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This is a draft version of the 'Words And Your Heart Teaching Resource'.
Please note that the book is still in development and the material is subject to change.

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Also available by Kate Jane Neal;

Words And Your Heart (2017)
Words And Your Heart Schools Edition (2019)
You! (2019)



Words And Your Heart

Teaching Resource

To support social & emotional development.

Written by Kate Jane Neal
With Danielle Towe & Dr Alison Stephens

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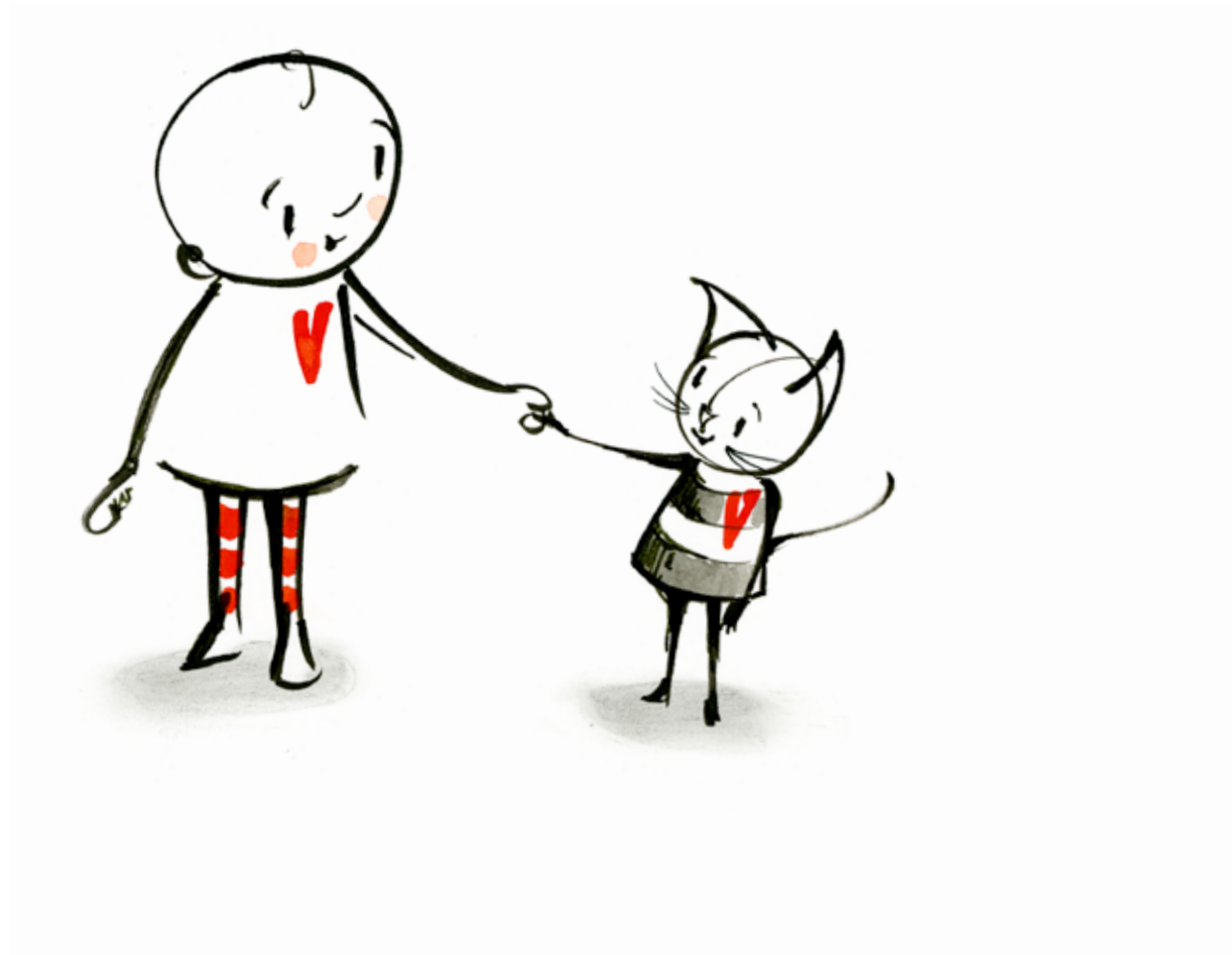
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About the writing team



We can develop a healthy and robust community and enjoy its results by getting along with each other and treating each other with dignity and respect.

