

Year one





Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.



Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.



Pupils understand the importance of listening to other people and playing and working cooperatively, including strategies to resolve simple disagreements through negotiation.



Pupils can identify and respect differences and similarities between people, and can celebrate this.



Pupils understand that some diseases are spread, the right to be protected from diseases and the responsibility to protect others.



Pupils can identify the people who look after them, and how to attract their attention if needed.



Lesson one: My feelings



Lesson aim:

Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.



Learning outcomes:

- I can describe my feelings
- I understand that people react differently to their feelings
- I know that all feelings are OK, but some behaviours are not



Resources required:

- Resource sheet: Feeling faces
- Resource sheet: Emotions spinner
- Paper fasteners

Key words: emotions, feelings

Teacher notes:

Emotions and feelings are two very different things, but highly connected. Emotions create biochemical reactions in the body (physical) whilst feelings are reactions to emotions (often subconscious). When teaching about emotions and feelings, be mindful to encourage pupils to be accepting of a wide range of emotions and feelings within themselves and others. Reinforce the message that we all experience a range of emotions and feelings. Some emotions and feelings are more comfortable than others. It is important to be clear that some behaviours are responses to feelings and that if these cause upset or harm to others then this is not acceptable.

Be mindful throughout the lesson, and particularly in Activity three, not to normalise any behavioural response based on a pupil's gender.

Begin the lesson by...

Explaining that we will be learning about the different types of emotions and feelings that we experience, and how we can help ourselves and each other to manage these. There are many different types of emotions and many different types of feelings. Some emotions and feelings are comfortable, whilst others feel uncomfortable. Reassure pupils that no emotions are wrong or naughty. However, it is never OK to be unkind or hurt someone because of your own feelings.

Activity one: Feelings

Display the feeling faces on the walls of the classroom. Read out the first feeling on the list below and ask pupils to stand under the face that they think is expressing that emotion. Reassure pupils that there is not necessarily a right or wrong answer, and encourage them not to move with their friends or the majority of the class. Discuss pupil's positions with them as appropriate. Repeat for the remaining feelings, and add any additional feelings that are relevant to the class.

- Happy
- Sad
- Angry
- Excited
- Disappointed
- Scared
- Embarrassed
- Tired
- Worried
- Surprised
- Confused
- Calm
- Irritated
- Relaxed
- Lonely
- Grumpy

Activity two: Feeling behaviours

Display the feeling faces one at a time. Ask pupils:



How do you think this face is feeling? What might someone who is feeling this way do?

Discuss ideas and make appropriate suggestions. Encourage pupils to extend their thinking by asking:



**How might you react towards someone who behaved this way towards you?
How might that affect their emotions and how they feel? Would this make their
behaviour better?**

Discuss ideas and make appropriate suggestions.

Invite pupils to select a feeling face to come and hold up in front of the class, whilst suggesting something they would say or do to help that person enjoy or manage their feeling.

Discuss ideas and reinforce effective suggestions.



Activity three: Feeling responses

Display the feeling faces in full view of the pupils. Provide each pupil with a feelings spinner. Tell pupils to write and illustrate a feeling of their choice in each space. They can look at the faces displayed to remind them of the different types of feelings. Once they have completed their illustrations, attach the arrow onto the spinner using a paper fastener.

Tell pupils to work with a partner and take it in turns to spin the arrow on their partner's feelings spinner. Ask the pupil whose feelings spinner has been used to tell their partner how they might behave, if they are feeling this way. Their partner then needs to respond by telling them what they would do if they behaved that way towards them. If time allows, encourage pupils to swap places and work with a different partner.

Ask pupils to share with the class the different ways that they discussed about how different feelings might make them behave, and how they might react to that behaviour.



**Have you noticed how different people respond differently to the same feeling?
Why is this?**



Extension:

Tell pupils to work in pairs or small groups to role play a person reacting to a feeling and an appropriate response to this, which may involve asking an adult to help. These could be shared during a relevant school assembly.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some of the strategies they have learned that are healthy behavioural responses to emotions and feelings. Reassure pupils that we all experience lots of different feelings every day, and at this school they should feel comfortable to share their feelings with each other and the adults within the school. Remind pupils that whilst some emotions and feelings are more comfortable than others, all are OK. However, some behaviours are not OK. For example, it is never OK to be unkind, or to hurt someone because of how you are feeling. If pupils experience difficult emotions and feelings, someone is unkind towards them or they witness someone being unkind to another person, they should always tell an adult within the school. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils described a range of comfortable and uncomfortable feelings, correlating feelings to facial expressions.

