The Linking Network

Identity Community Equality

A GUIDE FOR

SCHOOL LINKING

TEACHERS
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'In terms of creating strong, cohesive communities, Schools Linking is an incredibly valuable part of the toolkit, which can exist amongst groups of schools and families of schools to bring children together.'
Headteacher, Manchester Schools Linking

’Schools Linking has had an impact on my whole school ethos over time.’
Bradford Headteacher
VISION, PHILOSOPHY AND PRINCIPLES

VISION

The Linking Network helps schools and communities to develop a positive, cohesive ethos by helping children, young people and adults to explore identity, celebrate diversity, promote community and champion equality.

Schools Linking offers schools a powerful and positive programme that addresses important issues with children and young people through a carefully structured approach to understand their own identity and the way they are connected to others in their community, district, country and the wider world.

The Linking Network is offering a new, creative, digital model of Schools Linking where classes do not meet face to face, due to the need for ongoing social distancing between schools, but will:

- Build a sense of togetherness between children, through a planned programme of lessons.
- Provide opportunities for shared learning adventures from within the classroom.
- Create common, shared experiences for children that encourages them to recognise their feelings, promotes healing, develops trust, empathy, awareness and respect for others.
- Enable pupils to develop skills of enquiry, critical thinking, reflection and communication.
- Encourage the engagement of families, through a selection of resources, to involve them in the Linking Journey.
- Provide a variety of additional resources to explore identity, diversity, equality and community through books, assemblies and curriculum resources for use within school.
- Provide opportunities to contribute to the wider community.

PHILOSOPHY

The Linking Network takes as its starting point the need for us all to develop the skills of dialogue, to be able to communicate across real or perceived boundaries and to develop a vocabulary of shared humanity.

We use four Key Questions to structure the Linking work:

**Who am I?** – creating opportunities to explore the multiple aspects of identity including faith and belief

**Who are we?** – celebrating diversity, including similarity and difference

**Where do we live?** – promoting community, understanding locality and developing a sense of belonging for all locally, nationally, globally

**How do we live together?** – championing equality, challenging prejudice in all its forms and promoting active citizenship

PRINCIPLES

Successful Linking work is based on the following principles:

- Equitable benefits for all partners
- Safe but challenging processes
- Meaningful encounters including enjoyment and thought-provoking work
- Creative approaches to learning
- Rooted in the curriculum
- Time and space for reflection between encounters
- Recognition of and respect for diversity
- Continuing professional development (CPD) for staff
- Institutional support and sustainable programmes
- Children and young people at the heart.
WHY SCHOOL LINKING?

‘The Linking model is designed to build common ground between children from schools with different demographic backgrounds, who meet each another in a year-long programme. A local facilitator organises and oversees the connecting pairs of schools from each local area. The Linking takes place in an everyday context, rooted in the school curriculum and in excellent educational practice.’

Ministry Housing Communities and Local Government (MHCLG)

Evaluations of The Linking Network show that the linking model can achieve powerful impact where pupils gain:

- Increased respect for others, self-confidence, self-efficacy
- Increased knowledge and understanding of complex issues and willingness to voice opinions and listen to others
- School Linking can have a positive impact on many aspects of pupils’ skills, attitudes, perceptions and behaviours; particularly their respect for others, their self-confidence and their self-efficacy, as well as broadening the social groups with whom pupils interact.’ Evaluation of the Schools Linking Network: Final Report, NFER, March 2011

‘The Linking Network Schools Linking enables children and young people to explore identity, celebrate diversity, build community and champion equality through the development of mutual understanding, critical awareness and openness, empathy, respect for difference and active citizenship.’

Schools Linking and Social Cohesion: An evaluation of the national programme by The Centre for Peace, Trust and Social Relations, Coventry University July 2018

The programme is rooted in the curriculum, promotes achievement and supports the Spiritual, Moral, Social and Cultural development of pupils, their understanding of British values, provides opportunities for active citizenship and broadens experiences.

CONTACT HYPOTHESIS

Schools Linking 2020-2021 will be virtual. Research over the past 20 years has shown that while face to face contact is ideal, indirect forms of contact where there is no face to face meeting can: improve confidence in contact, increase empathy, increase sense of similarity, improve knowledge of others, develop positive attitudes to others they haven’t yet met. It also reduces prejudice and stereotyping, increases belief that interactions will go well in the future, creates greater willingness to engage in contact and reduced anxiety about meeting others.

There are different kinds of indirect contact: Vicarious contact where children learn about cross group friendships from stories or films or someone else; Para social contact where children connect with a character in a film/TV; Imagined contact where a child imagines a positive interaction with someone from another group and E-contact where there is digital interaction. Interestingly, E contact has some benefits in enabling pupils to pre-plan what to say and how to say it and practice in a carefully managed space with teacher support. Research shows that contact in childhood and adolescence is particularly important and that the curriculum choices we make as teachers are, therefore, vital confirming the power of education and that the impact of all forms of contact is on hearts and mind.

Dr Lindsey Cameron from the University of Kent is Researcher in Residence for The Linking Network and is invaluable in helping us design the best evidence-based practice possible. She has created a range of webinars for us on indirect contact which you can find in the Teacher CPD section of the website.

Schools Linking is rooted in Social Contact Theory which has been researched since 1958 and states the importance of key conditions in reducing prejudice: meaningful interaction between individuals, equal status, intergroup cooperation, common goals, enjoyable activity and support by authorities. Putting these in place applies in virtual linking.

Understanding the key conditions means that as teachers leading Schools Linking, we can design the activities we offer children with this thinking in mind. The process of contact can help move from ‘Us vs. Them’ to a more inclusive ‘We’. Positive experience in one context has an impact on attitudes to others in another context.
**THE LINKING PROCESS**

**PHASES OF SCHOOLS LINKING 2020-2021**

Schools Linking, this year, will consist of 3 Phases. The process will support all children to build connections with others as they undertake their exciting, learning journey together. Schools can start **Phase 1** at any point of the year. It will focus on exploring identity through the question, ‘Who am I?’ Children will explore the diversity within their own school community by sharing work with each other and asking questions to explore the question ‘Who are we?’. There will be a combination of shared experiences, provided by The Linking Network alongside activities led by class teachers; resources will be provided at CPD. **Phase 2** will focus on a shared, social action project which will be agreed between classes. This could be an environmental project, a shared, local community issue, or a global issue of mutual concern, exploring, ‘How do we all live together?’ and ‘Where do we live?’ **Phase 3** will create opportunities to celebrate both locally and nationally.

**STEPS**

1. Headteachers decide to link class/es in a particular year group with class/es from a Link School. In some instances, this may be links between classes within a school where this feels valuable to strengthen community.

**Phase 1**

2. Linking Teachers watch virtual online training modules in advance of live CPD.
3. Pairs of Linking Teachers attend live, online CPD training together, learn about one another’s class and school context and plan **Phase 1** of their link.
4. Children carry out curriculum activities (approximately 6 sessions) based on four Key Questions and exchange information with the link class. Family Engagement Activities are available for each session.
5. Classes reflect with their teacher on the process of ‘meeting others’ and the work sent over by the link class.
6. Classes participate in shared experiences - a story telling session, learning sign language or a theatre experience - all from their own classroom. There are a variety of free shared learning experiences available for Linking Teachers to select from.
7. Further exchange of work and communication and reflection takes place between classes, e.g. emails/letters/poetry/artwork.
8. If possible, the Linking Story is shared virtually with the rest of school or parents via an ‘assembly’, newsletter, digital platform, or website.

**Phases 2 and 3**

9. Linking Teachers attend virtual training to plan **Phases 2 and 3** in the spring/summer term.
10. Embedded in the curriculum and the 4 Key Questions, children carry out Social Action work in class. Through collaboration and exchange work with the link class, connections are maintained and developed. Class video calls may enhance this connection. Family Engagement Activities will continue to be available.
11. Classes share their learning and celebrate the end of the Linking Journey and say goodbye.

Comprehensive resources are available for each of the 6 lessons in Phase 1 at:  
https://thelinkingnetwork.org.uk/schools-linking-2020-2021/
SCHOOLS LINKING 2020-21 JOURNEY MAP

Please click on the individual icons to be taken to relevant Linking Network resources to run the programme.

Legend
- Exchange between linked classes
- Family Engagement
- Head Teacher Process
- Lessons
- Training

Preparation Phase
- School Contacts Facilitator
- Link agreed by SLT with Local Linking Facilitator
- Head Teachers agree year group, teachers, and sign agreement.
- Facilitator contacts link teachers and books CPD 1B date and shares materials
- Teacher watches CPD 1 Part A modules online
- Teacher attends live CPD 1 Part B with Linked Teacher

Modules:
1. Background
2. Contact Theory
3. Linking Process
4. Philosophy for children (P4C)

Additional Resources
- Books
- Facebook
- Home Learning
- Facebook for Teachers
- Previous School Linking Resources
- Twitter

Phase 1

Lesson 1
- Introduce linking to class
  - Whole Class writes message to link class

Lesson 2
- Together Poem P4C
  - Could exchange photo of P4C question discussed

Lesson 3
- Incredible Me Reading
  - Exchange Who am I outcomes: 3a Scanned Incredible Me Art 3b Identity Map 3c I am Poem
  - Could exchange image from invisible similarities game

Lesson 4
- Who are we games
  - Could exchange image from invisible similarities game

Lesson 5
- Curiosity Questions
  - Exchange Curiosity Questions (by Email, Photo, Audio, Book Creator)

Lesson 6
- Shared Digital Experiences
  - Curiosity Questions by Email

Phase 2 (in development)

Family Engagement Social Action

CPD2 - Phase 2 Training
- Lesson 1
  - Pupil Voice Lesson

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Phase 3 (in development)

CPD3 - Phase 3 Training
- Lesson
  - Shared Virtual Experience

Lesson

Celebration & Goodbye Lessons/Events
VIRTUAL SCHOOLS LINKING 2020-2021 PHASE 1 OVERVIEW

Overview of suggested activities for Phase 1 Virtual Schools Linking. We have tried to make this exciting for children and at the same time as manageable as possible for teachers. Ideas for Phase 2 and Phase 3 will follow.