Eugene H. Peterson



Introduction

The *Words And Your Heart Teaching Resource* helps develop Primary School children's emotional & relational language, enhancing their positive self-narrative, and encouraging healthy relational connection within the classroom.

We all know that learning is not just a cognitive activity, it is also deeply emotional. Our emotions affect our perception, our motivation, our attention and our memory. They profoundly influence learning. Happy children have the optimal capacity for learning and unhappiness is a barrier. For children to be happy, their emotional needs have to be met and one of our deepest needs is relationship. We are wired for connection. How our relationships work out in our communities are foundational to our physical and mental health.

Through a co-ordinated series of activities, themed under twelve 'cultures', this resource aims to facilitate conversations that consider what healthy relationships and communities 'look like'. The content is grounded in neuroscience and well-established counselling techniques, empowering children to engage with healthy beliefs about themselves and others. The content is delivered through classroom activities that integrate academic disciplines and curriculum objectives, extending each culture beyond core lessons into playtime and community interactions. It has been developed and trialled over a period of five years, and has been endorsed by educators, counsellors and psychologists. These are the first seven Cultures, containing one years content.

Introduction to Curriculum Objectives

The material in this resource is designed to be used alongside the children's books **Words and Your Heart** written to teach children about the power of their words – helping them to understand that they have a 'voice' and a 'choice' about how they speak to others and the implications of those choices. And children's book **'You'**, written to help children understand their own worth and the value of each other and our differences. These key messages are delivered through activities that embrace and encourage conversation, literacy and art.

This resource is not designed to be a 'stand alone' resource; but one that is flexible enough to slot into existing English and SMSC planning throughout the year and therefore underpin outcomes across the whole curriculum. It can be used in small groups, whole class, cohort or phase contexts. If used across the school, children will have opportunities to share their 'creations' and in turn, be actively sharing in the philosophies behind the books: 'Words have power' and 'you are a wonder'. That on a daily basis, we all have the power and the responsibility to develop a healthy community by valuing ourselves and treating each other with dignity and respect.

'Ticking the curriculum objectives boxes'

The new 2020 Ofsted Inspection Framework has a new 'sharper focus' on curriculum, and schools must demonstrate how they are delivering a 'broad and balanced curriculum', explaining their 'intent, implementation and impact'. We hope that this resource can form a key part of a school's SMSC curriculum, and show how transferable skills from English and Art curriculums can also be applied. Every activity has specific English and SMSC Learning Objectives from the National Curriculum (2014) and has been trialled in a range of settings. Within each activity, children can explore 'relational connectivity' through stories, poems and analysis of character values, consequently deepening the development of a strong sense of personal value based on mutual respect and support.

SMSC is not an insignificant or 'invisible' curriculum. An overview of the key government objectives are found below and it remains a key part of Ofsted inspections. One of the definitions of 'outstanding schools' are ones where:

'The school's thoughtful and wide-ranging promotion of pupil's social, moral, spiritual and cultural development and their physical well-being enables pupils to thrive...'

(Ofsted School Inspection Handbook January 2018)

We are confident that this resource will be a valuable part of helping to deliver the governments new requirements for PSHE in 2019–2020.

SMSC Objectives

Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information. Departmental advice for independent schools, academies and free schools November 2014 [the proprietor] ensures that principles are actively promoted which;

- i Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- ii Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- iii Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- iv Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- v Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- vi Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and
- vii Encourage respect for democracy and support for participation in the democratic processes.

