

Resource 8 – Relationships / Health Education or PSHE

Being With Me



Key stage

2

Creative Thinking Habits – Inquisitive, Imaginative, Collaborative

These learning sequences focus on the skills of wondering and questioning – creative habits at the very heart of what it means to be a creative learner. Pupils will focus on tricky questions where there aren't simple answers, they will challenge assumptions, and work together on a creative task to culminate in critical reflection.

(Creative habits prompts, questions and class discussion marked throughout in dark teal.)

**A NEW
DIRECTION**

We create **opportunity**

Introduction

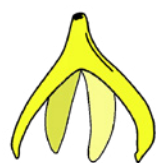
A New Direction is a London-based not-for-profit organisation that generates opportunities for children and young people to develop their creativity.

Of equal priority for us is helping to broaden and diversify the curriculum in response to the combined crises facing young people, including the climate crisis, the call for a more equitable society, prompted most recently by the Black Lives Matter movement, and the COVID-19 pandemic and its associated impact on the economy and wellbeing.

This pack draws on the expertise of London's cultural sector to provide rich learning materials that help develop young people's creativity and their ability to navigate these times. For those schools wishing to provide a broad and balanced curriculum, these thoughtful and engaging learning sequences explore some of the lives of individuals who are new to or under-represented in the curriculum, a focus on Black History in London, lessons that support the new Relationships and Sex Education programme of study, nature-inspired design activities for exploration within KS2 – 3 Design Technology, and pupil investigation in Geography exploring the climate crisis.

The resources employ a variety of strategies which place an emphasis on effective education being an active process that is participative in nature and which develops children's ongoing capacity for learning. As such, they can be used by teachers across the curriculum.

We believe in the possibility of a better world and want to support teachers and educators in doing what you do best. We have consulted with teachers throughout the development of these resources, which are part of a longer-term commitment to generating relevant and accessible learning materials that help us to have braver conversations in the classroom and to articulate the power of creativity.



**School of
Sexuality
Education**

Writer Dan Simpson, poet and arts practitioner

In collaboration with Kerri Sellens, Assistant Head, Curriculum, Lansbury Lawrence Primary, and Gayathiri Kamalakanthan, Head of Queer Education, School of Sexuality Education.

In consultation with Tony Millard, SEND Specialist Teacher

A New Direction Editorial Team:

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The Five-dimensional Model of Creative Thinking

For creativity to flourish, it needs nurturing and young people need access to excellent resources.

‘Creativity in the classroom does not happen by accident – we need to be deliberate and proactive in developing our pupils’ creative skills and habits. Now more than ever, creative thinking is the key to their future. These resources breathe life into new areas of the curriculum and make explicit the vital and life-giving creative habits which will enable students to thrive in complex times.’

– Bill Lucas

These learning sequences focus on curriculum-linked topics for exploration with creative learning at the heart.

They are underpinned by the Creative Habits of Mind drawn from the Five-dimensional Creative Thinking Model and decades of research from Professor Bill Lucas, Guy Claxton and Ellen Spencer.

Creativity is a multi-dimensional idea and education researchers are showing just how valuable creative thinking is in helping our pupils learn in an increasingly complex world. The model has been widely adopted into learning policies across the globe, based on years of field trials through the Centre for Real-World Learning at the University of Winchester that included schools participating in Creative Partnerships, the UK government’s flagship creative learning programme (2002 – 2011).

