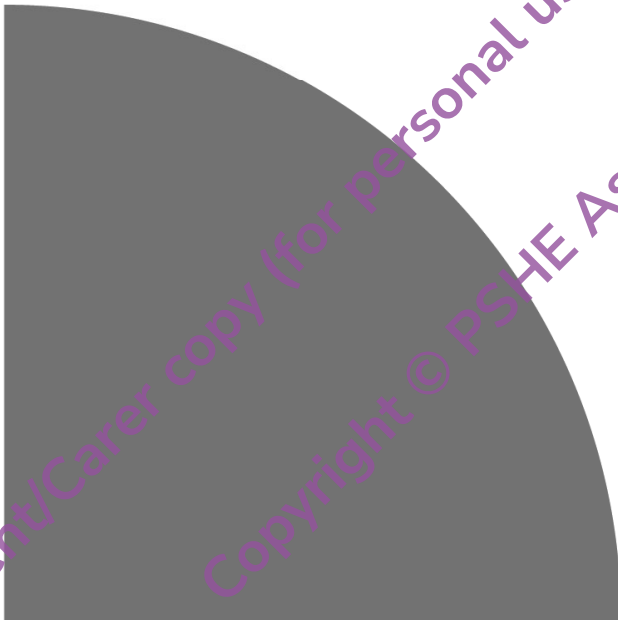


# Creating a climate for learning

## KS1 Lesson plan: Ground rules, rule!



# Ground rules, rule!

This lesson for key stage one, with suggested adaptations for key stage two, introduces pupils to the purpose and use of PSHE education ground rules. With a focus on supporting pupils to contribute to and develop a set of ground rules for use in the PSHE classroom, pupils also look at rules in the wider school environment.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. This lesson would work well at the start of the academic year, at the beginning of a topic, or when a class needs to re-establish ground rules.

## Learning objective

To learn about the importance of ground rules in PSHE lessons.

## Learning outcomes

Pupils will be able to:

- identify why rules are needed for different situations
- suggest ways of making others feel safe and included in PSHE lessons
- contribute to and develop class ground rules for PSHE education

## Resources required

- Box or envelope for questions
- Flip chart paper and pens
- Resource 1: *I spy rules* (KS1 one grid per pair)
- Resource 2: *School rules* (KS2 one per pair)
- Resource 3: *Li's script* (KS2 one per small group)

# Lesson summary

Activity	Description	Timing (Total: 60 mins)
1. <b>Introduction</b>	Introduce learning objective and outcomes, and introduce or set up the question box.	<b>5 mins</b>
2. <b>Baseline assessment</b>	Pupils consider a child who is learning about school rules and answer questions to demonstrate their understanding of why there are rules in school.	<b>10 mins</b>
3. <b>I spy rules</b>	Visiting different areas of the school, pupils explore rules of each area. In the classroom, pupils identify the purpose of rules and what the rules are designed to achieve.	<b>15 mins</b>
4. <b>Hello Li</b>	Pupils are introduced to a character new to PSHE lessons and suggest ways of supporting them.	<b>10 mins</b>
5. <b>Our ground rules</b>	Pupils contribute to and develop a set of ground rules for their class.	<b>10 mins</b>
6. <b>Reflection and endpoint assessment</b>	Responding to scenarios, pupils select which ground rules apply, and revisit questions from the baseline activity.	<b>5 mins</b>
7. <b>Signpost support</b>	Pupils are reminded of adults at home and at school they can speak to if they have any questions or concerns about rules in school.	<b>5 mins</b>

# Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include relevant pedagogy on ground rules, the limits of confidentiality, and the use of ground rules within the context of a safe learning environment.

## Key words

rules

ground rules

respect

safe

opinion

KS2: confidentiality

## Baseline assessment



5 mins

### Introduction [slide 9]

Introduce the learning objective and outcomes. Explain that today's lesson will explore the different rules that we have in school, why we have them, and what rules should be followed in PSHE lessons.



10 mins

### Baseline assessment activity [slide 10]

Ask pupils to imagine a child who has just started in Reception Class. Tell them:

*'On the first day, the teacher says that there are school rules that they must follow. This confuses the child who isn't sure what the teacher means.'*

Explain that they are going to think about how someone might help the child and what the child might need to know. Ask pupils:

- What do we mean by rules?
- When are they needed?
- Why do we follow them?
- What can happen if rules are not followed? **KS2 only**

Give pupils time to discuss their ideas with a partner, then invite whole class feedback, recording main ideas on the board. From their responses, it may be clear that pupils have a basic understanding of general rules for keeping physically safe. If any misconceptions about

rules are identified, such as 'Rules are meant to be broken' or, 'You always get in trouble if you don't follow rules', you will need to adapt your teaching to address these. This may be done through questioning or spending more time on certain activities within lesson.