This aspect of the directive is also essential for knowing when and how to use the resource: English and Art are rooted within the skills of language, communication and self-expression. They therefore become the perfect vehicle to deliver the content of many 'cultures', particularly the poetry and letter writing. Building talk time into these lessons and linking it to your current school values and themes is essential, so that your children recognise emotional learning as an important part of the academic learning. As we know, aspects of SMSC can be developed through virtually all parts of the curriculum and 'infused within the day to day operation of a school, e.g. in its behaviours and ethos'.

There have been many approaches to PSHE, SEAL and SMSC – this resource is not a 'new one' – it is simply the language of 'emotional literacy' and can be used alongside your school values, your rules, codes of conducts, charters and assembly schemes. Kate Neal's beautiful illustrations ignite a relationship between the child and the characters of 'Cat' and 'Pip'. Our trials in all age phases across

many schools have yielded very similar feedback: the children love the drawings! The books and the resource used in partnership will therefore provide creative inspiration and generate a dialogue across the whole school about our capacity as professionals to make a real difference to the way children see themselves, see others, teachers see themselves and schools see themselves as emotional 'change agents' for life-long learning.

'Raising standards and making a difference?'

As teachers, we all understand that **'happy' children have the optimal capacity for learning and 'unhappiness' is a barrier**. School can be a difficult environment for many children as they learn about friendships and navigate a range of feelings and experiences, both in the classroom and on the playground. We all recognise that if a child is having relational difficulties either at home, or with their peers, then that child's ability to learn well may be hindered. Our role as facilitators of emotional development, as well as academic progress, is therefore key. Our words matter – a lot.

In their book 'Visible Learning and Literacy' (Fisher, Frey, Hattie, 2016) it is noted as the importance of 'restorative conferencing' and in a profession judged on outcomes, teacher CPD focuses upon the 'What can we do to improve results?' Fisher, Frey and Hattie state that 'We've spent time on this because **relationships matter**, and **students achieve more and better when they develop strong interpersonal relationships**. It's these humane and growth-producing conversations that help students grow in their pro-social behaviours. (Note that the greatest effect on achievement when students join a new class or school is related to whether they make a new friend in the first month – it is your job to worry about friendship, counter loneliness and help students gain a reputation as great learners not only in your eyes but also in the eyes of their peers.) The optimal relationships include when the teacher establishes high levels of trust among the students. When students ask a question indicating they are lost, do not know where they are going, or are just plain wrong, high levels of peer-to-peer trust means that these students are not ridiculed, do not feel that they should be silent and bear their not knowing and can depend on the teacher and often other students to help them out'.

As teachers, therefore, those times spent developing self-esteem, trust and positive mind-frames are invaluable, both to academic success and emotional lessons for life.

'Using the "cultures" over the academic year?'

This resource is built around key themes from the book and organised into sections. The 'cultures' have been written chronologically so there is an underlying structure that moves across the year. However, you can dip in and out of any of the cultures, using as much or little of the material that links to your learning. It can be started at any time of the year, but will work best when used across the whole school to allow opportunities for sharing. Each culture has an underlying purpose and the totality of these will enhance the development of responsible boundaries and respect for one other's uniqueness, gifts and abilities.

Notably, with each culture shared in the classroom, there is a small activity card that can go home with the children, including template letter to parents to help them understand the process. The hope is to incorporate some very simple and creative activities at home that build upon the classroom learning, thus allowing parents and carers to be a part of that culture development.

'Why is this resource different to others I have? '