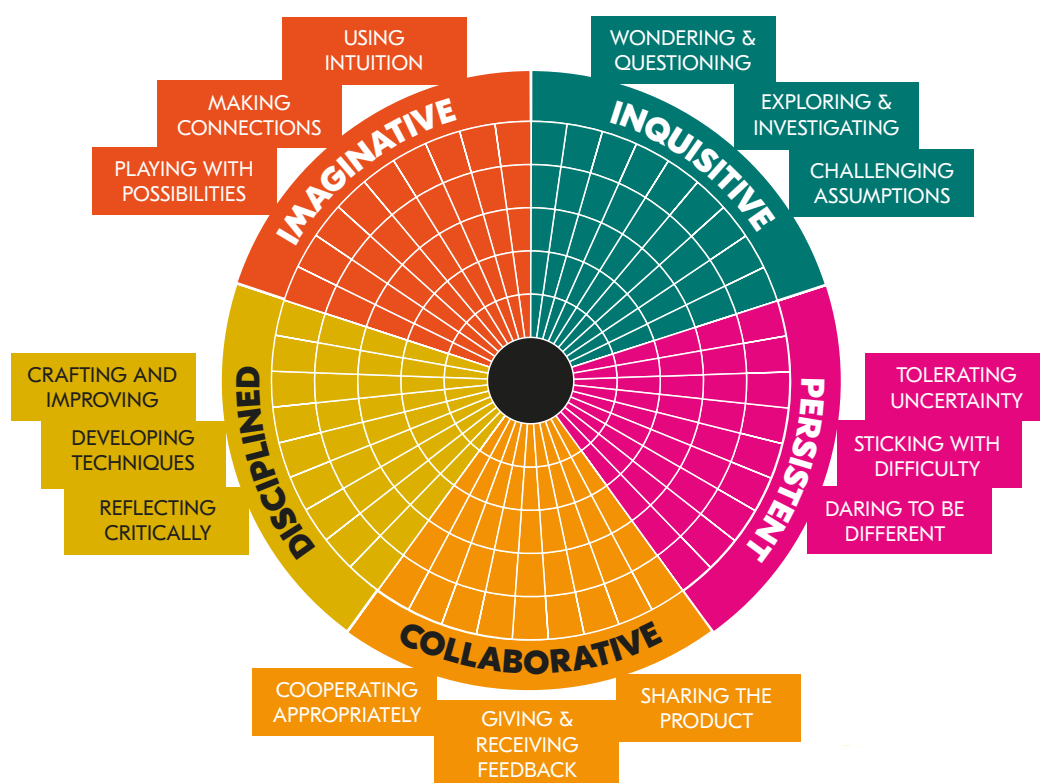
The Centre for Real-World Learning’s model below features five Creative Habits of Mind and offers a means of tracking the development of creativity in pupils.

A New Direction, like many others, believes creativity can be taught and learned, and we want to support schools and teachers to feel equipped to do just this. The five Creative Habits of Mind are drawn out in the resources, each resource making explicit one particular habit with learning strategies and class discussion for pupils to understand the definitions for their own learning and articulate their own skills development.

Professor Bill Lucas

Director of the Centre for Real-World Learning, University of Winchester. Co-chair of the PISA 2021/2022 Test of Creative Thinking. Academic advisor on creativity to Arts Council England. Co-author of more than forty books including the internationally acclaimed, *Teaching Creative Thinking: Developing learners who generate ideas and can think critically*. Curator of Creativity Exchange platform: <https://www.creativityexchange.org.uk/>

Lucas, Bill and Spencer, Ellen (2017) *Teaching Creative Thinking: Developing learners who generate ideas and can think critically*, Carmarthen: Crown House Publishing Ltd



Foreword

I warmly recommend this resource to you. Creativity in education is needed now more than ever.

We need teachers and leaders working within their communities who are focused on 'finding a way through' for all learners. As a headteacher, my own school was fortunate to receive funding as a School of Creativity, this was an initiative building on Creative Partnerships inspired by the work of the late great Sir Ken Robinson. We were able to share so many aspects of an alternative improvement agenda that was built on inclusion, trust and agency with high standards as a by-product replacing a deficit reinforcement of stereotype leading to failure.

Building on decades of rigorous research, the OECD ranks creativity and critical thinking amongst the top skills that our young people need. Teachers and leaders with creative approaches are able to use these skills to constantly navigate the challenges of the education system to positive effect. Having the humility and openness to work alongside artists as part of this leadership opens up new spaces in our collective thinking.

Leading the Chartered College of Teaching, I am committed to building a profession that is confident about being open to new ideas, restless, inventive, persistent about what matters, generous and empathic. All of these dispositions offer states of mind that build capacity for learning amongst our children and young people. I encourage you to absorb these resources in pursuit of this goal.

Professor Dame Alison Peacock

Chief Executive

Chartered College of Teaching



How To Use This Resource

These resources are designed to put the learner in the driving seat, with open-ended engaging activities, learning strategies and questions to prompt dialogue and debate, critical thinking, and creative response.

They take a 'split-screen' approach covering both a curriculum area and focusing on one or more of the creative habits.

There are two lessons in this topic, designed to be taught in progression. You'll find printable images, differentiation tips for students with Special Educational Needs and/or Disability (SEND), and extension activities at the end of this resource.

You are the experts, and these sequences just build on what you already do – pick from some or all to suit your needs. We would love to hear from you about how you get on, any questions you have, and what you'd like to see more of!

schools@anewdirection.org.uk

Artsmark


If using these resources helps you to develop your curriculum, build skills and knowledge across a range of art forms, and support student voice and wellbeing, you could gain recognition and accreditation with an [Arts Council England Artsmark Award](#).