Classroom PowerPoints, Lesson Plans, Handouts, Digital Guidance, Video clips, Family Engagement resources are all available in the website area https://thelinkingnetwork.org.uk/schools-linking-2020-2021/

- Exchange Ideas between pairs of linked classes for each lesson are listed in green – this will be more important than usual this year as children won’t meet face to face.
- Ideas for Family Engagement in children’s experience of linking for each lesson are listed in purple.
- Additional existing TLN lesson resources that complement each lesson are in italics.

Virtual Schools Linking Teacher CPD1

- **Part B** Pairs of Link Teachers attend live online CPD together in their local area to receive training and then have time to plan in breakout rooms. This session will share local information, resources and ideas for linking and then teachers plan activities for their classes including what and what they will exchange between classes. Teacher select:

  **Exchange Ideas between classes:** Teachers create a message for their Link Class – this may be a photo with text, just text or a video/audio message. You may be able to take a screen shot on the video call. If possible teachers exchange photos of the school and the empty classroom, a list of First Names and if GDPR permits a Class Photo. Teachers agree dates of exchange of information at the CPD during planning time.

  **Family Engagement Ideas:** Teachers can select activities to engage families in their children’s Schools Linking Journey. Resources available for each lesson are described. To support you to launch the programme there is: An adaptable template letter to inform parents about Schools Linking is available for teachers to adapt for their parents; an adaptable template with information for teachers share Schools Linking on their school website or in a school newsletter; an adaptable template for Virtual Assemblies available for teachers to share the Schools Linking Journey with the rest of school and families; Display Lettering for Schools Linking.

Lesson 1 – Introducing Linking to your class

- Introduce the Schools Linking Journey, the Link Class and School using pictures of school/classroom and class(if possible) and information shared at CPD
- Look at the Google Maps/Earth route to the Link School and places in the district
- Play a Name Game
- Learn how to say hello, goodbye, please, thank you in sign language and some non contact greetings
- Think about what makes them happy to share with the Link Class
- Possibly make Name Paper Chains for a display about Linking
- Possibly Introduce the Four Key Questions
- Children and teacher create a message for the Link Class including some of the things that make them happy. They discuss how to record it and how to send it
- Children reflect on their feelings about meeting others generally

**Ideas for Exchange with Link Class:** Exchange the message you have created as a class in the lesson

**Family Engagement Ideas Available:** Introduce Linking at Home - A template letter to parents to introduce virtual schoos linking & ask for permissions for exchange of photos and video footage. If you already have this permission just remove the reply slip.

**Ask at Home - How do you feel when you meet new people?**

**Additional TLN Activities that you could use in Class:** Reflection (PPT), TLN Identity Pack (6 Lesson Plans & PPTS), Skin Again by Bell Hooks (Lesson Plan & PPT), Feelings by Libby Walden (PPT)

Lesson 2 – ‘Together Poem’ Philosophy for Children (P4C)

- Warm Up - Sorting sweets game
- Create Guidelines for Talk Together
- Listen to ‘Together’ poem by Matt Goodfellow on video and read together
- Explore ideas in the poem through a Philosophy for Children (P4C) enquiry – share key words, create questions, vote for a question, share first words, discuss the questions, gather last words, review the process..

**Ideas for Exchange with Link Class:** Exchange a photograph of children’s ideas & questions from their discussion about the ideas in the Together poem
### Lesson 3 – Who am I? Incredible Me

- Listen to the story video of extracts from Incredible You by Rhys Brisenden read by a storyteller
- Choose a way to create Identity Outcomes:
  - Create Incredible Me Art on paper or on the playground using chalk/pastels/colours and share art gallery with link class
  - Identity Cards – a game and discussion in class
  - Identity Map
  - Write an I am who I am because of everyone Poem using a poetry structure
  - Write an I am, I Wonder Poem using a poetry structure
- Exchange Outcomes with Link Class and enjoy looking at the link classes Outcomes

### Ideas for Exchange with Link Class: One or more of the Identity outcomes the children have made plus possibly an Audio of Class Names

### Family Engagement: Listen at Home - Share ‘Incredible You’ read by storyteller for families to enjoy at home, Art at Home - Children create Identity Bags with 5 things they value and take a photo, Talk at Home - Incredible Us speaking activity

### Additional TLN Activities that you could use in Class: Magic Box Poem (PPT), Names Activities (PPT), 'When is an apple not an apple?' (PPT); Every Child A Song (PPT); Portraits (PPT); Collective Poetry (PPT); My Stories - TLN Identity Pack (PPT and Lesson Plan) ; Can’t Judge a Book By Its Cover (PPT and Lesson Plan)

### Lesson 4 – Who are we? Games

This lesson is designed to connect the class and be fun.

- Play Mime-a-like Game
- I like, You like, We like Game
- Visible/Invisible Similarities and Differences Game
- Create Similarities/Differences Outcome
- Final Thank you

### Ideas for Exchange with Link Class: Photo or list of invisible similarities found by the children by sending photo

### Family Engagement: Play at Home - Visible Invisible Game. This might include a phone call to a grandparent or aunt

### Additional TLN Activities that you could use in Class: TLN Games (PPTs), Hueys & the New Jumper by Oliver Jeffers (PPT), People Equal Poem by James Berry (PPT); Tale of Two Beasts (PPT); I’m Speaking, I’m Listening (PPT)

### Lesson 5 – Curiosity Questions

- Create a list of Curiosity Questions to ask the link class
- Exchange questions by chosen method (e.g. by email, audio, video, picture, shared PPT, Shared Book Creator)
- Answer questions from link school and exchange by chosen method
- Reflect on the answers from the link class

### Ideas for Exchange with Link Class: Curiosity Questions asked, answered, read on agreed dates between the linked classes

### Family Engagement: Thinking at Home - I think, you think, Ask at Home - Questions for discussing, Create a Curiosity Jar

### Additional TLN Activities that you could use in Class: ‘You Choose’ by Sharratt & Goodhart (PPT) TLN Identity Pack - Family Stories (Lesson Plan and PPT)

### Session 6 – Shared Digital Experiences

- M6 Theatre Play, Journey Art Workshop, Map of Dreams Art Workshop, Storytellers and more.

These experiences will be freely available for teachers and their link classes and families.

### Family Engagement: Share at Home - See: https://thelinkingnetwork.org.uk/schools-linking-2020-2021/shared-learning-experiences/

Phase 2: Linked Classes - Connect through Social Action - resources to follow with CPD2

Phase 3: Linked Classes - Connect and Celebration - resources

There are lots of resources on the TLN website available for you and other teachers in your school to use freely across the curriculum and across year groups.
## Lesson 1 – Introducing Linking to your class – Lesson Plan

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Teaching and Learning Activities</th>
</tr>
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<tbody>
<tr>
<td>L.O. To think about our ‘School Linking journey’ and create a message to send to our link class.</td>
<td>Before the lesson – gather from the link class, some photos of the school building, classroom and if possible, a short audio, written or video message from the link teacher introducing themselves, and a photo of the link class (GDPR permitting). This lesson plan includes a range of ideas to introduce the children to the school/class they will be Linking with. <em>(This could also be within your own school perhaps with another class in the same year group or socially distanced group if it is felt that building connection matters.)</em></td>
</tr>
</tbody>
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### Purpose of this Lesson

The purpose of this lesson is to give the children an overview of the linking journey ahead. They will begin to find out a little more about their link school, think about how we communicate and connect with others and start exploring the four linking questions: Who am I? Who are we? Where do we live? How do we all live together?

### Key Questions

- What does the word ‘Linking’ mean?
- What does Schools Linking mean?
- What makes us happy?
- How do we connect with other people?

### Exchange Information

Before this lesson, exchange a photo of the link school, classroom, and a photo of each teacher to share with each class. Exchange a short written, audio, or written message from each teacher introducing themselves to the link class including 3 pieces of information about themselves. If possible, exchange first names of the class and a photo.

### Family Engagement


### Resources

Introducing your class to linking PowerPoint


### Finding out about linking

- Display the word ‘Linking’ on the board. Also show other words from the word family – linked, link, links. Ask children - What does the word ‘Linking’ mean to you? Allow children some thinking time/talk partner. Feedback and discuss synonyms and the word in context. **Linking = joining, together, connecting, making stronger.** Record some of children’s vocabulary choices and definitions. Then share the words ‘Schools Linking’ and ask the children to think what that might mean. Then in as exciting a way as possible share with the class that they will be taking part in linking with another school/class this year. Use images from the other school’s website or that you have exchanged with your linking teacher at CPD1. Can you create a big reveal?
- Display your collected images of the link teacher, school, and empty classroom. Discuss the similarities and differences of the school building and classroom and record any interesting observations to highlight these.
- Use Google maps to locate the linking school/your school and show the route between them.
- If your link teachers made a hello video/audio/written message enjoy it together *(pre-recorded at CPD1 and sent prior to the lesson).*
- If you have a class photo of the other class share it with the children.
- Using the images on the PPT of things that may happen during linking (play games, create art, learn sign language etc) to give the children a glimpse of their learning journey, not in lots of detail but to allow some ownership of the process. *(see extension below)*

### Steps-Getting to know others:

1. **Play a Name game** and talk about learning names as part of getting to know people. **Speedy Name Game:** The teacher starts off by saying the name of someone in the class. Once the teacher has said the name out loud, they sit down. The pupil whose name has been chosen then says the name of another child in the class before sitting down too. The child who has been chosen then chooses another name and so on. The game continues until everyone in the class is sitting down. The final child finishes the game by saying the name of the teacher. Once the game is over it can start again by asking each child to stand up this time when their name is called. Children must listen very carefully in this game and be very quiet so they can hear the speaker. Using a timer to see how fast they can go can be fun. If you have a photo of the linking class you can share, you can talk about how we already know each other but how we will get to know these children over the year and how we can send a message to them.