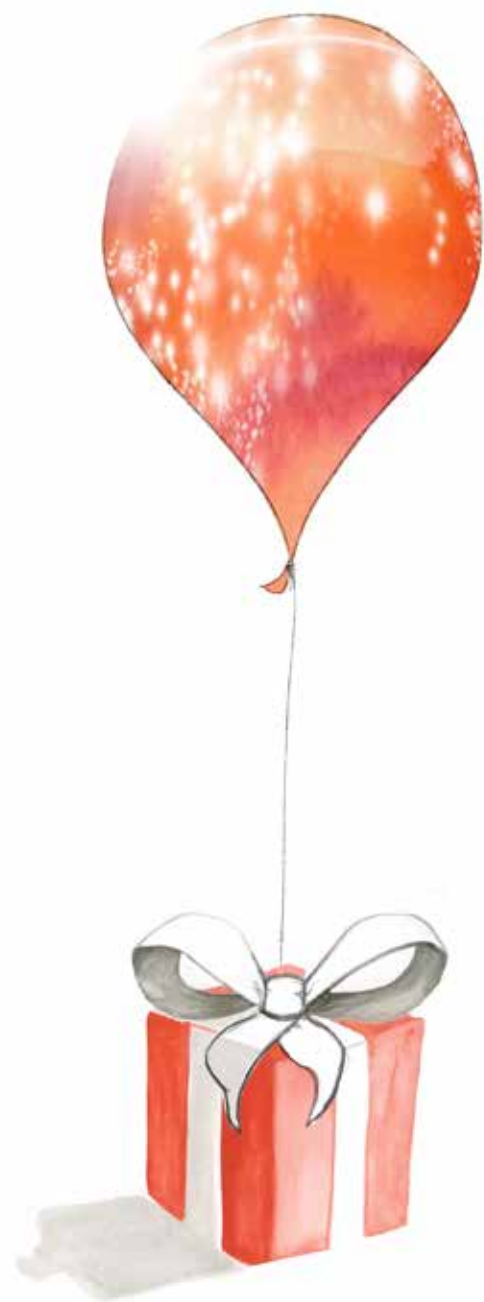
An English and SMSC resource that is linked directly to picture books allows the children to access meaning and empathy through characters. Children will 'feel' for the characters in the books; Pip & Cat, and the discussion that takes place around the words and images will allow the teacher to guide conversation between children and relate experiences to other stories and subsequently, share some of their own. It can be used in circle time style, but it is also designed to be integrated into your lesson planning with clear Learning Objectives and activities that can be used as high quality evidence for learning.

Additionally, we want to know what's happening in your schools! We would love to gather examples of the work children create and share it nationally. Your children will also therefore know that there is opportunity, should they want to, for a very 'real-audience' and that they are contributing to a nation-wide 'collaboration of kindness!'

We hope that all staff involved find meaning and pleasure in delivering the content and it fuels the fire for emotional 'wellness', whilst unifying and showcasing learning environments...at their best.

Danielle Towe
Primary English Consultant

Stories can provide the substance that help us believe the intangible songs of our own heart.



Picture Books

Children as young as eight months respond positively to picture books. Stories have the power to engage imagination, hold attention, deliver meaning and content from a very young age.

The *Words And Your Heart Teaching Resource* uses two picture books, “Words and Your Heart” and “You”. The books provide the key messages for the whole resource in a way that children can relate to and get a hold of; 'Words have power' and 'You are a valuable part of a community'. They offer a foundation from which to explore areas of thought and insight, providing a framework from which to build the emotional and relational learning of the resource.

Within our emotionally cluttered society, the stories gently provide children with simple and concise messages. They can help to bring clarity and understanding within this difficult-to-navigate emotional world, integrating both left and right hemisphere learning (emotional learning and logical learning).

“...It has been really wonderful seeing how often the books are picked up again and again within the classroom free reading periods - the children really love the books and the positive messages. ” KS2 Teacher.