Explain that our lesson today is about looking at some specific rules we will be using in the classroom.

## Core activities



15 mins

### I spy rules [slides 11-12] (KS1)

Tell the pupils that you have a mission for them – they must find or spot rules that are used in different areas of the school. As a class (or in smaller groups), visit two or three areas of the school and identify the specific rules associated with that area. In pairs, ask pupils to record their findings on Resource 1: *I spy rules*, leaving the last column (Reasons for rules) blank. Suggestions for places and rules include:

- places to visit: *dining hall, library, playground, PE area, toilets*
- rules specific to an area: *we wash our hands; we clear up after ourselves; we say 'please' and 'thank you'; we talk quietly; if someone is upset, we help them etc.*
- clues that may highlight rules: *pictures and words to remind us; people to remind us; posters; bins for putting things in etc.*

Return to the classroom and discuss findings.

Explain to pupils that they are now going to explore why there are rules - the purpose of having rules. Show slide 12, select the first rule and discuss with the class the purpose of the rule, and what it is designed to achieve, e.g. Rule: we wash our hands; Purpose: to stop germs spreading. Model matching the rule to the purpose and explain why the rule is important. Then, in pairs, ask pupils to add their ideas to the last column on Resource 1: *I spy...rules*.

Explain that as well as having rules around school, we also have rules for our lessons, including PSHE lessons. Because PSHE education involves learning about our own lives, and the lives of others, it is important that everyone feels comfortable to say what they are thinking and to share their ideas, opinions and experiences, even when they are different to our own.

## For KS2:

Show slide 13, give pupils Resource 2: *School rules* and explain that they will be thinking about the different rules required for different curriculum lessons. Model an example, such as:

- **Subject:** *PE*  
**Rule:** *we use crash mats*

Next, identify the purpose of the rule (what a rule is designed to achieve) and what it encourages, such as safety, respect, kindness etc. Lastly, consider what could happen if there was no rule, for example:

- **Purpose:** *safety - so we don't hurt ourselves on the hard floor*
- **What could happen if there was no rule:** *you could get hurt and not be able to do PE*

In pairs, pupils should complete the chart by identifying four subjects and associated rules.

As a class, discuss their findings, and highlight common reasons for rules, such as physical safety, kindness and consideration, respect for other people and for property.



10 mins

## Hello Li [slide 14]

Show slide 14 and introduce Li who is new to the class and about to have their first PSHE lesson. Li wants to join in and share their ideas in the PSHE lesson but is feeling nervous.

Show and read aloud the thought bubbles on slide 14. In small groups, ask pupils to come up with three different suggestions for how to make Li feel comfortable and included in PSHE lessons. Record the suggestions on the board, grouping any that are similar, such as: *we can be kind to Li; we can say kind things to Li*. Encourage pupils to explain the reasons for their choices, for example: *when someone smiles at you, you feel happy; so we will smile at Li*.



## Support:

Share with pupils the following actions, listen, practise our numbers, share the rules with Li, eat our lunch, talk really loudly with our friends, say kind things, smile. Ask pupils to classify each action as, 'helpful', 'not helpful' or 'not sure' in helping to make Li feel comfortable. Model an example and include an explanation of your reasons for the classification. Encourage pupils to replicate with their reasons.

## For KS2:

Show slide 14 and introduce Li who is new to the class, having their first PSHE lesson and feeling nervous. Read the thought bubbles and tell pupils that you'd like them to suggest some ways of making Li feel safe and included in PSHE lessons. Using Resource 3: *Li's Script* and

working in small groups, ask pupils to suggest what the class could do or say to reassure Li, then include one action to help Li. For example:

1. ***I want to share my experience, but I don't want to talk about myself***

The class could do or say this to reassure Li:

- *We don't have to talk about ourselves*
- *Everyone has a chance to speak if they want to, but they don't have to*

An action to help Li is:

- *The class could smile and be friendly*

Take feedback, discussing the merits of each suggestion, and record those that pupils identify as being the most effective ways of supporting and reassuring Li on the board – these will be returned to later in the lesson.

Next, tell pupils that Li would like to know about 'confidentiality' – write the word on the board and ask pupils to discuss, in their groups, what they think this means. After taking responses, clarify that it means not sharing the things that people do or say. Explain that this is important to remember for our PSHE lessons and we can think of it as 'keeping the conversation in the room'.

Then, ask what sort of behaviours would demonstrate this, for example: what to say/not say; what to do/not do. Suggestions might include *not telling anyone who wasn't in the lesson what was said; not talking about other people's experiences, ideas and opinions; keeping the conversation in the room.*

Explain that there are some **limits to confidentiality**, and this is when a teacher or someone else is concerned about someone's safety. Give the example:

During learning about road safety in PSHE, Li says that they cross the road without using the pedestrian crossing (safety crossing).

