

CIRCLE TIME: YEAR 1/ 2

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:

Key vocabulary and their different meaning: **trusting** and being trustworthy

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 am reliable

I know I can be relied upon to tell the truth

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

In the circle the teacher whispers 'dog', 'pig' or 'chicken' to each pupil.

Children move around the group making 'woof', 'oink', or 'peck, peck' sounds until they are in three groups. You can give children animal picture cards to support them.

Step 2. Round

On Saturday puppet said s/he went to a party where they played a 'blindfold trust game'. Puppet had to put a blindfold on and his/her friend led him/her around the garden. Puppet knew there was a big pond outside and lots of old tree stumps. It would be very easy to fall in the pond or trip over. How do you think puppet felt? Children respond:

Teacher: Puppet really trusted his/her friend and so even though s/he was feeling a bit scared and anxious, s/he felt sure s/he would be safe and nothing would happen. I wonder if there's anyone you feel you can trust?

Ask for a volunteer to be blindfolded. Ask for another pupil to be the one who leads the blindfolded pupil – perhaps do not choose their friend. Ask the person who led the blindfolded pupil - what it felt like? Ask the pupils what skills or qualities you need to show you are trustworthy and can lead the blindfolded pupil well.

Teacher scribes the ways in which we can be trustworthy

Trigger statement:

I can be trusted because...

Step 3. Open Forum

Let the pupils watch a You Tube clip of 'The Boy Who Cried Wolf' (there is one that is 2.38 long) or read the story of it. Teacher: when questioning the pupils about the story guide their responses to bring out the importance of truth telling and being reliable as part of being trustworthy.

Step 4. Celebration

Ask the children to look around the circle. Is there anyone the children would like to nominate or say thank you to because they have been able to trust them in some way this week. Give the children a little time together in private to decide on what it is they intend to share. They may want to keep it as a private matter.

Step 5. Ending Ritual

Pass a gentle hand squeeze (or object) round the circle. As the squeeze (object) goes around remind the children that there is always someone they can trust and there are ways we can be trustworthy.