You can find out more, including a map of how this resource fits the Self Assessment Framework and Quality Principles, at the end of this resource.

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DIRECTION**
We create opportunity



Artsmark
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Through class discussion and creative writing, pupils will explore the notion of permission and consent and what it means for them. They will grow an understanding of their personal space, boundaries, and what makes them feel safe, and in turn, their appropriate and respectful actions towards others. They will create a poem centred on 'rules' for how they like to be treated, and in the second lesson, collaborate with others in writing that deepens their articulation and reflection about consent, along with practising the importance of creating an atmosphere where everyone feels comfortable.

Creative Thinking Habits – Inquisitive, Imaginative, Collaborative

These learning sequences focus on the skills of wondering and questioning – creative habits at the very heart of what it means to be a creative learner. Pupils will focus on tricky questions where there aren't simple answers, they will challenge assumptions, and work together on a creative task to culminate in critical reflection.

Duration

2 x 60-minute lessons (or split into short activities across multiple lessons).

Curriculum links:

KS2

Consent and Respectful Relationships

The importance of permission-seeking and giving in relationships with friends, peers, and adults.

How to recognise appropriate boundaries in friendships with peers and others.

Resources

- Image of someone trying to avoid a hug (see page 16 of this resource)
- The poem 'Being With Me' by Dan Simpson, displayed for the class or printed off 1 per pair (see page 17 of this resource)
- Optional: YouTube video of poet Dan Simpson reading 'Being With Me': <https://bit.ly/35AsuvA>
- Optional: Visual representations of emotions (see page 18 of this resource)
- Class-set of pens or pencils
- Class-set of A4 paper

Learning outcomes

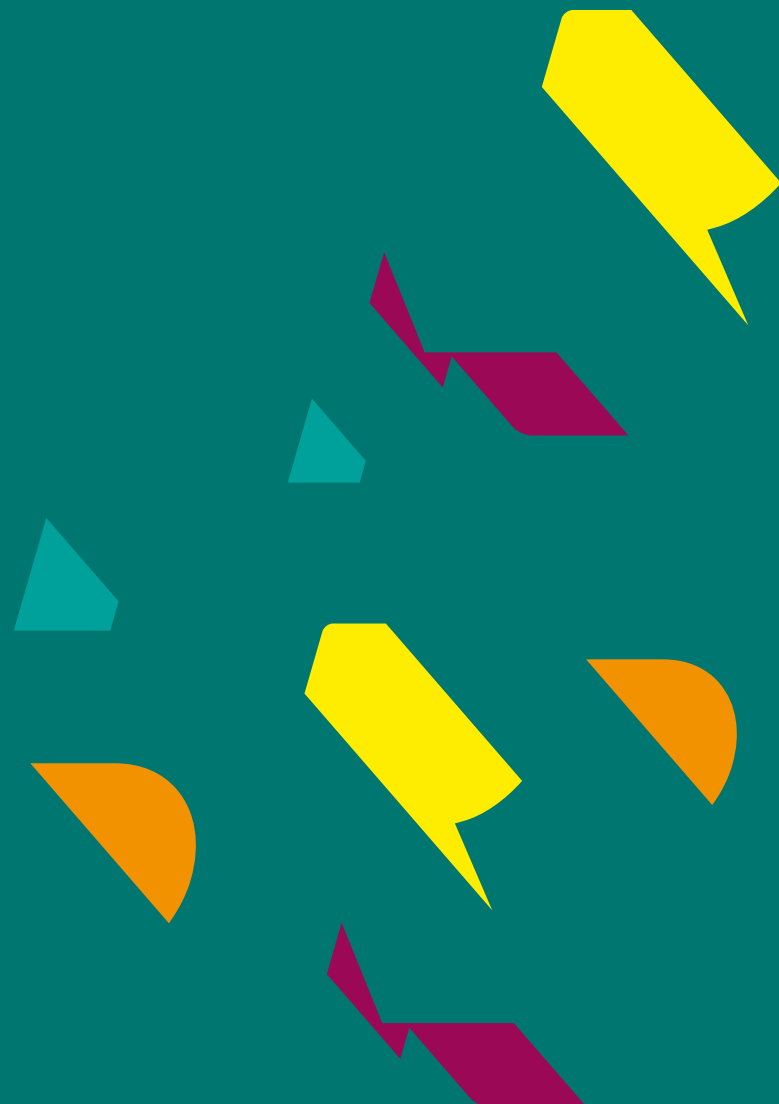
- I have explored what consent means to me and to others.
- I understand the importance of permission-seeking and giving in relationships.
- I know who to talk to if I feel unsafe or uncomfortable.
- I have expressed my feelings in writing about how I like to be treated.
- I have developed my critical thinking by asking questions and giving and receiving feedback.

