

CIRCLE TIME: YEAR: FOUNDATION STAGE

Virtue (Summer term): Trust

Virtue to Live By:

I place my trust in God and others can place their trust in me

PSHCE:

I am reliable and determined.

I tell the truth.

I try not to worry about things before they happen.

Knowledge:

I can rely on others so that I can get on with what I need to do

I appreciate the gifts other people have

I know I can be relied upon to tell the truth

I know I am reliable

I know that trust takes away my worries

Skills:

Speaking and listening aids communication and builds trust because it creates and sustains relationships and friendships. Listening is important because it helps us understand other people. Knowing when to ask for help.

Attitudes:

I am thoughtful and positive about myself and other people. I am helpful and I allow others to help me.

Circle Time Rules:

We listen to each other.

We do not say or do anything that would hurt another person.

We signal when we want to say something.

We may say pass.

If a game involves touch we may sit and watch before making a decision to join in.

Skills - Thinking, Looking, Listening, Speaking, Concentrating

Throughout Circle Time it is vital that teachers praise children for using the above skills.

Step 1. Game / Way in

'Musical Feelings'

Children hop, dance or skip round the circle to the music. When the music stops the teacher holds up a 'feelings card' that they have to mime. For example, happy, sad, worried, afraid etc. Repeat the game several times – teacher praises children.

Step 2. Round

Using a class puppet or ask children to imagine a new child who is very worried because s/he didn't want to leave mummy when s/he came to school. The puppet or imaginary child starts crying. S/he needs a lot of help. How can we help the puppet or imaginary child to feel happy?

Trigger statement:

"I can be trusted to ..."

Step 3. Open Forum (Reflection and response)

Puppet tells the children about his/her fears. When I come to school I get really scared because there's a big dog and it always barks at me...I know it's behind the gate but my heart starts banging and my legs shake and sometimes I cry...the dog has a lead on it too so it can't hurt me...my mummy says that it can't hurt me...my friend says it can't hurt me...I just wish I didn't get so scared...

[The important aspect to highlight for children is that feelings are not 'silly' or 'irrational'. The most useful starting point when in the role of helper is empathy. In the above scenario it may be that the most powerful learning will occur as the teacher models an empathic response towards the puppet. It's also important to allow the children

Children respond.

Step 4. Celebration

Ask the children to look around the circle. There are always people that we can trust who will help us when we are afraid. They will not think we are silly when we feel afraid.

Invite the children to say the name of a person they can trust.

I trust...

Let's give a big round of applause for all those people we can trust.

It's also good to show how trustworthy you can be too, and you showed this in some of the ways you said you'd help the puppet.

Step 5. Ending Ritual

Sing: when you are happy and you know it, using examples from the circle time 'when your trusting and you know it'; 'when your trustworthy and you know it' etc.

Resources:

Class puppet