2. **Create and send a message** to say hello to your link class. You may wish to send a short email, a little video clip or write a message on a piece of paper that you can take a photo of and send. Your message could be as simple as, “Hello everyone! We are XXX Class in Year X at XXX School. We’re really excited to be linking with you and learn more about you. We’ve thought of lots of things that make us happy – including xxx and we wonder what makes you happy. We’ll be in touch again soon!” This process of being in touch with another class and sharing information deepens over time.

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**Resources for exchanges** -
Guidance for recording effective videos
Guidance for editing videos
Guidance for sending large files
Download from: https://thelinkingnetwork.org.uk/schools-linking-2020-2021/digital-support/

**Additional TLN resources**
Reflection, TLN Identity Pack, Feelings by Libby Walden, Skin Again by Bell Hooks

**Curriculum Links**
See PSHE, Citizenship, RSHE, SMSC and English objectives that are addressed through the Linking Programme along with specific Geography and Computing objectives that could be addressed in this lesson. https://thelinkingnetwork.org.uk/schools-linking-2020-2021/teacher-cpd/

**Notes for Teachers**
Sensitivity, awareness and understanding of your class and community is essential before exploring any activities relating to identity.

It can be useful to begin activities by sharing information about your own identity to help children be confident about sharing information about themselves. However, it is important to recognize that some children may be uncomfortable or may not wish to share some things. It is valuable to teach children that they should only share what they want to share.

Activities are written with social distancing measures in mind with no shared objects or contact. At all stages, exchanges of information should be sent via teachers in line with their school policies.

3. **Ways to say hello.** Find out ways to say hello the class already know. **Learn to ‘sign’ hello?** Learn sign language for Hello and Goodbye as something we can learn together through the year. Explain this is a great skill that can help us to communicate. You could look at the slide of socially distanced greetings.

4. **Think about What makes us happy?** to share with the link class- explain that sharing information is the first step in building connections and getting to know people.

5. **Think about How will we keep in touch?** Take ideas from the class about ways to send a message to exchange information with the link class (Video, email, voice recording, photographs, pieces of work)

Discuss **feelings about linking**: How do the children feel about ‘linking’ with another school/class/group and meeting others in general? Teachers gauge the feelings of the group. Record these to refer to later in future lessons to see if there have been any changes. Reassure children that being honest about feelings is important because exploring feelings and having the opportunity to describe feelings is important. Reflecting on how feelings change through the process is also important. **(Further ideas for reflection are available)**

**Additional Activity**: Write the children’s names (and possibly the names of the link class) on strips of paper and join them together in a paperchain. Use this to visualize the word ‘linking.’ This could be used for a display. You could look at the journey image on the PPT and share the 4 linking questions. This lesson introduces the idea of a linking journey with four linking questions and allows children to begin thinking about these in quite simple terms – as lessons develop significant ideas and thoughts will gradually build forming deeper and broader understanding of ideas connected to these. Journey Image: discuss the ideas behind linking as a journey of getting to know people, drawing out the way the paths cross over and loop around the picture of the world.

The slides show all 4 Linking questions that we will ask through the year: **Who am I? Who are we? Where do we live? How do we all live together?** Keeping with the theme of the Linking Journey briefly think about each of the questions using the PowerPoint to support gathering initial thoughts and ideas. (Recording Sheet available) with a template with the 4 questions, the children can record their own initial responses to reinforce their thinking around these questions and can be used to refer to later in the project. You can use the modelled example to share with the children:

- **Who am I?** My name is Jasmine, and I am 8 years old
- **Who are we?** We are Saturn class in Hawthorne Primary School.
- **Where do we live?** We live in Upperton near the City of Bamton in Yorkshire, in the UK, on Planet Earth.
- **How do we all live together?** Try to draw out from the children things that help people get along together - smiling, playing games, sharing toys, enjoying food together.

**Big question** to ask children: **Do you think we have all the information possible about us? If we send this information to our linking partners will that tell them everything about us?** If we want to know someone properly we need to look beneath the surface, there is more to everyone than we can ever know by looking at them from a distance, we need to find out more about them and tell them about us and this is exactly what we will be doing on our schools linking journey.
LESSON ONE RESOURCES – INTRODUCING LINKING TO YOUR CLASS

Activities embedded throughout the Schools Linking programme aim to support children to feel comfortable with similarity and difference within their own school community, with the link class and beyond, to wider communities beyond children’s immediate experience. Through work on identity in class, exchanging information between classes and reflecting on identity work received we facilitate meaningful interaction from within the classroom.

Here are examples of the activities you might lead in class.

Link Teachers share a message for their class with a photo taken at live online CPD1 training. Exchange of photos of the school, teacher, classroom or class all help make connections.

Explore the journey between the schools and school website.

Adaptable PowerPoint slides share the linking journey ahead.

Playing a Name Game helps children connect and then think about the names in the link class.

Learn sign language greetings from the video.

Create a message from the children to the linking class. You could include ideas about things that make us happy. Communicating as frequently as possible in easy ways builds a sense of connection.

Allowing time for children reflect on how they feel about meeting others.

Family Engagement – Template Letter to Parents, Website Text. There is a template letter to parents provided for you to adapt plus template text for the school website and tweets.

Find adaptable PowerPoint and resources for Lesson 1 at https://thelinkingnetwork.org.uk/schools-linking-2020-2021/lesson-1-introducing-linking/
# Lesson 2 – ‘Together Poem’ Philosophy for Children (P4C) – Lesson Plan

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<thead>
<tr>
<th>Learning Objectives</th>
<th>Teaching and Learning Activities</th>
</tr>
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| L.O. To explore the ideas in the poem Together | **Warm Up:** A quick warm-up activity is important for bringing children into the space and promoting talking and listening. Show children the PPT slide which shows sweets of different colours, sizes, shapes. Give 30 seconds ‘thinking time’ for children to consider how they might group the sweets together. Ask children to feedback their suggestions, each different idea can be shown to the class by dragging the sweets on the slide. Ask children to give reasons why they have chosen to group the sweets as they have. (Thinking of reasons develops Critical thinking, one of the 4 ‘C’s behind P4C.)
| Purpose of this Lesson | Extra: You could ask: ‘If the sweets were real and you could taste them, would there any other ways in which you could group them?’ Draw out the idea that, like the sweets, each of us has different ways in which we have something in common with others and many of the things cannot be seen (you could give the example of liking the same films or books). Extra: **Sorting** There is a Venn Diagram activity on the PPT sorting things we do together and things we do apart to help with vocabulary. |
| The purpose of this lesson is to develop dialogue and explore ideas about how we all live together using the P4C (Philosophy for Children) structure which encourages thoughtfulness, confidence to share ideas and respect for differing opinions. This lesson helps answer The Linking Network question – How do we all live together? | Read the ‘Introducing Philosophy for Children and P4C Steps’ slides together if it is new to your class - explain this a way of talking about big ideas. |
| Key Questions | Ground rules for Talk: Take thoughts from the children to create some ‘Ground rules’ for talk as a class. (Useful ideas include helping children understand that it’s OK to change your mind. Speak for yourself and say I think, not everyone thinks. Only share what you want to share. Be respectful and listen to everyone. Be curious and interested in everyone’s ideas.)
| How do we all live together? | Stimulus – Together Poem: Watch the video on the PPT of Matt Goodfellow reading his poem ‘Together’ https://vimeo.com/439233026 Thank you to Matt for permission to share. The poem is from an anthology ‘The Same Inside’. Watch the video a couple of times then read the words on the PPT. If possible, give out paper copies of the poem so that children can watch the video again whilst they have the words in front of them.
| How can we be together if we are apart? | Thinking time: Explain that the great thing is that just as when we sorted the sweets earlier there were different ways to sort them, people will think of lots of different creative ideas. Give children a couple of minutes to read the poem again to themselves and reflect on it. Ask children to write down on a whiteboard or post it ‘key words’ or ‘big ideas’ that come to mind after hearing the poem. (Creative thinking is one of the important 4 ‘C’s of P4C - coming up with ideas and questions in response to a stimulus is creative thinking in action.)
| What is a philosophical question? | Key words: Invite children to share their key words/big ideas. Record these so that they are visible to everyone to help them when they create questions.
| Exchange Information | Inviting questions: Pupils work in pairs to come up with a question. Sentence starters on the PPT slide include ‘Our first question is...Which makes us wonder...’ (Caring thinking is one of the 4 ‘C’s of P4C – caring thinking is about caring for others in the room and how we speak and also caring about the ideas and question they are discussing.) You need to reduce the number of questions to a manageable number (around 7) for airing and voting. Ways to reduce can be: |
| In this lesson, classes could exchange a picture of their responses to the poem at the end of the lesson. | - **Think, Pair, Square:** Children each come up with one question on their own. They then get into a pair and have one minute to choose one of the two individual questions to take forward as a pair. Each pair then gets into a four and have one minute to choose one of the two questions from each of the pairs to take forward as a four (or square). The chosen questions from the class can go forward for |
| Family Engagement | |
| Talk at Home - ‘What 3 things do we like to do together?’ | |
| Poetry at Home - Listen to the ‘Together’ Poem by Matt Goodfellow | |
| Resources | |
| PPT Pens, Paper, Whiteboards Teacher Question plan Sheet Ideas for Groundrules P4C Question Plan |
- **Whole class generation of questions:** The teacher asks for suggestions for questions to discuss. Children put forward ideas which are written up on the board. The ideas can be verbalized, discussed and modified following suggestions from other children (with the approval of the person who suggested the question). After a certain number of question suggestions are reached (perhaps, five), the teacher stops taking any further suggestions and moves into voting on the questions (assuming that they have already been aired). There is a slide for an adult to record up to 6 questions.

