

## EXPECTATIONS

### At the end of this unit

*most children:*

know and understand more about what to expect during their move from key stage 2 to key stage 3, and have increased self-confidence to raise and discuss issues that concern them. They recognise that change can be both positive and negative, and that it takes place at different points in their life. They have devised strategies and skills for preparing for and coping with their own move, and for use by others experiencing similar change within their school.

*some children have not made so much progress and:*

have explored their feelings about their move to key stage 3. They know more about their new school and show more confidence about the move.

*some children have progressed further and:*

are prepared for and confident about their move to secondary education. They have identified and discussed general issues relating to transition, and show understanding of how others might feel. They appreciate that change can be both positive and negative, and that it takes place at different points in their lives. They recognise that change can affect different people in different ways, and that preparation can help people manage change. They know how to use communication skills and assertiveness skills in different situations. They help to devise strategies for use within their existing school, and know what they could do in difficult situations at their new school.

## Unit 12 Moving on

### ABOUT THE UNIT

In this unit, children prepare for transfer to key stage 3 and a new school by exploring feelings associated with change and transition. They consider the idea of the school as a community, and develop strategies that enable them to manage change more effectively. The unit could be adapted for use with children transferring from key stage 1 to key stage 2, or involved in a change of school.

This unit links with work in literacy and English, in particular using stories and short novels to raise important issues. Some links are indicated in the 'Points to note' section. It also builds on work relating to relationships, enhancing self-esteem and building confidence. It is helpful if the children have had experience of circle time, role-play and discussing and debating topical issues and problems.

The unit links with unit 1 'Taking part – developing skills of communication and participation'. There are also opportunities to link with English, RE and career-related learning.

### WHERE THE UNIT FITS IN

This unit addresses the following aspects of the non-statutory framework for PSHE and citizenship at key stage 2:

1a, 1b, 1c, 1e

#### Preparing to play an active role as citizens

Pupils should be taught:

2c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities

2f to resolve differences by looking at alternatives, making decisions and explaining choices

4a, 4c, 4d, 4e, 4g

5a–c

### VOCABULARY

Through the activities in this unit, children will be able to understand, use and spell correctly words relating to:

- transition, eg *change, transfer, confidence, decision-making, discussion*

### RESOURCES

Resources include:

- copies of the prospectus and anti-bullying and harassment policies of the primary and secondary school(s)
- a text to study that raises the issues of change and transition
- the DfES pack and website 'Don't suffer in silence' ([www.dfes.gov.uk/bullying](http://www.dfes.gov.uk/bullying)), which provides information and practical steps for pupils, teachers and parents on how to address bullying and where to go for further help
- the *ChildLine Teacher's Pack* from ChildLine, which contains lesson plans that address issues including bullying, loneliness, making new friends and peer pressure.

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

## LEARNING OUTCOMES

## POINTS TO NOTE

### CHILDREN SHOULD LEARN

### CHILDREN

#### WHY DO WE HAVE TO MOVE ON?

- that transition and change are part of everyone's life experience
- Establish with the children what the word 'transition' means.
- In pairs or small groups, the children identify and consider points of transition and change that they have already experienced in their lives, *eg starting school, changing classes, moving house*. Ask the children to share their views. Encourage them to think about the choices involved in these changes, and what influenced the decisions that were made. Point out some of the differences that exist between points of transition in different countries, *eg the school starting age varies throughout Europe*. What other transitions do they think they will make during their lifetimes, *eg having a new baby in the family, leaving school, getting a job, getting married*? Ask the children to identify which changes involve celebrations. Are there changes they look forward to? Changes they find worrying?

