

CIRCLE TIME: YEAR 3/4

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

Oranges and Lemons

All the children sit in a circle. They are alternately labelled "orange" or "lemon". The teacher or pupil calls out "oranges", "lemons" or "fruit basket". Children in the named category change seats." fruit basket " means all change. Without realising it, many of them will now be sitting next to a different person. (*Quality Circle Time. Jenny Mosley. LDA*).

Step 2. Round

Ask the children what being trusting of other people means to them. How might someone show they are a trusting person? What about being trustworthy? How is being trustworthy different from being trusting?

Trigger statement:

Being trustworthy means ...

Step 3. Open Forum

Watch a You Tube clip or read the story of 'The Boy who cried Wolf'

Children respond to the retelling:

Why was the boy not trustworthy? What would make him a trustworthy person? (truth telling and being reliable, reflecting on how my actions affect other people. thinking of the consequences of actions)

Step 4. Celebration

Ask the children to look around the circle and to nominate or say thank you to someone who they can trust.

Ask pupils to finish the sentence: 'I show I am trustworthy when ...'

Step 5. Ending Ritual

Trust Tree or Trust display

Using either real twigs or a drawing of a tree ,the teacher prepares cut-out leaves on which each pupil writes some way that they can be trusting and trustworthy. The leaves are then attached to the tree. This display can be built up over the 3 weeks.