Safeguarding

Please note, while these sessions are designed age-appropriately, pupils may ask questions about sex or sexuality that go beyond the lesson content. You can refer to your school policy on handling questions as a whole class or small group work. Similarly, in the case of any child protection concern or disclosure, please follow your school safeguarding policy and process.

As the discussions in the lesson could be of a sensitive or personal nature, it is recommended that you spend some time creating a safe learning environment. See Further Resources for guidance from the PSHE Association.

We suggest making pupils aware that everyone is involved in creating spaces where everyone feels safe, happy, comfortable and that they're being listened to. We have used the terms 'permission-seeking and giving in relationships' to reflect the Relationships curriculum.



Lesson 1

60 minutes

Introduction (10 minutes)

Prompt a class discussion together by asking them what they understand by the words 'permission' and 'consent'.



- *What examples can you share of permission in action?*
(e.g. putting hands up to ask a question, borrowing a pen, asking to go to a friend's house etc.)
- *What about times when you agree something is ok? You give your consent.*
(e.g. taking your photograph for the school calendar, letting a friend come to your house, letting someone hold your hand etc.)
- *How do you know that you're allowed to do something when you don't directly ask?*
- *What about when you know it's ok to give a friend a hug? How do you know this?*
(Prompt with non-verbal communication, body language, facial expressions, tone of voice.)

'This is the focus for today's session. If you are unsure about whether you are allowed to do something that involves another person, then you should always ask for permission or for their consent.'

Show the image of someone avoiding a hug and ask pupils what they think is happening in the picture.

Ask them what each person might be feeling.

'Have a think about anything that has ever happened to you where you didn't give permission or didn't have your consent.'

- *How did that make you feel?*
- *How do you know if someone is comfortable with something?*

Allow for answers or for individual reflection as you wish.

Say to the class that talking about consent and relationships sometimes raises something they might want to say or ask. Explain that they can always come and talk to you or another trusted adult at the school e.g. the Safeguarding Lead.

Main Activity (30 minutes)

'In this activity we're going to think more about what it is that makes us feel comfortable, respected, and safe. We'll be inquisitive with some tricky questions to ask ourselves, and we're going to challenge some assumptions – there are no right or wrong answers, this is about you. You are in charge of what matters to you.'

Explain that each pupil is going to write a poem made from a list of 'self-made rules' and guidelines for how they want to be treated by others so that they feel comfortable, respected, and safe. Challenge them to think about what they want for themselves; not what others might expect.

Share Dan Simpson's poem with the class as a starting point for the writing activity to follow. You could play the video of Dan reading his poem at this point (see Resources list).





- *What do you think about this poem?*
- *Who do you think the speaker is talking to?*
- *What do you think the poem is saying?*
- *How might your rules be similar or different to Dan's?*

Pupils now make lists of their own, using the format below to support their thinking. They can use the first sentence starter or create five new sentences of their own.

Make a list of do's	Make a list of don'ts	I want to feel
Do ask if you can hug me	Don't ever take my precious pen	I want to feel that I can be myself at all times
Do...	Don't...	I want to feel safe when I'm around you
Do...	Don't...	I want to feel...
Do...	Don't...	I want to feel...
Do...	Don't...	I want to feel...

Next, pupils finish this sentence with three or four different endings:

'If you break these rules, I will...'

(e.g. ...tell you with kindness, ... not be your friend, ...know that you don't respect me.)

Remind them that whatever the consequences of someone not following their rules, they should be respectful and not go against someone else's rules! How can they resolve rule-breaking firmly but kindly?

'This is the material for your poem! Now arrange it so that you are happy with it. Think about the first and last lines especially. Is there one 'golden rule' you can use as the final line in the poem?'

Plenary and Reflection (20 minutes)

Pupils prepare to **share their work**, a great habit in **working collaboratively**.

Ask partners if they want to read their poem to the class and what they would find helpful.