"These books have become an invaluable part of my classroom." KS1 Teacher

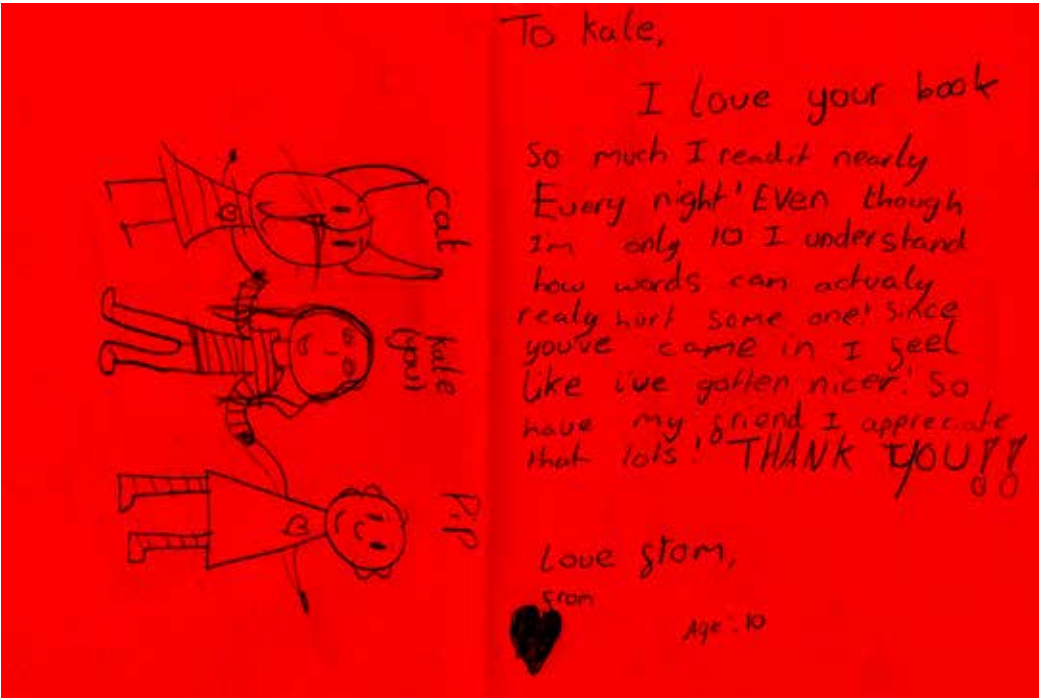
Intro Research

Introduction to the research behind the resource.

'In 1938, Harvard University began following 724 participants as part of the longest-running study on human development in history. The study was developed to determine what makes us happy. The study explored every part of who we are, from physical and psychological traits to social life and IQ, to learn how we can flourish. Findings from the study were published in the 2012 book Triumphs of Experience, with key results showing that happiness and health aren't a result of wealth, fame or working hard, but come instead from our relationships.' (Edwards et al 2016 p4)

This quote comes from 'Relationships in the 21st Century' - a report by the Mental Health Foundation. We would recommend reading it.

With the increase of mental health problems in children, there is a continuing need for greater emotional & relational support for children within education – hence the development of this resource. The content has been researched for over five years, including two years trialling the content with over 2,000 students of various Primary School ages and differing educational environments.



Card from Primary School pupil.
Workshops 2016

Intro Using the Resource

Cultures Culture is the unseen atmosphere that effects us all. It is created by the outworking of our beliefs in our behaviours. Every Culture/chapter within the schools pack aims to facilitate and encourage healthy beliefs about self & others, therefore impacting the relational culture within classrooms. Each of the cultures have been divided into teaching sessions. Each session builds on the previous one. The content has been specifically designed to be able to be used across every year group and does not give year group specific content, rather you navigate the curriculum objectives according to the needs and ability of your children.

PDFs Every session has downloadable PDFs to use with the children, found on the memory key. Children really enjoy the simple illustrations. The use of the characters grounds the content firmly with the messages of the two picture books - words are powerful and you are valuable.

Curriculum We have specifically linked curriculum objectives to every culture. You will not only be delivering PSHE objectives but also hitting curriculum targets.

Footnotes We have attempted to keep the Sessions in the Resource short and concise. However, there were a number of occasions where broader contextual or background information is helpful in understanding. The footnotes expand the thoughts behind the content and provides deeper substance to the themes and ideas. These have been recorded as traditional Footnotes and are listed on each page as bracketed references in the main text [F] [F]. They fall into two simple categories – differentiated by colour.

[Footnotes in red] are from work with schools trialling the resource and from wider research.
[Footnotes in Blue] are from Dr Ali Stephens and her extensive experience as a clinical psychologist.

