping safe at home and at school eg roads, fire, water, sun, medicines, tablets, solvents, household substances, ‘Stranger, Danger’, knives and sharp instruments.  
* Know when to keep a secret and when to tell.  
* Know that some diseases are infectious and can be controlled. | * Value the body, and monitor what they put into it.  
* Appreciate the need to take care and for safe actions.  
* Care about keeping themselves and others safe.  
* Begin to take some responsibility for their own and other’s safety.  
* Show awareness of their right to decide.  
* Understand that they have choices, exploring ideas of good, bad and uncertain, right, wrong and uncertain. |
| 4 Develop effective and satisfying relationships. | * Listening; concentrating; holding the attention of a listener.  
* Co-operating with others in work and play; sharing; taking turns.  
* Saying why someone is special to them.  
* Making new friends; dealing with losing friends.  
* Voicing differences of opinion sensitively and courteously; saying sorry, thank you. | * Understand that other people have needs.  
* Understand what a friend is, how to be a friend and that friendships can change.  
* Know that different types of family have common features and functions.  
* Know the people who look after them and their different roles and responsibilities. | * Consider the value of being a friend and having friends.  
* Show a willingness to care about/for others.  
* Recognise ways in which their family is special. |
| 5 Learn to respect the differences between people. | * Recognising worth in others.  
* Making positive statements about other people.  
* Showing respect by listening to what other people say. | * Identify some similarities and differences between people: gender, appearance, abilities, families, cultural background etc.  
* Know people have things in common but that every individual is unique. | * Begin to accept everyone as an individual.  
* Respect others’ needs, feelings and opinions.  
* Be proud of who they are and understand that difference does not mean better or worse.  
* Value other peoples’ achievements.  
* Begin to question media messages and stereotypes eg gender.  
* Believe in fairness for all. |
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| 6 Develop independence and responsibility. | * Perform simple tasks independently.  
* Recognising ways in which their own choices and behaviour affect others.  
* Asking for and giving permission.  
* Responding with increasing confidence to new people and situations. | * Know what is appropriate behaviour in different situations.  
* Know what bullying is and what to do if they experience or see bullying.  
* Understand the idea of growing from young to old and recognise that they are growing and changing. | * Begin to understand about trust and reliability.  
* Begin to take responsibility for self and others in and out of school eg classroom, playground, school visits. |
| 7 Play an active role as members of society. | * Recognising choices they have made/can make.  
* Deciding on priorities for a group or class project on a social or environmental issue.  
* Agreeing rules for the group/classroom.  
* Communicating and co-operating with others to contribute to the life of the class and school.  
* Identifying ways of helping in class and improving their environment by their own actions.  
* Caring for pets, plants.  
* Observing surroundings and making judgments. | * Know the different groups to which they belong eg family, friends, school.  
* Know the school and classroom rules and how they help them.  
* Know about shops, services and advertising, and what they do for us; know what we have to pay for what we buy.  
* Know that all people have the same basic needs; the difference between needs and wants.  
* Understand the needs of plants and animals.  
* Know the world immediately around them including the community services eg library, leisure centre, museum etc.  
* Know what improves and harms their local environment and know some of the different ways people can look after it. | * Consider the value of being part of different groups and communities eg a family.  
* Recognise their responsibilities to their friends, class, family.  
* Want to participate, make a difference.  
* Show concern for the impact of their actions on others, on the environment.  
* Care about people who have unmet needs.  
* Recognise what is important to them in making choices.  
* Think about how money can be spent other than on themselves.  
* Begin to value resources and understand that they are limited.  
* Respect their own and other people’s property, personal and public.  
* Appreciate and want to care for their environment: classroom, school grounds, local area. |
| 8 Make the most of their abilities. | * Recognising what they are good at from what others tell them.  
* Setting simple targets for themselves.  
* Talking and listening to the experiences of adults. | * Know what they have achieved/are good at.  
* Know that it is alright to make mistakes.  
* Identify jobs in the classroom and in school, their contribution to the life of the school and know what role they can play in it. | * Value their achievements.  
* Want to do well, make the most of opportunities and talents.  
* Be willing to persevere and overcome difficulties. |

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## Opportunities to enable pupils to:

### 1 Develop self awareness, positive self-esteem and confidence.
- * Being able to express positive things about themselves and others.
- * Recognising feelings in different situations.
- * Managing a variety of emotions such as jealousy, anger, excitement.
- * Being able to express feelings in different ways and recognise the impact on others.