- **Airing of Questions:** Questions are aired to make sure that everybody understands them before they vote to choose one for the class enquiry. If questions are written out on large pieces of paper using dark, thick, felt pens, they can be displayed directly; otherwise they could be written up on the board or on a slide as they are called out. A good way of airing questions is to ask if anyone has any questions about the questions (is there anything that needs explaining?). It is also valuable to ask if there are any connections between any of the questions.

- **Choosing a question:** ‘Omni-voting’ works well where you read each question aloud and children vote for as many questions as they wish, and you tally the votes. If children are allowed to turn round to face away from you then they can vote by putting their hands behind their backs and putting thumbs up as you read each question and this is quick and keeps it a secret vote. If two or more questions do end up with the same number of votes, you may need a second vote between the highest scoring questions. If this happens, it is probably best just to allow pupils one vote each. The question may need to be asked: ‘If everybody voted for all the questions, what do you think would happen?’

**Once the question has been selected, this is a convenient point to break, especially if this is your first time doing P4C with a class and you have been generating ground rules. A break will also allow you some thinking time about the philosophical potential of the question.**

### Discussion:

- **First Words** Once a question has been chosen, we recommend that children share their ‘First Words’ about the chosen question. If social distancing allows, this can be carried out with pupils sharing their initial ideas in pairs. Otherwise, there can be a general ‘go round’ with each pupil sharing their ideas to the whole group. This will take longer but gives some useful ideas for the teacher/facilitator (which can be written down to perhaps be drawn on later).

- **Middle words** **Discussion** Children talk in pairs about the question. There is a list of sentence starters for contributing that are listed on the prompt sheet and the PPT.

- **Last Words:** ‘Last words’ are shared towards the end of the enquiry where pupils share a word or two about where they are now with the question (has their thinking moved on?). There are different ways to collect pupil’s final thoughts, for example:
  - Everyone says one word that they are thinking now about the answer to the chosen question (this takes longer but can be very interesting for everyone).
  - Each pupil writes down their final thoughts on a Post It, or similar. This has the advantage that it allows a record to be kept of the outcomes of the enquiry. **These can be photographed and sent to the Link class along with the question you discussed. Sometimes new compelling questions come out that can be used at a future time (check this out with pupils and if there are a few ideas vote again to choose a new enquiry question).**

### Review:

Finally review how the children found the process of the enquiry. A simple activity such as ‘Two stars and a wish’ can help to capture what pupils felt went well about an enquiry and what could be improved. You may have to steer children to talk about the process rather than about the content of the enquiry. (Children can work in pairs or small groups if social distancing allows.) You could prompt them to think about the stages of the enquiry, or the ground rules, by re-showing the relevant slides. Suggestions and reflection about what could be improved are useful for the facilitator and the children and can be added into planning for future P4C enquiries.
LESSON 2 RESOURCES: TOGETHER POEM P4C

Together by Matt Goodfellow

- together we join to celebrate
- together we clap and cheer
- together we watch improvements
- and face the things we fear
- together we grow and develop
- together we all belong
- together we make mistakes and learn about right and wrong
- together we praise the gentle
- the kind, the strong, the brave
- together we share achievement in a thousand different ways
- together we’ll finish the journey
- wherever it started from
- together we are tomorrow
- together we are one


You can contact Matt on Twitter @EarlyTrain

Philosophy for Children (P4C)

The structure of Philosophy for Children (P4C) is a careful process that develops dialogue skills and can be used over time for different discussions. Children work together as a ‘community of enquiry’ to explore an important question that they have chosen as a group in response to a shared stimulus. The class follow agreed ground rules, listen, put forward views, give reasons and examples, reflect and make judgements using higher order critical, creative, caring and collaborative thinking skills. The process encourages thoughtfulness, confidence to articulate ideas and the valuing of the contributions of others. Recent educational research found P4C improves achievement of pupils. Many linking classes have used P4C and we have seen it bring a good structure to classroom talk.

Slides from the Lesson 2 PowerPoint

Resources for Lesson 2 plus a free training module for using P4C in Schools Linking can all be found at https://thelinkingnetwork.org.uk/schools-linking-2020-2021/lesson-2-together-poem-p4c/


and more information at https://www.sapere.org.uk/
# Lesson 3 – Who am I? Incredible Me – Lesson Plan

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Teaching and Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.O. To explore and celebrate my identity</td>
<td><strong>Starter:</strong> Begin with a short discussion relating to the word ‘Incredible’- In a dictionary this is defined as extraordinary, exceptional, amazing, remarkable; it can also suggest - unbelievable, improbable. Consider the questions - What does the word incredible mean to you? Why do you think the author has used this word here? We have an audio version of the story read by a Storyteller to introduce your class to the book ‘Incredible You’ written by Rhys Brisenden and illustrated by Nathan Reed: <a href="https://thelinkingnetwork.org.uk/schools-linking-2020-2021/lesson-3-incredible-me/">https://thelinkingnetwork.org.uk/schools-linking-2020-2021/lesson-3-incredible-me/</a></td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td><strong>Big Questions:</strong> Ask children, ‘What key messages can you take from this book?’ Focus on ‘you are truly amazing’ as we continue on this learning journey.</td>
</tr>
<tr>
<td>The purpose of this lesson is to give children creative opportunities to reflect on the many things that make up their unique identity in order to exchange information which helps them to share ‘Who I am’ with their link class. This session plays a key part in the process of getting to know one another and building confidence in social contact with others. Then the classes will reflect on the work they receive from their link class. A key purpose of this lesson is to build children’s self-esteem and wellbeing.</td>
<td><strong>Main Activity:</strong> Throughout this part of our learning journey we will keep in mind the quote from the book ‘But you’re TRULY AMAZING think of the things you can do’. The children will explore the amazing things they can do. Discuss thoughts and ideas about vocabulary to describe positive attributes using some ideas from the PowerPoint and the vocabulary sheet for support. The children need to choose 3 or 4 words that will be included in their artwork. Choosing positive words can need encouragement for some learners. You can add your own vocabulary choices matching the needs of your class. If appropriate have the animal image prompt sheet available for choices and inspiration. Children will choose an animal they ‘like’ or ‘identify’ with. Once the children have chosen their vocabulary and creature image, they are ready to begin the artwork. Choose either: Black paper and chalk pastels OR Playground surface and chalks (with children spaced around the playground) Show children the Steps to Success on the PPT and a few of the examples then children can start their artwork.</td>
</tr>
<tr>
<td><strong>Key Questions</strong></td>
<td><strong>Plenary:</strong> End the lesson with a discussion about how the children are feeling at this stage of linking and if possible, Talk/Think Out Loud (TOL) and compare similarities and difference between previous ‘feelings’ discussions. You could record the children’s names in the class to send over to the link class along with the identity outcomes. This is a nice point in the process to exchange children’s names if you didn’t do so for Lesson 1. See also the ideas below for further identity work.</td>
</tr>
<tr>
<td>What amazing things can you do? What is unique about you?</td>
<td><strong>Options for Exchange:</strong> As Linking Teachers, decide together at CPD1 how you would like to exchange the outcomes children make. They could be sent by post to the link class – this can be very exciting for the link class to receive. Or you may decide to take photographs of their work and put into PowerPoint, Word, Book Creator, email as attachments or load into shared cloud storage (e.g. Google Drive/One Drive). We have worked with Primary IT Educational specialists at the Innovation Centre in Bradford to make Digital Support Documents for Digital Linking.</td>
</tr>
<tr>
<td><strong>Exchange Information</strong></td>
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<tr>
<td>Send photos of the children’s artwork to the link class. You could also send an audio recording of the children or an adult reading their names. These can be sent as separate files or put into PowerPoint presentation or Book Creator.</td>
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</tr>
<tr>
<td><strong>Family Engagement</strong></td>
<td></td>
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<tr>
<td><strong>Listen at Home</strong> – ‘Incredible You Story’ read by a storyteller</td>
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<tr>
<td><strong>Art at Home</strong> – create art from the story Create at Home Who am I? Create identity bags Incredible Us – Speaking Activity</td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Incredible Me</strong> PowerPoint Black Paper/card and chalk pastels or playground chalks, Vocabulary sheet of characteristics Creature image prompt sheet, Bookworms Template and PPT, Identity Cards Mat, Identity Maps, I am who I because of everyone, I am, I Wonder PPT.</td>
<td></td>
</tr>
</tbody>
</table>
**Guidance for exchanges**

- Guidance: Sharing audio/video/large files
- Guidance: Adding sound recordings to PPT
- Guidance: Adding a batch on photos onto PPT
- Guidance: Using Book Creator
- Guidance: Helping children create videos/Photos

Download from: https://thelinkingnetwork.org.uk/schools-linking-2020-2021/digital-support/

**Additional TLN Resources**

- Bookworms, Identity Maps, I am who I because of everyone, I am, I Wonder. Magic Box Poem

**Curriculum Links**

See PSHE, Citizenship, RSHE, SMSC and English objectives that are addressed through the Linking Programme along with specific Art and Computing objectives that could be addressed in this lesson: https://thelinkingnetwork.org.uk/schools-linking-2020-2021/teacher-cpd/

**Notes for Teachers**

Although it would be brilliant if you have a copy of ‘Incredible You’ we have kindly been given permission to record the video of the book and some images to allow your class to access this part of the learning journey.

Sensitivity, awareness and understanding of your class and community is essential before exploring any identities. There are several different formats your children can use to record the ideas and images relating to their identity. In the editable PPT you can remove examples and just focus on one or two formats depending on the needs of your children and your curriculum focus areas. It can be useful for the teacher to also prepare and share an identity map to model sharing information as a positive thing. A useful activity at any time but at the beginning of a school year this can be empowering. Identity Maps lesson plan, PowerPoint and handouts available to download.

**Options for Further Identity Work**

**3a. Bookworms- inspired by ‘Incredible you’ L.O. To create a ‘Bookworm’ exploring ‘Incredible Me’**

- Using the ideas you have collected and discussed to create your ‘Rainbow Incredible Me’ image to explore further, create a ‘bookworm’ to use as a bookmark, to display, to share as images.
- Using the template available along with a collection of materials from collage to pencil crayons or felt pens.