- *What kind of feedback would you like? (i.e. positive comments or helpful comments)*
- *Do you want to know how your poem made someone feel?*

Share with pupils that asking is a way to understand what someone else wants to happen and a way to seek permission.

- *How did you feel about making these rules and guidelines for yourself?*
- *What do all these poems make you think about the world you want to live in?*

'You have worked hard as a group to be curious, to ask tricky questions about what makes you feel comfortable, respected, and safe. Knowing your personal space and boundaries and asking permission from others is so important for healthy relationships with friends and family, and you can keep on thinking about this well beyond today's lesson.'

Go Further

Pupils can discuss their own rules in pairs or small groups, to explore further the similarities and differences.

Role-play scenarios using the rules and guidelines to see what happens when they are followed and broken.

Pupils think about how they might share the poem back at home – especially if anything comes up that goes against the usual way of being with each other.



Lesson 2

60 minutes

Introduction (10 minutes)

Pupils take time to re-read their poems from the previous session, and then come together for class discussion.



- Do the rules and guidelines you made still feel right to you?
- How have they worked for you since you wrote your poem?
- What questions have you wanted to ask since that lesson?
- What other rules or guidelines have you wanted to add since writing or listening to others?

'It's important we revisit what feels right for us, and it's good to keep thinking about it for yourself. It's also so important that we cooperate with and respect other people's boundaries. Everyone is involved in creating spaces where everyone feels safe, happy, comfortable, and that they're being listened to.'

Main Activity (30 minutes)

Explain to the class they will take everything they have explored so far to write a poem called 'The World We Want to Live In'.

Each pupil writes responses using the model below. You may also find it useful to support vocabulary with a word mat. There are no answers too silly or too serious for this activity.

Next, pupils write for two minutes in response the question:

'What does it feel like emotionally to live in this world?'

Display or share some examples if this is a helpful prompt:

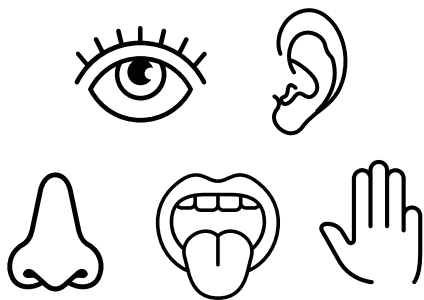
'The world I want to live in looks like a bright and colourful place. Everyone can dress how they want, so everyone looks so unique and interesting – and people are always complimenting each other's outfits! People are playing games everywhere, I can see people having really interesting conversations, and there are hardly any cars. But there are hoverbikes.'

'Living in this world feels exciting and hopeful. It feels clean and healthy. Like you know how to be comfortable anywhere, and if you don't it's ok to ask. No one in this world gets annoyed at you, and you can get anything you want. But so can everyone else. That would feel safe, and I'd always have something to look forward to. It would feel like equality and acceptance of everyone. It would feel really loving.'

Pupils now work together in pairs. They assign one of them as scribe and prepare to create a collaborative poem.

- What does it mean to collaborate and to work collaboratively?
(e.g. to work together; to share ideas, challenges and questions; to produce something as a team.)

'Now, read your written responses to each other and listen carefully to your partner. What do you like about each other's ideas? Create a shared poem using both of your ideas and remember to be respectful and include some of both people's ideas.'



Write for one minute on each of the senses on the world you want to live in...

- What does this world look like?
- Sound like?
- Smell like?
- Feel like?
- Taste like?

Plenary and Reflection (Duration: 20 mins)

Each pair is now invited to share their poem with the class, followed by group reflection. Make sure you have permission from both pupils as they may not feel the same way.



- *How do you think you did working together as partners?*
- *What did you learn from working with your partner?*
- *What went well working collaboratively in your writing?*
- *How did it feel giving permission or feeling respected in your partnership?*

'Poetry was a great way today of exploring some complex things for ourselves and each other. Defining what makes you feel good and happy in a relationship is so important as it's about taking care of yourself as well as others. It also helps with how you navigate what does and doesn't feel comfortable. Well done today in working together, listening and asking thoughtful questions together.'

Go Further

- Pupils could spend more time on the shared performance of the poem: multiple voices; passing the poem between them; using drama techniques; varying volume and tone.
- The class could illustrate the poems while listening to music, using abstract colours and shapes to represent the emotions from the poem and these could form a whole-class display.

Special Educational Needs and/or Disability (SEND)

You will know best how to adapt these activities for your pupils, but we hope the suggestions below from teachers in SEND settings help you to scaffold the lesson for children who are D/deaf, disabled, and neurodivergent.