Activity two: Pupils identified behavioural responses to feelings, recognising that some responses are more acceptable than others.

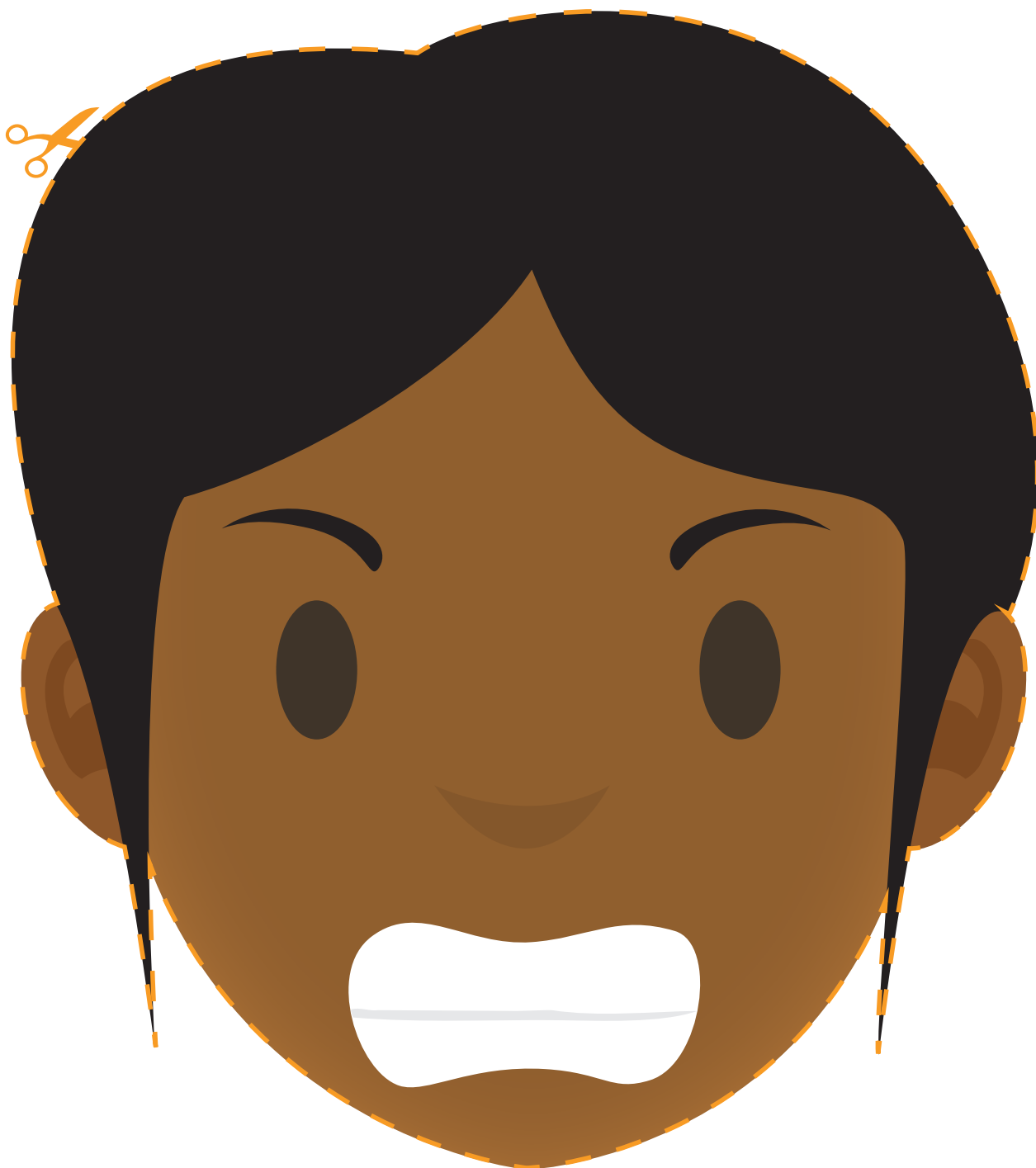
Activity three: Pupils discussed different behavioural responses to feelings and appropriate peer responses to help another person manage their feelings positively.