Decorate the ‘Bookworm’ using patterns, colours and ideas inspired by the book. Encourage children to include their name along with significant words about themselves or words they think are important. (This activity could be completed after work on another ‘Identity’ learning task) Bookworm PowerPoint and template available to download.

**3b. Identity Maps, Mind Maps, Identity Circles. L.O. To collect and record ideas about my Identity.**

There are several different formats your children can use to record the ideas and images relating to their identity.

**3c. I am who I am because of Everyone - Poetry. L.O. To identify the people and places who are special to you.**

Round the world cyclist Mark Beaumont describes all the people who have contributed to his journey. Classes go on to write poetry describing the people who have made them who they are and had an impact on their identity, concluding with the final line I am who I am because of everyone. I am who I am Lesson Plan and PowerPoint available to download.

**3d. I am, I wonder - Poetry. L.O. To think and write a poem about my identity**

Children work in pairs to play a game to discuss values and identity. They then read examples of other children’s poems and use the I am, I wonder poem structure to write poetry describing their identity. I am, I wonder lesson plan and PowerPoint available to download.
LESSON THREE: WHO AM I? INCREDIBLE ME IDENTITY RESOURCES

The ideas for classroom activities in this lesson are all designed to help children explore the multiple identities we all hold and move beyond simple labels for themselves and others. Children think about their own values, beliefs, feelings, stories, faith and belief, personality, likes and preferences then learn about children in their own class and then move onto learn more about the link class. Pairs of classes produce thoughtful outcomes which are exchanged, and this is an important step to understanding others and has been used over time in the Linking Journey. This activity gives a chance to check in with the children about their feelings.

The key message in the book ‘Incredible You’:
You’re fab and fantastic! You’re one of a kind, You’re unique and AMAZING. Always bear that in mind. So there’s only one thing that I’d like you to do. And that’s NEVER stop wanting to be INCREDIBLE YOU!

The author asks us to think about all the special things each of us can do and gives a few suggestions.

But you’re TRULY AMAZING. Think of the things you can do! Perhaps you’ll realise if I name just a few?

You can do funny voices that make people GIGGLE.
You can write a kind note, then write your name with a squiggle
You can SLEEP Just let yourself drift away AND DREAM of the things you hope will happen one day
And, when you wake up, you can make them come true!
I’m not joking. You can! And yes, I mean YOU!
Some are things you might be able to do now, or some are things you might do in the future
You can read the book aloud yourself or use the storyteller video provided. Our thanks to Rhys Brisenden and Nathan Reed for their generous permission.

Identity Cards
Use this paired game for children to talk about the things they value.

<table>
<thead>
<tr>
<th>What makes me happy.</th>
<th>The clothes I wear.</th>
<th>What I do in my spare time.</th>
<th>My ideas about the world.</th>
<th>Music I like to listen to.</th>
<th>Space for your own ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beliefs, faith, things I care about.</td>
<td>Books I like to read.</td>
<td>Good things I have done.</td>
<td>Things I do well.</td>
<td>Where my family has lived.</td>
<td></td>
</tr>
<tr>
<td>Films I like to watch</td>
<td>My hope for the future</td>
<td>My favourite food.</td>
<td>My biggest dream</td>
<td>People who are special to me.</td>
<td></td>
</tr>
<tr>
<td>Things that make me laugh.</td>
<td>My favourite game.</td>
<td>My hobbies and interests.</td>
<td>Things that make me excited.</td>
<td>My favourite place.</td>
<td></td>
</tr>
</tbody>
</table>
LESSON THREE: WHO AM I? INCREDIBLE ME IDENTITY RESOURCES

This page shares other resources you can use to help children explore their identity in class or for exchange.

Identity Maps
These are a great way for children to be able to demonstrate ideas about themselves visually.

I am, I Wonder Poems
These can be a very successful ways for children to share about their identity.

I am, I Wonder Poem Structure

- I am (two special characteristics about you)
- I wonder (something you are curious about)
- I hear (an imaginary or actual sound)
- I see (an imaginary or actual sight)
- I am (the first line of the poem is repeated)
- I pretend (something you could pretend to do)
- I feel (a feeling about the imaginary)
- I understand (something you know is true)
- I say (something you believe in)
- I am (first line repeated)

I am, I Wonder - pupil example

I am a Muslim girl who loves my family
I pretend to be a pirate with my brothers
It touches my heart when people are nice when I am sad
I worry about my parents evening
It makes me happy when people respect me
I always say “yes” when I hear that we are doing something fun
I am a Muslim girl who loves my family

‘I am who I am because of Everyone Poem’
These work well as a structure where children to reflect on all the people who have contributed to their identity.

I Am Who I Am Because of Everyone

I am my mother Una
And my sisters Heather and Hannah.
I am my grandfather
who gave me a heavy bike on Christmas.
And the neighbour who took the stabilisers off.
I am my friend Bobby
who helped me through my training.
And the school kids from Dundee, who raised money for my trip.
I am the women, who knocked me off my bike in Louisiana
And her son who fixed it.
I am the people of the Nalabar, who gave me water when I needed it most.
I am Mark Beaumont
And this year I broke the round the world cycling record
I am who I am because of everyone.

Meet George

I am my mum’s smile
I am my cousin who gave me the idea of rollerblading
I am all my friends who push me the extra mile
I am the last words my grandma said
I am the break dancer that performs on the street
I am the tennis ball and racket used by Nadal
I am who I am because of everyone

PowerPoints, Lesson Plan, Lesson Handouts for creating both poems and identity maps for Lesson 3 are available on the website at: https://thelinkingnetwork.org.uk/schools-linking-2020-2021/lesson-3-incredible-me/
### Lesson 4 – Who are we? Games – Lesson Plan

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Teaching and Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.O.</strong> To learn about similarities and differences and celebrate who we are as a class community.</td>
<td><em>Games give a chance for everyone to take part and build sense of belonging. If both classes have played the same games, they have a shared currency.</em></td>
</tr>
</tbody>
</table>

| Purpose of this Lesson | **Introduction:** Explain to children that this session we are going to explore the questions ‘Who am I?’ and Who are we? as a class. We’re going to play 2 or 3 games that will help us to think about ourselves and others, the things that we have in common and the things that make us different. Our link class will also be playing the same games and finding out lots of things about each other. Maybe they will be able to send us over some things they find out about each other. |

<table>
<thead>
<tr>
<th><strong>Key Questions</strong></th>
<th><strong>Starter - Game 1 Mime-A-Like</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What makes me, me? What makes you, you? What do we have in common? What is different? What is invisible about us that no-one can tell unless they talk to us? Can anyone else describe your identity for you?</td>
<td><strong>Introduce the concept of 'mime' and plan the likes we will share</strong> - We are going to play a game called ‘Mime Alike’ where we mime something we like to do - a ‘mime’ is when someone acts out actions without using words. The game can be played sat at tables and if children need to face forward the teacher at the front can copy each child’s mime so that everyone can see. If social distancing allows it can be in a circle. (See video instructions in the PowerPoint)</td>
</tr>
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</table>

| **Resources** | **Model** saying several things you like to do to give children ideas. e.g. I like drinking tea, I like running, I like reading, sitting in the sunshine... **Give** children around 30 seconds to think about something they like doing and then tell the person sitting closest to them. |
| **Family Engagement** | **Model** miming one thing you like to do e.g. raising an imaginary cup to your mouth to show they like drinking tea. **Give** children another 30 seconds to think about how they would mime out the thing they like and show the person sitting closest to them. |

| **Play at Home - Visible & Invisible Game. This might be a phone call to a grandparent, or an aunt.** | **Play the Mime-A-Like Game** - **Explain** the rules. The teacher models by saying the statement “My name is ... and I like...” and acting out their mime at the same time. The child to the left then continues with their statement and mime. And continue till everyone has had a go. Go round the room again in the same order and when a child has said their name, the thing they like and their mime, all the children and teacher respond by repeating back “His/Her/Their name is .......... and he/she/they like........” whilst doing the same mime e.g. His name is Mr Fox and he likes running. **This embeds the learning about each other.** |

| **Reflection** | **That game was really interesting. I got to learn so much about you. I learnt that (name of child) likes…. and (name of child) likes ...It is so much more interesting that we have differences as well as similarities. **Ask:** Who can remember something new about someone in the group? Take feedback from children: I wonder if any children in our link class liked the same things as we do? I’m looking forward to finding about if we have things we like in common and things we haven’t thought of. |

| **Game 2 – I like, you like, we like.** | **This needs to be played with pace. (If you have linked before this game is a version of the Change Places circle game.)** |
| **This One Statement Game** | **One Statement Game** - When I read out a statement you like doing then stand up/or hold up the white or green card. Examples of I Like Statements: **Stand up/Show your green card if you like** - splashing in muddy puddles/if you like to play outside/if you like reading/ if you like pizza/ if you like watching/playing/supporting a football team/like sunshine/like snow days/would like to climb a tree/ if you would like to catch a snowflake on your tongue/like chocolate. (Obviously keep asking inclusive questions so that everyone says yes to something!) **Model** commenting on the results of the statement e.g. so in our group we have a lot of children who like pizza I wonder if |
the children in our link class like pizza too? Perhaps we can ask them? Was there anything we all like? In our class there were lots of people who would like to climb a tree, but a lot less would like to catch a snowflake on their tongue. I've never done that either, but I think I'm definitely going to try next time it snows. Is anyone else going to try and do that? I wonder if our link class like snow too?

Choice of Statements Game - Show children two statements and asking them to choose which they like most between the two e.g. Would you rather eat pizza or eat pasta? Do you prefer rain or wind? Do you prefer cats or dogs? You can either ask children to do something physical – stand up or put hand on their head. Or ask them to hold up a specified colour of card in the air for each choice. (the PPT Uses green or white) You can also allow them to hold up both! (After lots of teacher led examples from you, you can ask children to suggest extra statements.) Ask children to reflect on the results e.g. What do you think most people liked? Do we all like the same things? Has the person next to you chosen the same thing or something different. This allows children to begin to observe, reflect and be comfortable with similarities and differences as well as learn more about one another.