### 2 Develop a healthy lifestyle.
- * Being able to choose the healthy options in relation to food, exercise, rest etc.
- * Handling food safely.
- * Being able to discuss & ask questions about changing bodily needs.
- * Being able to transfer what they learn to life outside the classroom.

### 3 Learn to keep themselves and others safe.
- * Deciding who has access to their bodies.
- * Exercising some basic techniques for resisting pressure from friends and others, particularly in relation to smoking.
- * Identifying hazards from substances at home and at school and in the environment and know how to act and where to go for help.
- * Recognising risk in different situations and making judgments about behaviour and decisions about personal safety.

### 4 Develop effective and satisfying relationships.
- * Being able to put themselves in someone else’s shoes.
- * Being able to recognise their own and other people’s feelings.
- * Being able to initiate friendships.
- * Developing skills needed for relationships eg listening, supporting, showing care.
- * Recognising that actions have consequences for oneself and others.

## Skills

### 1 Develop self awareness, positive self-esteem and confidence.
- * Recognising what is special about me (abilities, interests).
- * Know ways of coping with difficult emotions, fears and worries.
- * Understand that puberty brings about changes in emotions.

### 2 Develop a healthy lifestyle.
- * Know some of the options open to them in developing a healthy lifestyle now and in the future.
- * Know that choices are affected by the media and other influences.
- * Know about the positive benefits of exercise for mind and body.
- * Know about different cultural practices in health and hygiene.
- * Know how changes at puberty affect the body in relation to hygiene.
- * Know that the body changes are a preparation for sexual maturity.
- * Know how to cope with periods in school.
- * Know what affects positive mental health eg balance between work and leisure, positive relationships.

### 3 Learn to keep themselves and others safe.
- * Deciding who has access to their bodies.
- * Exercising some basic techniques for resisting pressure from friends and others, particularly in relation to smoking.
- * Identifying hazards from substances at home and at school and in the environment and know how to act and where to go for help.
- * Recognising risk in different situations and making judgments about behaviour and decisions about personal safety.

## Knowledge and understanding

### 1 Develop self awareness, positive self-esteem and confidence.
- * Know the value of keeping healthy and attitudes to health & illness.
- * Accept responsibility for personal cleanliness.

## Attitudes and values

### 1 Develop self awareness, positive self-esteem and confidence.
- * Enjoy life at school, acting confidently & appropriately.

### 2 Develop a healthy lifestyle.
- * Understand the importance and beneficial part which drugs have played in society as well as the costs to society of drug misuse.
- * Explore attitudes and beliefs about different drugs and the people who may use or misuse them; be able to recognise stereotypes.
- * Recognise that some role models for young people take drugs eg in sports, and explore feelings about them.
- * Develop a positive approach and self motivation towards personal safety and risk taking.

### 3 Learn to keep themselves and others safe.
- * Know about range of legal drugs encountered in everyday life including over-the-counter drugs such as aspirin, drugs prescribed as medicines, tea, coffee, tobacco and alcohol, and have some understanding of their effects and their associated risks.
- * Know that some substances are illegal and have some understanding of their effects and the associated risks.
- * Know school rules/safety rules relating to medicines, alcohol, tobacco, solvents and illegal drugs; know that discarded syringes and needles can be dangerous.
- * Understand that pressure to take harmful or illegal substances may come from people we know such as friends, relatives, neighbours.
- * Know that bacteria and viruses can affect health and that transmission may be reduced when simple, safe routines are used.