- identify different points of transition and recognise that preparation can help individuals cope with change more effectively
- know that some points of transition occur at about the same time for everyone, *eg starting school*, and that others do not, *eg leaving home, getting a job*

- Sensitivity will be needed with children in the class who have experienced transition due to emotionally distressing circumstances, *eg refugees, children who have suffered family breakdown*.
- If children are involved in a school linking project, it may be possible for them to exchange views with children in the partner school about the issues raised in this unit. They could also talk to family members or friends about their experiences of transition.
- Link with RE: the celebrations and rites of passage of different faiths and cultures could be explored further, *eg different ceremonies for celebrating marriage, or for moving to a new house*.
- Link with geography: 3e, 3f, 3g in the key stage 2 programme of study; school twinning opportunities as in unit 18 'Connecting ourselves to the world' in the scheme of work.

#### HOW CAN WE PREPARE FOR CHANGE?

- to identify their own feelings about change and transition
- to create and sustain different roles
- to develop strategies for managing change
- Remind the children of the agreed ground rules for discussion. Ask them to reflect on their own experiences of starting school and joining a new community. What can they remember? How did they feel? Did their feelings change after they had been at school for a few months? Working in groups or using circle time, create a class mind map of feelings associated with change. Display and discuss each point and feeling raised. In groups, the children devise a role-play to illustrate different feelings associated with starting school, both positive and negative. If this work is being linked to work in literacy, discussion about the text being studied and the feelings of the characters involved in change may be useful here, to enable the children to talk about personal issues at a distance.
- Work with the children to identify their main concerns and hopes about moving to the next school, and their feelings about leaving this school. Ask them to complete a simple questionnaire about the move, ensuring they understand that they are completing it anonymously. The class could analyse the data. Organise an anonymous 'any questions' box, where children can ask about anything that worries them. The questions/concerns could be discussed during circle time, or answered/solved by the class using group problem-solving skills.
- Using the prospectus or welcome booklet of each of the new schools, ask the children to research practical information relating to their new school, *eg Where is the school located? What are the uniform requirements? What does the timetable include? What does the induction of new pupils involve?* Invite year 7 tutors and/or former pupils to a question and answer session about the new schools.

- understand that although some transitions are positive, others may be negative; it is usual to feel apprehensive, but many changes have a positive outcome
- understand that there are some issues that many of the class are concerned about, and others that may just concern certain children

- Appendix 5 in the *Teacher's guide* includes information about ground rules.
- Anonymity should enable the children to express themselves without fear of ridicule.
- Many schools have established links with secondary schools. The involvement of older children, ideally from year 7, would be useful here, as they could help respond to the issues raised by the year 6 children. This activity would need to be agreed with the secondary school(s) in advance. An e-mail link could also be established between schools to maintain contact. Some schools organise a one-day event for this kind of activity. Social activities also provide a useful way for children to establish links, *eg inviting older children to the school play or summer fair*.
- Link with English: En1 S&L 4a, En2 R 3a, 3c in the key stage 2 programme of study.

#### HOW CAN WE HELP OTHERS WHO ARE NEW TO OUR SCHOOL?

- about the school as a community
- to understand and show concern for others in the school who are experiencing transition
- Ask the class to make a list of all the groups and communities they belong to, *eg school, family, sports team, out-of-school club, religious community*. What is our school community like? List the different experiences children have had of their school community. Identify those that are positive and those that are negative.
- Produce or update a 'welcome' booklet for children joining key stage 2. If this involved a change of school, the school prospectus and other relevant documents could be used. Children could draw on their experiences of transferring to key stage 2. The work could be coordinated by a class publishing group, with the roles/jobs of the group being advertised and applied for. Children could hold a consultation on the content of the booklet with children in other classes, and the school council could also be involved.
- The class explores additional ways of helping others with change, *eg setting up a 'buddy' system for newly-arrived children*. Children could develop a job description for the role of playground buddy. Those wishing to apply could complete an application form and attend interviews, *eg with a panel made up of both staff and children*.

