

<p>Learning Objective: Health and Wellbeing</p>		<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To recognise your own strengths and what you want to be better at • To be able to recognise your own feelings and how to deal with them • To understand what it means to be healthy • To be able to keep healthy through diet and exercise • To be aware of your own personal hygiene • To know about people in your community who could help (doctors, dentist etc) • To know how to ask for support • To be resilient when asking for help 	
<p>Vocabulary:</p> <p>Health Healthy Well Exercise Diet Dentist Doctor Nurse Paramedic Medicine Vaccination Immunisation Hygiene Wash Resilience Enjoyment Learning</p>		<p>Thinking Skills:</p> <ul style="list-style-type: none"> • I can share views respectfully • I can give responses for ideas with evidence or examples • I can agree or disagree respectfully • I can connect my idea to another idea 	
<p>Suggested Lessons</p>	<p>Aims of Sessions:</p>	<p>Content:</p>	
	<p>Recap of prior learning:</p>		
<p>1</p>	<p><i>Form positive sense on themselves and others.</i></p>	<p>L.O. To recognise your own strengths and what you want to be better at</p> <p>Skills Focus: I can share my views respectfully.</p> <p>Class Strengths Bingo – The children will be given different questions related to strengths within the class e.g. Find someone who can count to ten. The children then approach someone in the class and see if they have this strength. Continue with a range of different strengths in the class and invite children afterwards to share any of their strengths that were not mentioned.</p> <p>Next, the teacher will make the link between strengths and things you want to be better in by asking if the children started with this strength. What did they have to do to make it a strength (hard work, resilience, never giving up)? Highlight that everyone faces challenges and showing resilience will help you overcome these challenges. Teacher to share an example for themselves and then invite the children to say something they would like to be better at. Touch upon Reach2 Touchstones enjoyment and learning.</p> <p>Explain that things we decide we want to get better at can be called goals. Model creating personal goals. The children will then create their own personal goal. This will include a strength e.g., I can count to ten, by the end of the year I want to be able to count to one hundred.</p>	

		These could be displayed within the classroom, alongside the teachers own goal.
2	<p><i>Learn how to manage my feelings.</i></p> <p><i>Art – express feelings.</i></p>	<p>L.O. To be able to recognise your own feelings and how to deal with them</p> <p>Skills Focus: I can connect my idea to another idea. I can share my views respectfully.</p> <p>Start the session by showing the children different emoji faces linking them to the feelings of happy, sad, angry and frightened.</p> <p>Show the children a picture of a situation (emotion pictures from SEAL resources). Ask the children to think about how they would feel in this situation.</p> <p>Activity – Different situation pictures to be displayed around the room. The children will need to work together to decide which emotions might be shown within the picture. Children can draw an emoji on the picture.</p> <p>Bring the children back together. Ask the children which emojis they linked to which picture. Expect different answers and remind children that we can sometimes feel different about different situations and that is ok.</p> <p>Focus on frightened or feeling sad. Create a class strategy on what you could do when you are feeling this way. E.g. Use of a feeling fan to let someone know.</p> <p>Finish the session with the following video https://www.youtube.com/watch?v=-J7HcVLsCrY</p>
3	<p><i>Healthy living and physical development.</i></p> <p><i>Importance of physical activity.</i></p> <p><i>Importance of choosing a healthy diet.</i></p>	<p>L.O. To understand what it means to be healthy</p> <p>To be able to keep healthy through diet and exercise</p> <p>Skills Focus: I can give reasons for my ideas with evidence/ examples.</p> <p>Start the session by showing the word 'Healthy'</p> <p>What does this word mean to you? Take responses from the children. Next, show the children a range of different pictures e.g. people exercising, someone watching tv for too long. Ask the children to identify which of these is healthy and which is unhealthy. Touch upon Reach2 Touchstones - enjoyment and learning.</p> <p>Challenge: Encourage the children to reflect on their responses e.g. eating too much chocolate is unhealthy; however, having it in moderation is fine.</p>

