Teacher and children sit on chairs in The Big Circle facing one another.

**Silent Sitting** 5 mins

Accepting All Weather

**The Big Circle Guidelines** 3 mins

Share the *Class Values in Action* poster. Children read the actions aloud in pairs around the circle to help everyone consider actions that make a safe and inclusive Big Circle.

**The Big Voice** 3 mins

‘*We may have all come on different ships, but we’re in the same boat now.*’

– Martin Luther King Junior, American Activist (1929 - 1968)

**Pair Share** – explore the meaning of the quote.
Which hero said this? What might he mean?

**The Big Picture** 3 mins

*Sentence Stems:* One thing that stands out to me is...
Because…
I’d like to know more about…
One thing I pictured in my mind…
I wonder…

The Big Story 5 mins

The English Chippy by Avantika Taneja

The Big Questions 10 mins

1. In the beginning of this story, who do you think was more open to variety – Iman or Sophie? Why? How did Sophie’s openness help Iman to feel like she could belong?
2. What do you think Mr Malin means when he says, ‘Newcomers are always bringing in new flavours that we soon come to think of as typically English’?
3. After listening to Mr Malin, how did Iman become more open to trying new things? Once she allowed her mind to open, what problem was Iman able to solve?
4. When have you had a change of heart about something new you have experienced?

Values Inquiry
The Big Talk: Are you open to experiencing variety? 15 mins

Choose 2 or 3 scenarios. Children to stand next to Open / Closed / Unsure signposts. Explain, clarify or justify viewpoints. All change when heard each other and investigate any changing of minds. How would you react?
1. It is cold so your cousin lends you his football scarf, it’s the ‘wrong’ team.

2. In school you’re taking part in a tasting session of different types of bread from around the world e.g. Nan, Cholla, Roti, Taco, Soda breads.

3. In RE you visit a place of worship that is different to what you believe.

4. When playing in the park, a group of much younger kids wants to join in your rounders game.

5. A child in your class makes sudden loud noises during your lessons, but is unable to control them.

**My Big Feelings Compass**

How do you feel when coming across something new or different?

Refer to *My Big Feelings Compass* to name the complex range of feelings. Ask children to select a more difficult feeling from the inside of the compass and a more helpful feeling from the outside.

**My Big Think Journal** 10 mins

Sometimes we can feel uncomfortable experiencing something new, like different people or food.

**Self Reflection**: When have you had a change of heart about something new?

**The Big Sing** 5 mins

TBT LOVE Song – We All Have A Story

**Our Big Think** 2 mins

*Let us try to embrace variety as the spice of life that gives it all its flavour.*
This lesson **helps to meet** these RSHE Statutory requirements

| RELATIONSHIPS EDUCATION | a. how important **friendships** are in making us **feel happy and secure**, and how people choose and make friends  
| b. that **healthy** friendships are **positive and welcoming** towards others, and do not make others feel lonely or excluded  
| c. **how to recognise who to trust** and who not to trust, **how to judge when a friendship is making them feel unhappy or uncomfortable**, **managing conflict**, how to manage these situations and how to **seek help** or advice from others, if needed  
| d. that **stable, caring relationships**, **which may be of different types**, are at the heart of happy families, and are important for children’s security as they grow up  
| RELATIONSHIPS EDUCATION | a. the importance of **respecting others**, even when they are very different from them (for example, physically, in character, personality or **backgrounds**), or make different choices or have different preferences or beliefs  
| g. what a **stereotype** is, and how stereotypes can be unfair, negative or destructive  
| PHYSICAL HEALTH & MENTAL WELLBEING | d. **how to judge** whether what they are feeling and how they are behaving is **appropriate and proportionate**  
| g. **isolation** and **loneliness** can affect children and that it is very important for children to **discuss their feelings** with an adult and seek support  
| Topic 3: Caring Friendships |  
| Topic 3: Respectful Relationships |  
| Topic 1: Mental Wellbeing |  
| Topic 1. Families and people who care for me |  

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<thead>
<tr>
<th>SEL Relationship Skills Competencies</th>
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<tbody>
<tr>
<td>Communicating effectively</td>
<td>✓</td>
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<td>Developing positive relationships</td>
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<td>Practising teamwork and collaborative problem solving</td>
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<td>Resolving conflicts constructively</td>
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<td>Resisting negative social pressure</td>
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<td>Seeking or offering support and help when needed</td>
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<td>Standing up for the rights of others</td>
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