Game 3 – Visible and Invisible Similarities and Differences   THIS IS THE KEY GAME OF THE LESSON

Arrange for children to be able talk with a partner (ideally someone they know less well in the class).

Play the Game:

- **Show** that they will need to find **3 visible similarities** between them and their partner. These are three things that we can **see** that we have in common e.g. we both have brown eyes, are wearing a red jumper and have short hair. **Model** this with a child in the class. **Children talk** to their partner and find 3 visible similarities. Ask pairs to **feedback** one similarity they found with their partner.

- **Repeat** for **3 visible differences** – explain these are things about us which we can **see** that are different. **Model** this with a child in the class e.g. You have long hair and I have short hair. **Children talk** to their partner and find 3 visible differences. Take some feedback.

- **Repeat** for **3 invisible similarities** - ‘things that we have in common that we can’t see with our eyes’ – to discover these we have to ask questions. **Model** this with a child in the class. Ask questions such as ‘I like pizza. Do you?’ ‘Do you play any sports? I play football.’ So, I like pizza and you like chips - that’s a definite difference. Explain they will need to keep asking questions. **Children talk** to their partner and find 3 invisible similarities and feedback. **This part of the lesson can take many interesting and challenging directions.**

- **Repeat** for **3 invisible differences**.

**Written Outcome** On post-it notes/sheet of paper each child to write down a list of similarities and differences they found with their partner. Alternatively, the children could make a small leaflet showing their similarities and differences on the inside. (See PowerPoint for example)

**Plenary:** Go round the class and ask pairs of children to **share** one similarity – one thing they had in common. **Answers recorded and photographed could make a great exchange to the link class.** Discuss the question ‘Could someone else describe your identity?’

**Ending: Sharing My Special Thank You - Model** digging into your ‘magic pocket’ and act out carefully pulling out an imaginary object. Tell children that this object is called ‘a special thank you’ and you’d like to share it with the class for sharing and taking part in today’s activities. Children to dig into their magic pockets and see if they can dig out their special thank you. **Model** polishing your ‘special thank you’ because it means so much and is such a valuable thing to share with others. Ask children to use their sleeves to polish their ‘thank yous.’ **Countdown** from 5 and ask children to throw their ‘thank yous’ in the air so they shower down on everyone. Everyone ends by giving themselves a round of applause.
### Lesson 5 – Curiosity Questions – Lesson Plan

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Teaching and Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO To create, exchange and answer curiosity questions with the link class.</td>
<td>Session 1: Creating Questions</td>
</tr>
</tbody>
</table>

#### Purpose of this Lesson
The purpose of this lesson is to explore ‘Who are we?’ as linked classes using ‘curiosity questions’. This will open up conversations to help children find out about each other in both class communities. This is important in building confidence in contact and is a valuable part of the process of moving from ‘them and us’ to a sense of ‘we together’. It is important to help children understand that they choose what they wish to share.

#### Key Questions
- **Who are we?**
  - What do you want to find out about your School Linking partners? Or What do you want to find out about your link partners in the other class in school.
  - What makes a question interesting?
  - What are open and closed questions?

#### Exchange Information
Exchange curiosity questions and responses with the link class. There are a variety of ways to exchange curiosity questions (see below).

#### Family Engagement
**Thinking at Home** - I think, you think...
- **Ask at Home** - Questions for discussing at home. Let’s Talk
- **Speaking Activity**

#### Resources
- Lesson PowerPoint
- Large sheets paper and felt tips

---

**Starter:** Show children the title ‘Curiosity Questions’: What does Curiosity mean? Take responses as appropriate: oral responses, responses on small white boards, post it notes to collate. Show the definition ‘Eager to know or learn something’. Look at the modelled sentences on the PowerPoint to embed the meaning of the word in context. The book You Choose by Pippa Goodhart and Nick Sharratt can inspire children’s thinking about questions.

**Main Activity:** Explain we are going to think of questions to ask the children. (This could be a class from a different school that you are linking with, a socially distanced class group within the same school year from your own school community or linking as an individual class to build relationships again due to the extended time apart.)

**Session 1:** Creating Questions

- **Main Idea:** It is important to find a way to share your ideas during this process. If children need to sit in a socially distanced setting these ground rules may still be possible.
  1. Anyone can scribe.
  2. BUT ideas must be shared first and listened to by all.
  3. Everyone needs to be involved in sharing ideas.
  4. We can disagree BUT we do it respectfully.

**Key Questions**

- **Closing Activity:** Show some examples of curiosity questions (see the PPT). Give the children a few minutes to explore this activity.

**Mini-Plenary:** Introduce the idea of closed vs open questions. **Open Questions** will give us different answers and information that really tells us about that person, answers we could not guess. Take suggestions for open questions with children using the questions they have collated so far. e.g. **What do you want to be when you grow up?**

- **Closed Questions.** Discuss how closed questions will give us specific information perhaps about the whole class or group. e.g. **What is the name of your class? Do you have a dining hall?** Give the children time to collect more question ideas.

**Collate** in groups or as a whole class to select 8 ‘open’ questions. These will be the questions we send. Collate any specific or ‘closed’ questions the children would like to know the answers to e.g. **What is the name of your headteacher?** Select a small number of these questions to send to the Linking Class. There are a range of ideas for ways to send in the box below that teachers have used.

**Plenary:** Discuss feelings. How are the children feeling at this stage of their Linking Journey? If possible, reflect back on some of the children’s earlier responses and TOL about differences and similarities between their feelings now.
Session 2: Exchanging Questions.

You may have decided with your Link Teacher how you will exchange - or in discussions with the class, choose a method of exchanging the curiosity questions. You could use Book Creator, PowerPoint, video, audio, photographs, email or another method you and the other teacher are familiar with.

In communications with your linking school try to agree a time frame for answering and sending back the replies so finding out the answers and reflecting upon the information can be planned and the time gap between this part of the process is not too long.

How to Guides available to support technical aspects of these exchanges if needed are available (see resource box)

Session 3: Answering Questions

Starter: When the curiosity questions from the link class have been received, share them with the children. There is no need to answer them at this stage, but this is a chance to build excitement about getting to know more about one another.

Main Activity: Remind children of how it felt to generate and send their own questions and what they were hoping to get back. Children should keep this in mind when answering the questions. Show the question ‘What’s your favourite food or meal?’ Show/model a couple of different answers: ‘I don’t know’ ‘Pizza’ ‘My favourite food are samosas because I make them with my brother and sister and each time, we make them slightly differently. My favourite is when we put peas in them because I love peas!’

Establish that the third model is the best one because it gives detail with the answer and allows the person who asked the question find out more about me.

It makes a great English lesson answering each question. Children draft an answer to the question/s, ensuring they expand and give detail to their answer. Or depending on how many questions have been sent through, you may wish to split the class into smaller groups and give one question to each group to answer. If this is the case, try and ensure that there is a mix of children in each group.

Plenary: As a teacher, or as a class, choose the method to send the answers back to the link class. Link teachers may have already decided at CPD1. Prepare your answers for sending and exchange.

Session 4: Reflecting on the Link Class’s answers

Allow time to share the link class’s answers to your curiosity questions and reflect on what the children have learned about each other and what they would still like to find out. This is such an interesting stage of the process.
LESSON FIVE - CURIOSITY QUESTIONS RESOURCES

Curiosity Questions build and deepen through the Linking Journey. Children enjoy discussing and deciding which questions to send and this is a teaching opportunity to understand what makes a good question and what is appropriate to ask. Ensure that exchanges are checked first and then sent by the Linking Teachers at all stages so keeping the process safe for everyone. You then support the children to answer the questions you receive and again this is a teaching opportunity. This process develops the important meaningful interaction that will build children’s confidence in meeting others.

Choose a method to send your questions and then respond to the questions you receive from the Link class. Could you make a video? Send a photo? Respond via email? Write answers and post them? There are lots of digital ideas. Guidance and support are on page 21-22. Choose the one that works for you both.

Thinking about Questions
Discussing the word ‘curiosity, setting ground rules and thinking of types of questions to ask.

Asking Questions
Children enjoy discussing and deciding which questions to send.
Class Teachers send the questions over.

Exchanging Questions
Link Teachers agree at CPD1 about how and when questions will be exchanged. See the Digital Support area for https://thelinkingnetwork.org.uk/schools-linking-2020-2021/digital-support/

Answering Questions
Guiding children so that they give clear, interesting and detailed answers supports social and English skills.