- know that the school is a community that they are a member of, and identify other communities to which they belong
- show respect for other people's concerns and feelings
- understand the process of applying for roles/jobs and recognise the importance of presenting themselves accurately in their CV
- to use appropriate layout, presentation and organisation in their writing

- Link with career-related learning: the roles/jobs of the publishing group could involve different levels of responsibility. Pairs or small groups of children could apply for a job and work together.
- Link with English: En3 Wr 1d, 1e in the key stage 2 programme of study.

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

## LEARNING OUTCOMES

## POINTS TO NOTE

### CHILDREN SHOULD LEARN

#### WHAT ABOUT MY FRIENDS?

- about the value of friendship
  - about ways to establish new friendships in new situations, and maintain old ones during times of change
  - about different types of bullying and harassment
  - how to act assertively, and to develop strategies for dealing with bullying
  - who to go to for help and advice
  - to use dramatic techniques to explore issues
- Use a story or text that focuses on friendship to explore the notion of 'best friends' and different types of friendship. The children carry out a 'draw and write' activity about a good friend. Ask them to discuss the activity in pairs, making sure they take turns describing what they did and listening to their partner. As a class or in circle time, discuss the key elements and responsibilities of being a good friend. Develop a 'code of friendship' or 'friendship tree'.
  - As a class, discuss what could happen if close friends are transferring to different new schools. What could they do to keep in touch? In groups, the children could use role-play to rehearse what they say to each other in this type of situation. Each group presents its ideas and strategies to the class for discussion.
  - Ask the children about stories/rumours they have heard, about what happens to 'new kids' at their next school(s). Are these fact or fiction? The children work in small groups to devise strategies for what they would do if this type of situation arose. Make sure they know who to go to for further help.
  - Using an appropriate text, explore the emotions that surround bullying. Ask the children to consider and talk about different types of behaviour, *eg passive, aggressive, assertive*. How can assertive behaviour be used to negate bullying?
  - The children think about scenarios they feel they may have to face in the future. Use the scenarios to produce a set of role-play cards. Small groups of children act out each scenario, perhaps showing assertive behaviour such as saying 'no'. Those observing say whether they thought assertive, aggressive or passive behaviour was being used in the role-play.

#### MOVING ON

- to reflect on what they have learnt about change and transition
- In pairs, the children discuss three things they are looking forward to about moving to their new school, *eg making new friends, learning new subjects, taking part in new sporting activities*, and three things they have learnt about or can do to help them with the change, *eg finding out about their new school, developing strategies for dealing with bullying, knowing who to go to for help and advice*. These points could be recorded in their citizenship portfolio.
  - As a class, the children draw up a list of suggestions as to how they might celebrate leaving their old school/class and moving to a new one, *eg making a friendship book with messages/pictures, organising a class party or an event for parents and other members of the school to share their achievements*.

### CHILDREN

- identify and describe things that help friendships and things that hinder them
- recognise the importance of listening in friendship
- recognise that changing situations can sometimes make friendships difficult
- know that new friends can be gained and old friends can be lost
- understand that sharing friends is a sign of growing up, and that trust is part of relationships
- recognise what bullying and harassment are and why they can happen
- understand the effect bullying can have on those involved
- know how to use assertive behaviour to respond to incidences of bullying, and who to go to for help when bullying occurs

- The children will need to think about active learning techniques prior to some of these activities, *eg the importance of looking at the other person when listening*.
- For many children, this situation will be very real. They may see making new friends as being disloyal to old ones. This activity will help them prepare for the situation.
- It may be useful to refer to the anti-bullying policy of the new school(s).
- Through the class and school councils, children can review the school's anti-bullying policy, using suggestions and addressing issues raised in this unit.
- The DfES pack and website 'Don't suffer in silence' ([www.dfes.gov.uk/bullying](http://www.dfes.gov.uk/bullying)) provides information and practical steps for pupils, teachers and parents on how to address bullying and where to go to for further help.
- Link with English: En1 S&L 4c in the key stage 2 programme of study.

- recognise the positive aspects of change
- understand that preparation is part of managing change
- reflect on and identify what they have achieved in the past year