### 4 Develop effective and satisfying relationships.
- * Respect other people’s feelings, decisions, rights and bodies.
- * Understand the meaning of friendship and loyalty.
- * Be able to be honest.
- * Appreciate different ways of loving and its importance to a range of relationships.
<table>
<thead>
<tr>
<th>Opportunities to enable pupils to:</th>
<th>Skills</th>
<th>Knowledge and understanding</th>
<th>Attitudes and values</th>
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</thead>
<tbody>
<tr>
<td>5 Learn to respect the differences between people.</td>
<td>* Recognising and challenging stereotypes, sexism, racism etc.</td>
<td>* Know about the range of human variation, understand the concept of ‘normality’ and know that differences between people are caused by different genes and different environments. * Understand there are many social groups in society in terms of culture, religion, age etc. * Recognise the views of peers, parents, teachers etc and people of different faiths and cultures. * Know that human sexuality is expressed in different ways, understand what it means and have some words to describe it. * Know that people live their lives in different ways and that different cultures may have different life patterns. * Know that people’s responses to ideas and events may be determined by age, religion, culture. * Recognise stereotyping in attitudes and media messages and the impact of media in reinforcing equal opportunities.</td>
<td>* Value cultural background of self &amp; others. * Demonstrate and promote tolerance, understanding, respect and acceptance of difference. * Value diversity of lifestyles, the choices made within them and possible influence/effect upon health.</td>
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<td>6 Develop independence and responsibility.</td>
<td>* Showing care for others as well as for oneself. * Being able to ask questions and talk confidently with adults about their thoughts and feelings. * Being able to respond assertively to teasing and bullying.</td>
<td>* Recognise the need to ask for support sometimes, whom to ask and how. * Understand more about the different changes that take place in human life – parenthood, bereavement, making new relationships. * Know about bullying, why it happens, its effects on people, how to deal with it and how to stop it happening. * Know their individual rights and responsibilities at home, at school and in the community.</td>
<td>* Look forward to the transition to secondary school. * Take responsibility for themselves and their bodies &amp; behaviour. * Understand that it is wrong for children to be bullied or abused by other children or adults.</td>
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<td>7 Play an active role as members of society</td>
<td>* Using different approaches to decision making including by consensus and democratically. * Resolving problems/conflicts democratically using discussion. * Making decisions about use of scarce resources; evaluating information about priorities for spending: personal, community, * Using different modes of communication to express personal &amp; group views about social &amp; environmental issues. * Treating animals with care and sensitivity.</td>
<td>* Know the variety of communities to which they simultaneously belong; family, school, local, national, European and worldwide and the interdependence of individuals, groups &amp; communities. * Know the costs and benefits of personal spending decisions on themselves, the local economy, environment and on people in other parts of the world. * Know how advertising influences supply &amp; demand. * Understand how they and others can cause changes for better or for worse both in immediate surroundings and in wider community. * Understand why school rules are made and the consequences of breaking them; relate this to simple knowledge about the law and understand that rules and laws are designed to protect.</td>
<td>* Develop a concern for people &amp; communities where human needs are not met. * Develop sense of fair play in their dealings with their peers and others. * Take a constructive interest in their local community and begin to take on wider sense of social responsibility. * Appreciate positive impact of human activity on plants, animals and the environment and value the aesthetic qualities of their surroundings. * Appreciate home, school &amp; community values.</td>
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<tr>
<td>8 Make the most of their abilities.</td>
<td>* Recording information about current interests and choices they will have to make in future. * Developing simple vocabulary for describing personal effectiveness and setting personal goals. * Interviewing adults to find out about job roles or tasks.</td>
<td>* Know what they are good at and how it can help a group to perform a task. * Know the range of jobs and work roles carried out by people they know and what they like/dislike about them. * Know that certain skills can be used for different tasks. * Know the range of knowledge skills and personal qualities required for different types of work; know that key skills are transferable.</td>
<td>* Respect other people’s work and career choices. * Value opportunities for new experiences in and out of school, including opportunities to meet adults other than teachers. * Have realistic aspirations when target setting.</td>
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</table>

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