Reflection on the Link Class Answers
This deepens knowledge and understanding of one

Family Engagement Questions

PowerPoint slides for Lesson 5 available at https://thelinkingnetwork.org.uk/schools-linking-2020-2021/lesson-5-curiosity-questions/
REFLECTION

Allowing time for children to reflect on their thoughts and feelings is a really important part of the linking process. Reflection:

- helps to create space for children to share their thoughts on their experiences so far
- helps to develop self-awareness and critical thinking skills
- gives a teacher insight into children’s misperceptions, fears and hopes.
- can help children develop a greater understanding of self and others and a wider perspective

Sentence Starters for reflection from the PowerPoint

Suggestions of ways you may choose to give time to hear from children about their thoughts and feelings:

* Sentence Starters
* Class Discussion
* P4C (Philosophy for Children)
* ‘Blob Trees’ - see the ‘Big Book of Blob Feelings’ by Ian Long & Pip Wilson
* Reflection Questions after linking exchange or linking lessons.
* Circle Time
* Emotion Graphs - Time line with emojis – children add the date and short description of interaction e.g. ‘Incredible Me lesson’ or ‘answered link class questions’. Emoji shows how the child felt about the session
* Informal, individual teacher pupil conversations as children work on Schools Linking activities often make a difference

We have resources to support the process of reflection at https://thelinkingnetwork.org.uk/schools-linking-2020-2021/lesson-5-curiosity-questions/
FAMILY ENGAGEMENT

The School Linking programme offers lots of opportunities to foster parental and family engagement. Resources link to the four key questions bringing families close to the learning adventure their children are taking part in to explore identity, equality, community.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 1      | Ask at Home – ‘How do you feel when you meet new people?’
        | Introduce Linking at Home – letter to introduce linking and ask for permissions |
| 2      | Talk at Home – ‘What 3 things do we like to do together?’
        | Poetry at Home – Listen to the ‘Together’ Poem by Matt Goodfellow |
| 3      | Listen at Home – ‘Incredible You Story’ read by a storyteller
        | Art at Home – Create art from the story. Create Who am I? Identity bags
        | Talk at Home – Incredible Us – Speaking Activity |
| 4      | Play at Home – Visible & Invisible Game. This might be a phone call to a grandparent, or an aunt. |
| 5      | Thinking at Home – I think, You think...
        | Ask at Home – Questions for discussing at home.
        | Talk at Home – Let’s Talk - Create a Curiosity Question Jar or use as a Speaking Activity |
| 6      | Share at Home – Enjoy Digital Experiences. Links available |

**General**
- Templates for assemblies, website information about linking, newsletter to families, twitter messages, display templates

Each lesson has ideas:

https://thelinkingnetwork.org.uk/schools-linking-2020-2021/family-engagement/

**Template Examples:**

- Permission Letter
- Games
- Talk Activity
- Assemblies

There is also a wide selection of Home Learning Activities available at

https://thelinkingnetwork.org.uk/home-learning-resources/

We also have a Facebook page:

https://www.facebook.com/LinkingNetworkFamilyLearning/
BOOKS FOR PHASE 1

Books can develop understanding of different perspectives, distance issues and develop dialogue and understanding of identity, diversity, community and equality. These have resources on our website, and some are read by a storyteller or poet for you to share with your children.
ADDITIONAL RESOURCES FOR BUILDING IDENTITY, EQUALITY, COMMUNITY

**TLN Identity Pack**
6 resourced lessons:
1. Visible Invisible
2. Skin Again
3. My stories
4. I am Who I Am
5. You Can’t Judge a Book by its Cover
6. Hopes and Dreams

**Jigsaws**
Jigsaw pieces are created on a template by each child listing a few of their interests.

**People Equal**
‘People Equal’, written by James Berry is a wonderful poem that explores diversity through the lens of our diverse and varied personalities.

**Portrait Gallery**
Portraits are a really great way to discuss identity and diversity in a thoughtful way.

**Names**
This activity offers a good way of exploring diversity in your own classroom as preparation for learning names of pupils in the other class.

**I’m Speaking I’m Listening**
This simple activity helps children practice the skills needed to listen and speak with a partner or in a group. Asking children to identify and practice what good listening looks like is so helpful for their development.

**Collective Poetry**
A way to create a poem as a class using a building pattern of Who am I? Who are we?

**Magic Box Poem**
The wonderful Magic Box poem is often used in literacy lessons in KS2 and is a fantastic resource for helping children to think about the multiple aspects to all our identities. It is a structure that can be replicated.

**Using a Map to Locate Schools**
You can paste a map of your own district into this PowerPoint so that children can see where their linking class are. Use the Word document to add the district map and question prompts for children.

**My Stories**
Gathering stories from the pupils, families, school community, school caretaker can be a rich shared theme.

Find these lesson resources and many more on our website. These all have pupil examples and can be used by linking classes or other classes across your school to build identity, community and equality. See our video, books, social action, intergenerational resource areas too as well as Secondary Schools Linking resources

[https://thelinkingnetwork.org.uk/linking-resources-area/primary-linking-2/primary-linking/](https://thelinkingnetwork.org.uk/linking-resources-area/primary-linking-2/primary-linking/)
DIGITAL LINKING

Exchanging information is one of the most powerful aspects of the programme bringing children closer, deepening their knowledge and understanding of their link class. Exchange by post and digitally can all be exciting for children. It is for you as a pair of linking teachers to decide what you exchange, when and how. It may be easiest to use digital platforms and resources that you already use in school. See Advice on safeguarding, How to Guides we have written and example outcomes below and in more detail on the website: https://thelinkingnetwork.org.uk

DIGITAL SAFEGUARDING

Safeguarding is key throughout Schools Linking. Here are some additional things to consider when you link digitally:

- As with all work in school, each link teacher should work within their own school Safeguarding, Digital, Acceptable Use and GDPR policies and take account of individual parental permissions.
- The two linked schools may have different policies so teachers need to work with whatever restrictions are in place to make the link work for both schools.
- All information should be exchanged by teachers so that you can each ensure it is suitable for the other school’s pupils to receive. Everything sent must be seen and sent by teachers. This applies to all exchanges whether digital, by post or hand delivered. Everything should be sent by school email addresses.
- There should not be any personal emails or messages between pupils.
- We recommend that pupils should just use first names on their work that is exchanged.
- We provide a guidance document on running live class to class video calls. For Phase 1 of Schools Linking we have not written video calling into the programme however we have seen them work well and enhance connection so if you would both like to have a go, see our Video Calls Guidance. It needs an extra level of safeguarding care such as an adult from each school present on all calls as well as technical and lesson planning. (The quality of camera makes a huge difference.)
- Digital Linking is an excellent opportunity to teach keeping safe online. Teachers can use the process to discuss and model issues such as being respectful and appropriate at all times; the importance of individuals choosing what they want to share and not oversharing and help children recognise that once something has been shared it is available to a wide audience.
- We provide a simple template letter for seeking parental permission for exchange of photos and videos.

LIST OF DIGITAL SUPPORT DOCUMENTS –
L3=Lesson 3 etc

Digital Safeguarding Guidance (Written Guide)
How to add audio and voice recordings to a PowerPoint (Written Guide, Example Curiosity Questions- L5)
How to use shared cloud storage - Google Drive shared drives, OneDrive & WeTransfer (Written Guide, Video Guide)
How to use Book Creator shared books (Written Guide; Video Guide; Examples Incredible Me- L3; Curiosity Questions- L5)
Videos
How to create videos using iMovie - Basic & Advanced (Written Guide; Video Guide; Example Incredible Me- L3)
How to create videos with Windows 10 Photos App (Written Guide, Video Guide; Example Incredible Me- L3)
How to use Flip Grid (Written Guide, Video Guide, Example)
Digital Identity Maps:
How to create a digital identity collage using BeFunky (Written Guide)
How to create a digital word cloud (Written Guide)
Virtual quizzes:
How to use Google Forms to create a quiz (Written Guide)
How to use Kahoot to create a quiz (Written Guide)
Video Calls:
How to video call on different platforms (Written Guide)
Safeguarding guidance for Virtual Linking Video Calls (Written Guide)
Creative ideas for video calls and ways to support children (Written Guide)
Running a live video call quiz using coloured cards (Written Guide)
DIGITAL EXCHANGE

There are so many things that can be exchanged - pieces of children’s work, photos, video clips, mini books, short messages, book suggestions, jokes, curiosity questions... Here are some thoughts gathered from Linking Teachers experience:

* Exchanging photographs. Regular exchange between classes of photos of children’s work and ideas can be really powerful as well as photographs of the children if GDPR allows.

* Creating videos to share between link class can be a fun way to connect the classes if using devices is manageable and permission allows. Short videos featuring either a teacher or the class, are a great way of getting to know each other and sharing thoughts and opinions. If GDPR is tricky then videos of work with voice narration can work. Programmes such as Flipgrid let children upload mini videos of curiosity questions and then the link class can respond.

* Creating audio messages can be easier than video and is especially great if you have children who haven’t got parental permission to share photos or videos. It could be as simple as the whole class saying hello, thank you for your message or one child speaking a message that the class has composed.

* Book Creator is a very intuitive app for Apple or Android and on an Internet browser. Children find it easy to photos, text, audio, video to make a book which is nice to read and creates an ongoing shared record through the year. Link teachers have a shared code so only they can access the e-book which is stored in the cloud.

* Quizzes work well. Use Google Forms (or Kahoot) to create an online quiz to find out more about the children in their own class and the children in their Link class. We’ve tried it and its fun! Lists of questions in the Digital Support Document.

* Create a shared linking PowerPoint to shuttle between link classes adding images of children’s work and curiosity questions. Both link class add their images and respond to the others so it becomes a shared presentation which if stored on google drive you can both access it easily. Adding sound recording to PPT can be a way to share extra information hearing one another’s voices (both children and adults). The recordings will play automatically when the slideshow is in presenter mode. It can convert to MP4 video.

* If there is a way that both schools IT can allow shared cloud-based storage space this can make sharing large, media files easy. Options include Google Drive, One Drive and Edmodo.

* Children enjoy creating Digital Photo Collages - they collect photos that mean something to them to create a digital Identity Map to send to the Link Class. BeFunky can be used through an Internet browser or apps such as PicCollage.

* Identity Word Clouds: A variety of websites where children can create a free personal word cloud reflecting things that matter most to them as larger text. Word Clouds are an interesting way for children to create a Digital Identity Map to exchange.

* Video Calls: We imagine that Video calls will be a part of some links in Phase 2 but in case you wish to connect with your link class via a video call in Phase 1 please see the guidance in the Digital Support area. Managing a video call between two classes requires careful thought and consideration, having a good camera makes all the difference, and it is essential that you both work within your GDPR and safeguarding policies and ensure there is an adult from each school present at all times on the calls. However, they can be lots of fun and very exciting for children!

* Lastly - keeping the linking connection going by emailing or posting things one another is obvious and straightforward – and doing whatever is easiest is important!
As you and your Linking Teacher go through the training, please decide together what you work you will do in class, what you will exchange between your classes, how you will exchange it and when. You may choose to both do the same piece of homework and create a shared piece of work.