Recommended Reading & References There has been an abundance of research that has supported the development of this resource. Where quotations have been made we have referenced them in the text and given details in the bibliography. Copyright remains with their respective authors. Of the many books, reports and papers, there some that we would particularly recommend. These are:

- All Learning is Social and Emotional :Nancy Frey, Douglas Fisher et al.
- The Whole Brain Child: Dr Daniel J.Seigel, Dr Tina Payne Bryson
- Relationships in the 21st Century: Report by the Mental Health Foundation
- Beyond Discipline: From Compliance To Community Alfie Kohn.
- The Five Side Effects of Kindness David R. Hamilton.
- Braving the Wilderness Brene Brown.

Intro Families Cards

"Families are among the very best resources we have, yet schools sometimes fail to maximize what they can accomplish. Families cannot support school based SEL efforts if they don't know what is happening."
'All Learning Is Social and Emotional' - Nancy Frey et al

One of the greatest seats of influence in a child's education is a child's family.

To help you communicate with families and include them in the children's learning journey, every culture contains an A5 Families card. These cards have been created with the purpose for SEL learning to continue within the home. Each card echo's a little of what the children are exploring in school, giving opportunity to talk about and perpetuate the culture within the children's most immediate and influential community - their family. The postcards provide an opportunity for families to engage with some of the practical activities the children are experiencing, bridging the gap between learning in school and learning in the home.

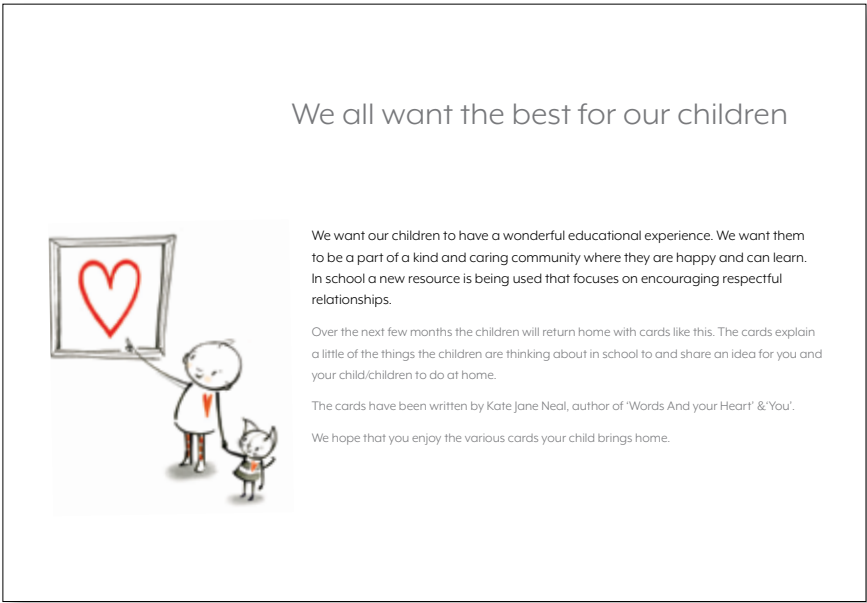
The language and feel of the postcards is deliberately quirky and fun. The idea is that the postcards become something that a family could put on the fridge as a reminder of the culture the children have taken a part of. The hope is to enhance and support the impact of the social and emotional learning of each culture.

During trials, the feedback has been that children love having the cards to show, as a way of helping them communicate and share with their families what they have been learning within school.

Many families have enjoyed being able to see that the school is engaging with the 'hidden curriculum' of social and emotional learning. This is an area that a lot of families are concerned with in school. The feedback has been that the parents have enjoyed the opportunity to be a part of their child's learning, supporting and developing the language within the home. Teachers have said that the cards have helped to open communication between parents and staff.



A5 Card Front
[Intro-00a.pdf]



A5 Card Back
[Intro-00b.pdf]

The cards are available as PDFs with the resource in print ready form. If you would like to invest in creating your own cards, there are local print companies that can produce them for a minimal cost, or bought at cost from the Words and Your Heart Website. Altrantively, these can simply be printed out in school as A5 sheets, or shared on the schools digital platform.

Be Beautifully You!

Our hope is that you use the written content as a spring board to meet the needs of your class.