Both lessons:

- Consider using a total communication approach (using the right combination of communication methods for each person). This might include using Makaton signs for some of the emotions being explored; using symbol boards from systems such as Boardmaker, PECS or PODD to produce faces with different emotions; having photos or images to aid the understanding and expression of emotions; or writing frames to help scaffold the poetry.
- Do some preparation sessions with students with SEND, particularly those with difficulties with self-awareness or self-esteem and/or learning disabilities and speech and language needs. Can the student voice/express their feelings? Are there any previous experiences you need to take into consideration? e.g. safeguarding.
- Preparation sessions could include:
 - Making simple lists of things that a student likes or dislikes e.g. I like.... I don't like....
 - Some simple scenarios that explore the concept of 'permission' through role play

e.g. 'Would you like to play football with me?', 'Can I have all of your sweets?', 'Can I have one of your sweets?', 'Can I be your friend?' With response choices such as: I like that.... / Yes you can.... / I don't like that.... / No you can't....

- Explain and reflect on the meaning of 'permission' in a simple way that students with SEND can remember or refer to throughout the activity e.g. *Permission is sharing and listening to what everyone feels comfortable with.* You could create a visual e.g. 'Ask – Listen – Respect their decision' (see page 19 for a visual representation of this).
- Students will benefit from working in a pair or small group throughout, particularly during the poetry activity; and being supported with the more challenging writing aspects of the task.
- If working with a 1:1 or Teaching Assistant, focus on the students being able to share their feelings and opinions while the support adults scribe or use [recorder buttons](#). You or the support adults could create visuals to go with the words of the poem from a pre-prepared selection.

Lesson 2:

To begin with, or as a pre-lesson activity, students with SEND could complete the following statements. In my perfect/best/favourite place

- I would see....
- I would hear/hear the sound of....
- I would taste/I would eat....
- I would smell...
- It would make me feel....

You might want to have image prompts available of particular likes and dislikes you know the group have, or role play each one.

Further Resources and Reading

Dan Simpson, Poet

- Dan Simpson: www.dansimpsonpoet.co.uk

Guidance and Support for Planning and Teaching Relationships, Health and Sex Education

- The RSE Statutory Guidance from DfE for [Primary](#) and a [resource list](#)
- School of Sexuality Education:
 - schoolofsexed.org
 - Advice & support services for young people in the UK: schoolofsexed.org/useful-links
 - Guidance for schools: schoolofsexed.org/guidance-for-schools
- NSPCC:
 - Information on promoting healthy relationships: learning.nspcc.org.uk/safeguarding-child-protection-schools/promoting-healthy-relationships
 - RSE resources for schools: learning.nspcc.org.uk/research-resources/schools/relationships-health-and-sex-education-resources
 - Library for finding books: library.nspcc.org.uk
- PSHE Association:
 - [Subject Review And Development Framework](#) document
 - [Guides to support parental engagement](#)
- Sex Education Forum Curriculum Design Tool: www.sexeducationforum.org.uk/resources/advice-guidance/curriculum-design-tool-0
- Stonewall resources: www.stonewall.org.uk/best-practice-toolkits-and-resources

SEND and Relationships, Health and Sex Education

- PSHE Association:
 - [PSHE Planning Framework for Pupils with SEND KS1-4](#) document
- NSPCC
 - Love Life: resources for young people with learning disabilities learning.nspcc.org.uk/research-resources/schools/relationships-health-and-sex-education-resources

Tackling Complex Topics With Pupils

- PSHE Association
 - [Handling Complex Issues and Creating a Safe Learning Environment](#)
 - [Gathering Pupils' Views lesson plan](#)
- NSPCC:
 - Having difficult conversations with children: learning.nspcc.org.uk/safeguarding-child-protection/how-to-have-difficult-conversations-with-children

Artsmark Award

If you are using these resources to help you to develop your curriculum, build skills and knowledge across a range of art forms and support student and voice and wellbeing, you could gain recognition and accreditation with an [Arts Council England Artsmark Award](#).

Artsmark is a journey that supports educational settings to develop and celebrate their commitment to arts and cultural education. The clear and flexible framework supports settings to embed creativity across the whole curriculum and to address school improvement priorities. It complements your school improvement plan and recognises commitment to a broad and balanced curriculum.