<table>
<thead>
<tr>
<th>Session</th>
<th>Exchange Activity Ideas</th>
<th>Planned date of exchange</th>
<th>How will we send it?</th>
<th>Family Engagement Activity if chosen</th>
</tr>
</thead>
</table>
| **Teacher CPD and Planning** | *Message from Teachers to Link Class*  
*Photo of classroom and school and teacher*  
*Photo of class (GDPR permitting)*  
*First names of the class* | | | |
| **1. Introducing Linking to your class** | *Message from class to link class* | | | |
| **2. Together Poetry and Philosophy for Children** | *A photo of children’s questions and thoughts from P4C* | | | |
| **3. Who am I? Incredible Me** | An Identity Outcome from each child to exchange  
*Ideas to choose from:*  
*Incredible Me Chalk picture on paper or your playground.*  
*Identity Map*  
*I am who I am Poem*  
*I am, I Wonder Poem*  
*Identity Bookworm* | | | |
| **4. Who are we? Games Celebrating our class community** | *A photo of the things your class discovered about their invisible similarities.*  
*A picture of the class playing a game/playing outside/or just the games you have in the classroom*  
*Other...* | | | |
| **5. Who are We? Curiosity Questions** | *Exchange curiosity questions*  
*Exchange Answers* | | | |
| **6 Shared Digital Experience/s** | | | | |
| **Pupil Voice Lesson before Phase 2** | Ask children for their ideas about things they care about and social action they would like to take part in before you attend CPD2. We will provide a PPT for this. | | | |

Further resources will be shared for **Phase 2 and 3** at Linking CPD2 and there are many other **classroom** and **assembly** resources available to you and your school on the website.
WAYS TO SHARE THE WORK WIDER

e.g. Schools Linking Display in school, Virtual Assembly, News on a school website or Class website page, Twitter or School Facebook. Templates are available to support you in the Teacher CPD section. [https://thelinkingnetwork.org.uk/schools-linking-2020-2021/teacher-cpd/]

REFLECTION

Evaluation has shown that supporting children to reflect and make sense of their experience is important. How will you help your children reflect and where will this work be recorded? You could have a Schools Linking journal, Emotion Graph, Blob Tree by Pip Wilson, Sentence Starters, Circle Time or P4C. PPT provided.

WORK IN MY OWN CLASS

There are lots of additional resources you are free to use from the website. All of last year’s resources can be found [here](#).

INFORMATION ABOUT THE LINK SCHOOL

e.g. This might include information about specific faith requirements if one of the schools has a faith ethos or many children who follow a faith; about the disconnect in children’s experience in rural/urban link.; or the pressure of Ofsted inspection.
### Checklist at CPD

<table>
<thead>
<tr>
<th>Task</th>
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<tbody>
<tr>
<td>Share contact details with your partner teacher (this could include emails, school phone number, school office email, SLT contact name), timings of the school day and names of other staff who will be involved in linking. If either of you are representing other teachers share their details too. Use the Teacher Contact Form in this booklet.</td>
</tr>
<tr>
<td>Talk with your partner teacher about your school and its ethos. If one or both of your schools has a faith ethos talk about any detail that the link school children may need to understand. If one or both of your schools is in an Ofsted category this is worth sharing.</td>
</tr>
<tr>
<td>Talk with your partner teacher about whether you have linked before and your prior experience if you have</td>
</tr>
<tr>
<td>Talk with your partner teacher about your school’s current priorities and your role in school and workload.</td>
</tr>
<tr>
<td>Talk with your partner teacher about your class and the range of children in the class.</td>
</tr>
<tr>
<td>Identify what work and information you will exchange, how you will send it and when.</td>
</tr>
<tr>
<td>Decide on family engagement activities (they may be different in the two schools).</td>
</tr>
<tr>
<td>Create a message for the Linked class for their first lesson (Video/photo/audio - you choose).</td>
</tr>
<tr>
<td>Exchange photo of school/empty classroom/teachers and, if allowed, a class photo and a list of first names.</td>
</tr>
<tr>
<td>Create a brief item about the programme for your school website/newsletter/twitter (template text available).</td>
</tr>
<tr>
<td>The Schools Linking programme addresses many specific objectives from PSHE, Citizenship, SMSC, RSE and English as well as SMSC and Character Education. See SMSC on page 34 Specific Geography, Computing, Art objectives are also addressed depending on activities selected. If you need to identify objectives addresses then you can access detailed lists of all the curriculum objectives at <a href="https://thelinkingnetwork.org.uk/schools-linking-2020-2021/teacher-cpd/">https://thelinkingnetwork.org.uk/schools-linking-2020-2021/teacher-cpd/</a>.</td>
</tr>
</tbody>
</table>

### Checklist for Phase 1

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order books from our recommended book list to support your Linking work in class.</td>
</tr>
<tr>
<td>Take a look at The Linking Network website <a href="http://www.thelinkingnetwork.org.uk/resources">www.thelinkingnetwork.org.uk/resources</a>.</td>
</tr>
<tr>
<td>Inform parents about the Linking programme (a letter template is available on the website).</td>
</tr>
<tr>
<td>Lesson 1: Introduce the Linking project to the class. If your school took part last year, the previous class may have legacy work for you to share.</td>
</tr>
<tr>
<td>Get the children to reflect on their thoughts and feelings about Linking.</td>
</tr>
<tr>
<td>Check image consent forms for all children in your class, you may need to speak with Head or member of SLT about this and do consider GDPR requirements.</td>
</tr>
<tr>
<td>Complete Lessons 2-6 – remembering the exchange activities you agreed at CPD1.</td>
</tr>
<tr>
<td>Share further information about your Linking project with the school community, e.g. governors, school newsletter, Tweet, class blog etc. Resources available.</td>
</tr>
<tr>
<td>Before CPD2 hold a Pupil Voice Lesson with your class about Social Action - the things they care about and would like to see change.</td>
</tr>
</tbody>
</table>
SMSC AND SCHOOLS LINKING

These are the current Ofsted definitions of **Spiritual, Moral, Social and Cultural Development** taken from the Ofsted School Inspection Handbook November 2019 edition (Pages 59-61). The statements we have coloured **blue** are all objectives we confidently expect that the Schools Linking process will address.

### SPIRITUAL

**Ofsted** – The **spiritual development** of pupils includes developing their:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of and respect for different people’s faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

### MORAL

**Ofsted** – The **moral development** of pupils includes developing their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

### SOCIAL

**Ofsted** – the **social development** of pupils includes developing their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### CULTURAL

**Ofsted** – the **cultural development** of pupils includes developing their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The following statements from the Ofsted handbook are also addressed by the Schools Linking process:

Promoting equality of opportunity so that all pupils can thrive together; understanding that difference is a positive, not a negative, and that individual characteristics make people unique; The curriculum and the school’s effective wider work support pupils to be confident, resilient and independent, and to develop strength of character, developing responsible, respectful and active citizens.
## LINKING TEACHER CONTACT DETAILS

<table>
<thead>
<tr>
<th>School</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year group</td>
<td></td>
</tr>
<tr>
<td>Teacher name</td>
<td></td>
</tr>
<tr>
<td>Other staff Involved with class</td>
<td></td>
</tr>
<tr>
<td>Names of other teachers in year group</td>
<td>(if 2 form or 3 form entry)</td>
</tr>
<tr>
<td>Headteacher name</td>
<td></td>
</tr>
<tr>
<td>Name of member of SLT for Linking</td>
<td>(This may be the head)</td>
</tr>
<tr>
<td>School Phone Number</td>
<td></td>
</tr>
<tr>
<td>School Address</td>
<td></td>
</tr>
<tr>
<td>Teacher Mobile (optional)</td>
<td></td>
</tr>
<tr>
<td>School Office Email (essential)</td>
<td></td>
</tr>
<tr>
<td>Teacher Email (essential)</td>
<td></td>
</tr>
<tr>
<td>Number of classes in your year group</td>
<td></td>
</tr>
<tr>
<td>Linking Class Name</td>
<td>Any other class names in the year group</td>
</tr>
<tr>
<td>No. pupils in class</td>
<td>No. Male</td>
</tr>
<tr>
<td>Any Curriculum Themes for the year to help with shared planning</td>
<td></td>
</tr>
<tr>
<td>Curriculum Areas where linking work can take place</td>
<td>(e.g. English, PSHE, RE, Art, Geography, IT)</td>
</tr>
<tr>
<td>School Day Timings</td>
<td></td>
</tr>
</tbody>
</table>

*Speak about demographics of your class. Speak about any additional needs of pupils in the class. Note anything you agree to put in place.*

These details are for colleagues arranging linking – please work within GDPR policies in your school and only use this information for the purposes of linking.
SCHOOLS LINKING CONTACT INFORMATION

Local Linking Contacts

Local contact details:

National Linking Contacts

Linda Cowie, Mob: 07969 720150, Email: linda.cowie@thelinkingnetwork.org.uk
Meg Henry, Mob: 07814 213935, Email: meg.henry@thelinkingnetwork.org.uk

Website

There are over 100 primary classroom resources to support you to lead schools linking with your class on the website www.thelinkingnetwork.org.uk. The resources include lesson plans, lesson handouts, PowerPoints, assemblies, display materials, family engagement activities, songs, template letters and home learning resources. All the resources are free to access due to the generosity of our funders. To access these, visit our website and expand the ‘Resources’ dropdown menu. If you need help to find any resources on the website, contact: info@thelinkingnetwork.org.uk

Facebook


We also have a Facebook Page for families
https://www.facebook.com/LinkingNetworkFamilyLearning

Twitter

Follow us on twitter @Linking_Network. Use #schoolslinking and tag us in to share your work.

Part of a Network

Support for Schools Linking is provided by the Pears Foundation, MHCLG and DfE as well as Local Authorities and Charities who invest in the work as they believe it makes a difference. Through this, children and young people are given rich opportunities to connect and learn with others they would otherwise not meet. Headteachers and school leadership teams prioritise this as part of their curriculum offer. All this work is made possible because of the commitment, energy and leadership of hundreds of teachers.