		<p>Activity: Allow the children to sort different images into healthy and unhealthy categories. Children to discuss their choices at the end of the session.</p> <p>Challenge the children to think about why we need to be healthy. Link to healthy diet, exercise and rest. Ask the children to create a list. Use this as the basis for a class commitment list, which includes healthy exercise, diet and rest. E.g., try to do one form of exercise every day.</p>
4	<p><i>Basic hygiene</i></p>	<p>L.O. To be aware of my own personal hygiene</p> <p>Skills Focus: I can connect my idea with another idea.</p> <p>Start the session with the word hygiene. Explain to the children that having good personal hygiene is making sure you keep clean and is an important part of being healthy.</p> <p>Ask the children for examples, such as brushing your teeth, washing regularly and wearing clean clothes.</p> <p>What do you think would happen if you did not maintain good levels of personal hygiene? Model to the children that you could spread germs. Pop a bit of glitter/paint on your hands. What would you normally do if you had messy hands? (Wash them). Show how the glitter/paint spreads when you do not wash it off. Link back to germs. If suitable, link back to Covid-19 lockdown as washing hands helped reduce the number of infected people.</p> <p>Model how to thoroughly wash hands and the discuss the frequency of doing so. Discuss how frequently teeth need to be cleaned etc.</p> <p>Children to create personal hygiene posters that could be displayed in the toilets or other areas within the school.</p>
5	<p><i>People who helps us.</i></p> <p><i>Explore the world around us and people who help us.</i></p>	<p>L.O. To identify people who could help us (doctors, dentist etc.)</p> <p>Skills Focus: I can give reasons for my ideas with evidence/examples.</p> <p>This session would benefit from a guest speaker e.g. a dentist, nurse or doctor. If possible, this could also be followed by a workshop for parents.</p> <p>Start the session with, who would you ask for help if you were feeling ill or had a sore tooth. Children to provide different answers, which can be noted on the board/ flipchart. Highlight that we do not always go to drs etc. for help; sometimes we can help ourselves – reduce the amount of sugar we eat.</p> <p>Sometimes changing how and the frequency in which we clean ourselves can help us. Link back to personal hygiene.</p>

		<p>Show a range of different people who would help in your community and then ask the children how we could show gratitude for all the things they have done.</p> <p>Children to create a card/picture that could be sent to these people with the community to show thanks.</p>
<p>6</p>	<p><i>Speak and listen to a range of situations.</i></p> <p><i>Build confidence to speak/ask questions.</i></p>	<p>L.O. To know how to ask for support To be resilient when asking for help</p> <p>Skills Focus: I can share my views respectfully.</p> <p>Model a situation with a few of the different children or teachers within the room. Focus this situation on the need for help, e.g. someone is being cruel to the other. Show that the person who needs help in the scenario is trying to get the teachers attention through looks but the adult is not responding.</p> <p>Ask the children what they would do in the situation to get help. Take responses and then repeat the scenario with the changes.</p> <p>Role Play – Children to be given different situations where there is a problem to overcome. Children to include how they would get help in these situations.</p> <p>End the session on being resilient in these situations as sometimes you may need to ask more than once before you can get help.</p>
<p>Evidence for assessment will be from:</p>		<ul style="list-style-type: none"> • Who helps them to stay healthy and what that means (e.g. parent, dentist, doctor) • Why hygiene is important and how simple routines can stop germs from being passed on • What they can do to take care of their personal hygiene on a daily basis, e.g. brushing teeth and hair, hand washing • That people have different roles within the community to help them (and others) keep safe - the jobs they do and how they help people • Recognise and have an understanding of who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say • Understand the importance of asking for support and to keep trying until they are heard if they feel unsafe or worried for themselves or others
<p>Resources needed for project:</p>		<p>Examples of tools used for personal hygiene – toothbrush etc Scenario pictures Emoji examples</p> <p>Workshops with dentist, nurse or doctor etc.</p>
<p>Challenge: All tasks are accessible but there is room for stretch or solo taxonomy.</p>		<ol style="list-style-type: none"> 1. How will the goal help you in the future? What steps will you take to achieve this goal? 2. Reflection: Can you tell me about a time when you felt sad/happy/angry/frightened?

<p>SEND:</p>	<ol style="list-style-type: none"> 3. Discuss reasons for placing different foods into healthy or unhealthy categories. 4. Class discussion: Questions such as ‘What happens to your teeth if you don’t brush them?’ 5. Explain how these certain people help us. Explain their different roles and compare two roles/people. 6. Which information is important e.g. while role-playing, question – what would this person need to know to help the other person? <ol style="list-style-type: none"> 1. Prompts to narrow the goals to being more suitable/support to think of different goals and strengths Strengths adapted for that child 2. Visuals to support with emotions, match the picture to the word e.g. which picture shows someone being sad. 3. Adult-led group where they are supported making sure they understand what healthy and unhealthy is. 4. Separate activity – sort through objects, which one would I use to stay clean? Which one would I use to brush my teeth? Review washing hands/brush teeth with videos. 5. Picture of someone with a broken arm – match to who would help them and other key words to match to etc 6. Using a visual prompt answer following questions – who, what, where, why?
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