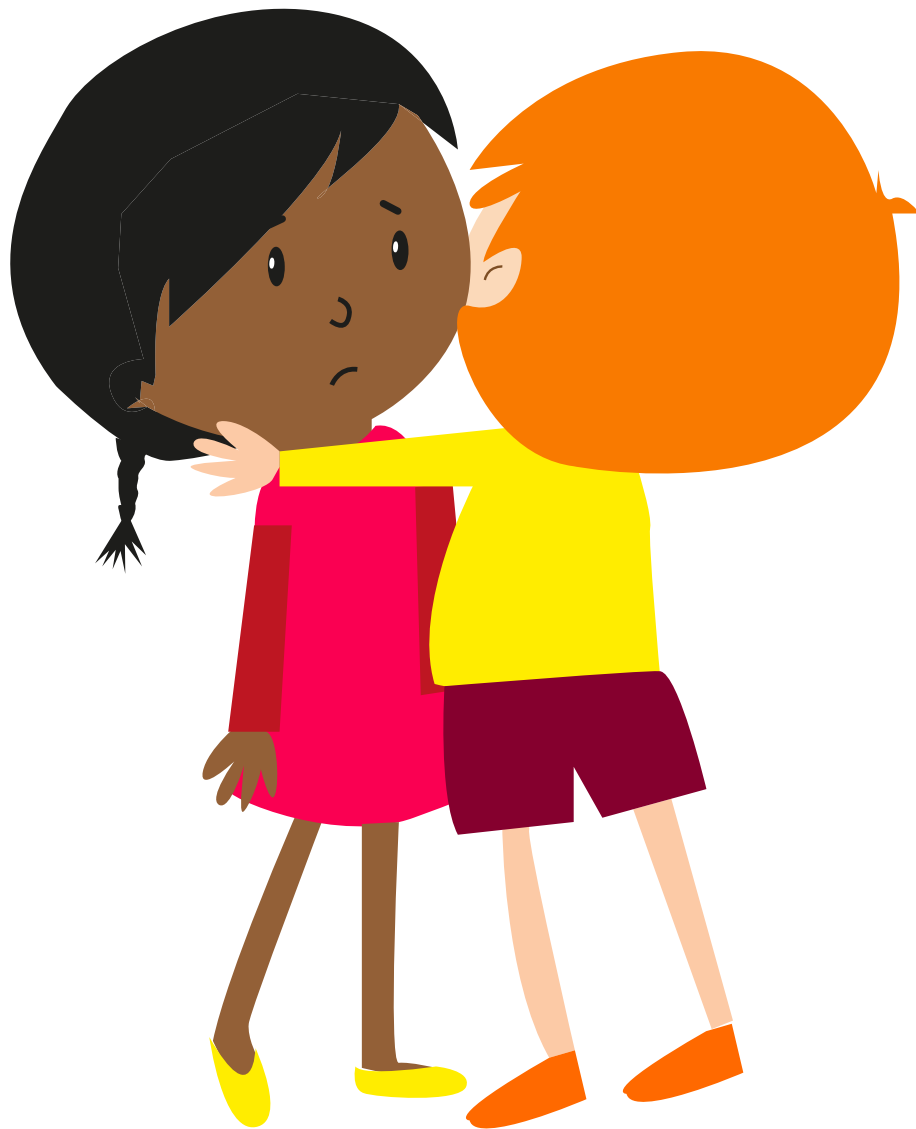
Completing the activities in this resource can contribute to your Artsmark journey and provide evidence of impact in a number of areas. **Please note:** you cannot evidence any activity for your Artsmark journey that has happened **before** submitting your Statement of Commitment.

We have mapped out how this resource connects with the [8 Artsmark Principles in the Self Assessment Framework](#) and the [Arts Council 7 Quality Principles](#):

Art Forms Explored	Artsmark Self Assessment Framework criteria	Arts Council Quality Principles	Wider impact
Creative writing	Values and ethos	Ensuring a positive and inclusive experience	Understanding the nature of healthy friendships and other relationships
Poetry	Children and young people engagement	Actively involving children and young people	Developing speaking and listening skills
Performance poetry	Curriculum design	Ensuring a positive and inclusive experience	Confidence in communication and self-expression through peer feedback and sharing work
	Equality and diversity	Developing belonging and ownership	Mental health and wellbeing across the school community
		Being authentic	Culture of reflective practice and disciplined approaches to process and outputs (mirroring artists' practice and making connections with careers in the creative industries)

As well as using these resources to support your Artsmark journey, we also have a suite of other [resources](#) and provide [one-to-one support](#) throughout term time. If you are thinking about starting your Artsmark journey, or just want to find out more about it, talk to the team at A New Direction: artsmark@anewdirection.org.uk

Appendix



Appendix

Being With Me by Dan Simpson

I have a lot of rules about how to be with me
far too many to write
if I tried to do it we'd be here all day
from sunrise to last light.