Ask pupils why this might make a teacher feel worried, (e.g., *what might happen to Li?*)

Suggestions might include *Li could get hurt, Li isn't being safe and could have an accident.*

Ask the class, *what should Li's teacher do?*

- A. Keep Li's confidentiality and say nothing
- B. Talk to Li about the importance of using the safety crossing
- C. Talk to Li's parents about helping Li cross the road
- D. Both B&C

Identify that D is the best answer and explain that sometimes if a teacher is really worried about someone's safety, they will need to tell someone. This is also the case for them; if anyone hears about a friend or other child whose safety might be at risk, it's important to talk to an adult in school. Likewise, if they are worried or upset by anything that's said in a PSHE lesson, it's important to speak to a trusted adult in school or at home about it.



### Our PSHE ground rules [slides 15-16]

Explain that the pupils' final mission is to create their own set of rules, to be called 'Our PSHE ground rules'. Show slide 15 with examples of ground rules used by Ruby Class, in a different school. Choosing a pupil response from the previous activity (How to make Li feel included), model how to develop it into a ground rule using the same tone and style as that of Ruby Class's ground rules. For example, if the pupils have suggested '*don't laugh at Li*', the ground rule could be, '*We respect everyone's ideas*'. Ask pupils to use the same model for developing ground rules from their responses in the last activity. Take feedback and collate as a list on the board.

Suggestions might include *We are kind to each other; we know that we might have different ideas – that's ok; not everyone feels the same – that's ok too; we are respectful of each other.*

Show slide 16 and, with each pupil having three votes, ask pupils to individually vote for their top three ground rules from the lists they have written. The five ground rules with the most votes will become *Our PSHE ground rules*. Explain that everyone has a responsibility to keep to the rules.



**Challenge:** Assign each group one of the ground rules and ask them to create a short role-play which demonstrates what this ground rule looks and sounds like when used in the PSHE classroom.

For KS2:

Returning to the suggestions for helping Li from the previous activity, in small groups, ask pupils to develop a list of their top five ground rules. Slide 15 can be used to show example ground rules. Take feedback from groups before showing slide 16 and, as a whole class, compare the lists. Then, with each pupil having three votes, use a tally chart or similar method to identify the top five ground rules for the class. Once agreed, ask pupils if there are any extra ground rules that they think are important for you, the teacher to do.



**Challenge:** Ask pupils to identify the positive consequence of implementing one or more of the above ground rules.

# Reflection and endpoint assessment



5 mins

## Reflection [slide 17]

Give pupils the opportunity to evidence what they have learned by reading the scenarios on slide 17 aloud and take feedback as to which ground rule(s) the pupils feel best applies.

Next, revisit the questions below which have been slightly adapted from the baseline activity, asking pupils if they would like to answer differently or if they have anything to add that they have learned from the lesson.

- What do we mean by ground rules?
- When are they needed?
- Why do we follow them?
- Who is responsible for following the ground rules?

### For KS2:

Give pupils the opportunity to evidence what they have learned by reading the scenarios on slide 17 aloud and take feedback as to which ground rule(s) the pupils feel best applies.

Revisit the baseline questions shown below and on slide 17, which have been slightly adapted from the baseline activity:

- What do we mean by ground rules?
- When are they needed?
- Why do we follow them?
- Who is responsible for following the ground rules?
- What can happen if ground rules are not followed?
- What can you explain about confidentiality?

Ask pupils to reflect on their responses and how they will remind themselves and others to use them in PSHE lessons.

# Signposting support



5 mins

## Signposting support [slide 18]

Remind pupils that if anyone wants to talk about anything that we have covered today, or anything else that they are worried about, including confidentiality, they should:

- speak to an adult in school, this may be a teacher or a helper.
- speak to an adult at home, this may be a parent, guardian or grandparent, and should be someone that they feel comfortable talking to.
- KS2 pupils may wish to seek support from national organisations such as: ChildLine [www.childline.org.uk/kids](http://www.childline.org.uk/kids), Tel: 0800 1111

## Extension Activity

### Create a **Ground rules, rule!** display [slide 19]

Pupils contribute to creating a classroom display, showcasing the ground rules chosen for use in PSHE lessons. Some ideas for displays:

- pegged on a class washing line
- stuck around an image and changed as necessary

Tip: Ensure blank spaces are provided for adding different ground rules.

### For KS2: **Topic-specific ground rules**

Explain that sometimes in PSHE we need specific ground rules for specific topics. Ask pupils to make suggestions for the most important ground rules when learning about:

- consent
- puberty
- healthy eating
- mental health