Some rules are ones you probably have too
like the way we show each other respect
basic things like not being hurtful –
lots of these we don't even have to check.

But there are some rules that are my own
personal ones just for me
which may be different to how you are
and that's ok – as long as we agree

to find out what these rules are
so we can learn to get along
and when we do that with each other
this relationship can be strong.

It's easy to forget someone else has rules
about the way they like to be treated
sometimes when we really want something
we put that ahead of checking what's needed.

If there's one thing to remember
a golden rule about how to be with me
it's that you can always ask – anything
and I will always answer honestly.

Appendix

How do you feel?

I feel...



Happy



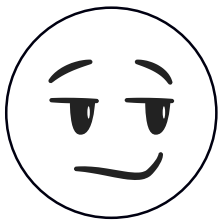
Sad



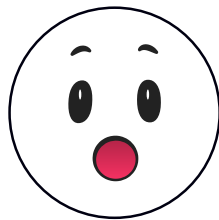
Angry



Calm



Confident



Surprised



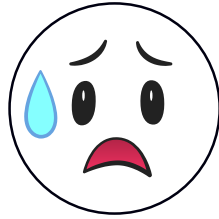
Confused



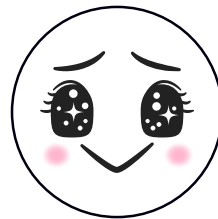
Grumpy



Not sure



Frightened



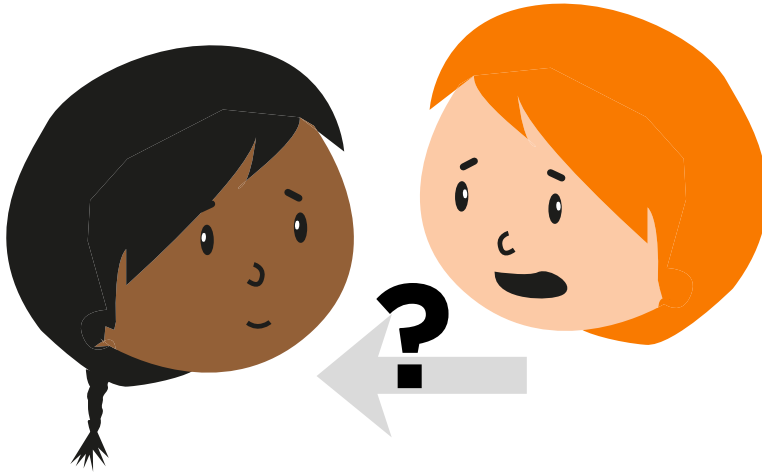
Embarrassed



Nervous

Appendix

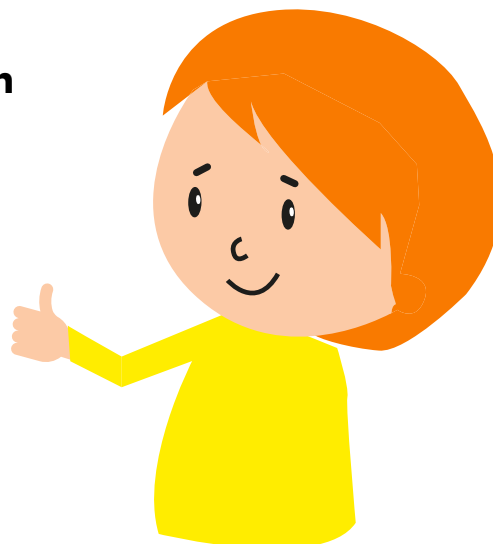
Ask



Listen



Respect their decision



More From A New Direction

LookUp

Our online LookUp platform allows you to quickly and easily browse schools programmes, events, resources and opportunities from London's arts & cultural sector, and refine results based on Key Stage, artform and more: lookup.anewdirection.org.uk

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Join our Creative Teaching Community

Our Creative Teaching Community provides a relaxed and friendly online space to chat, share resources, get advice, and connect with like-minded colleagues over a shared love of arts, culture and creativity: anewdirection.org.uk/ctc

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 [@anewdirection_ldn](https://www.instagram.com/anewdirection_ldn)