Evidence of assessment: Feelings spinners









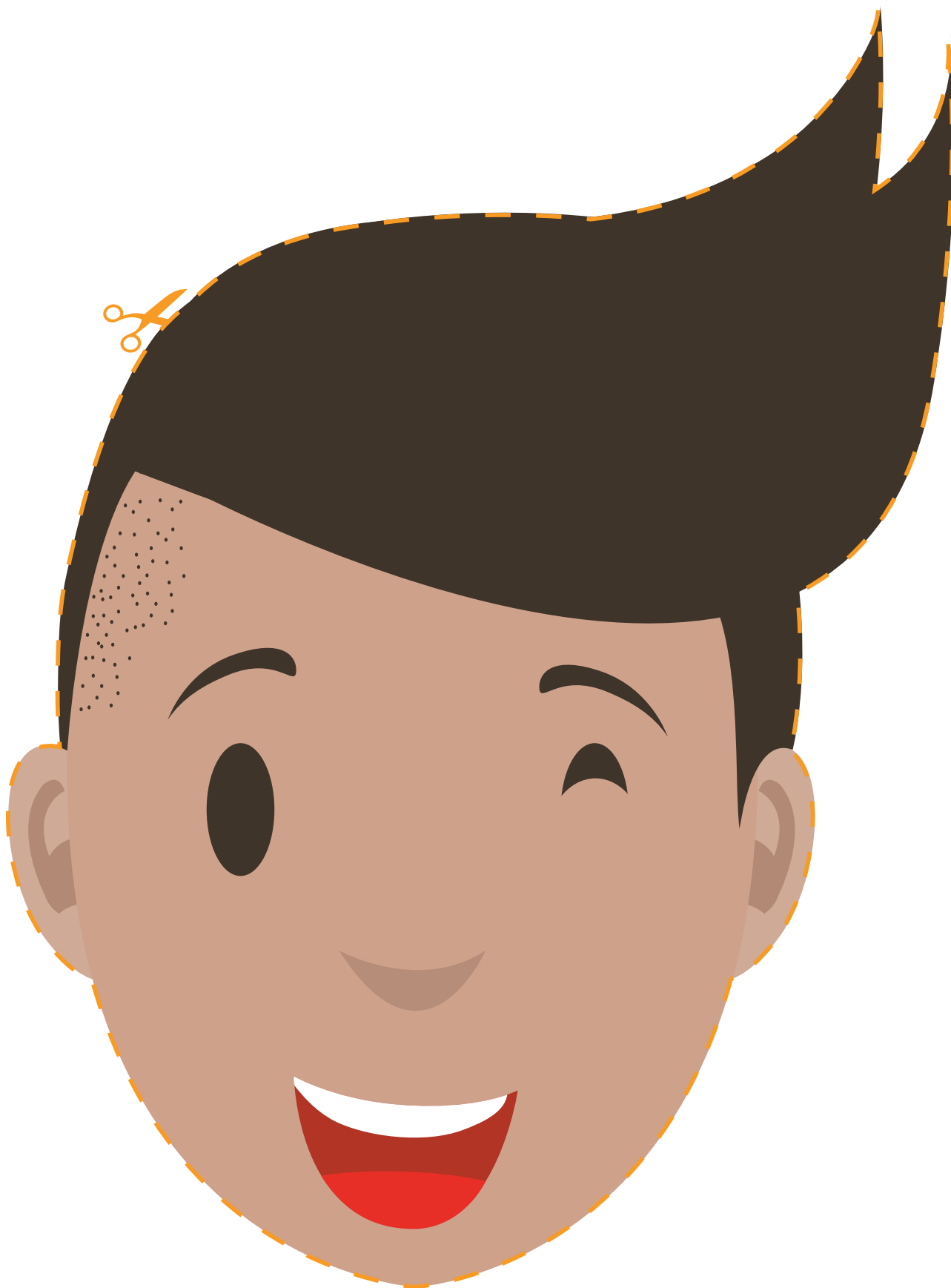


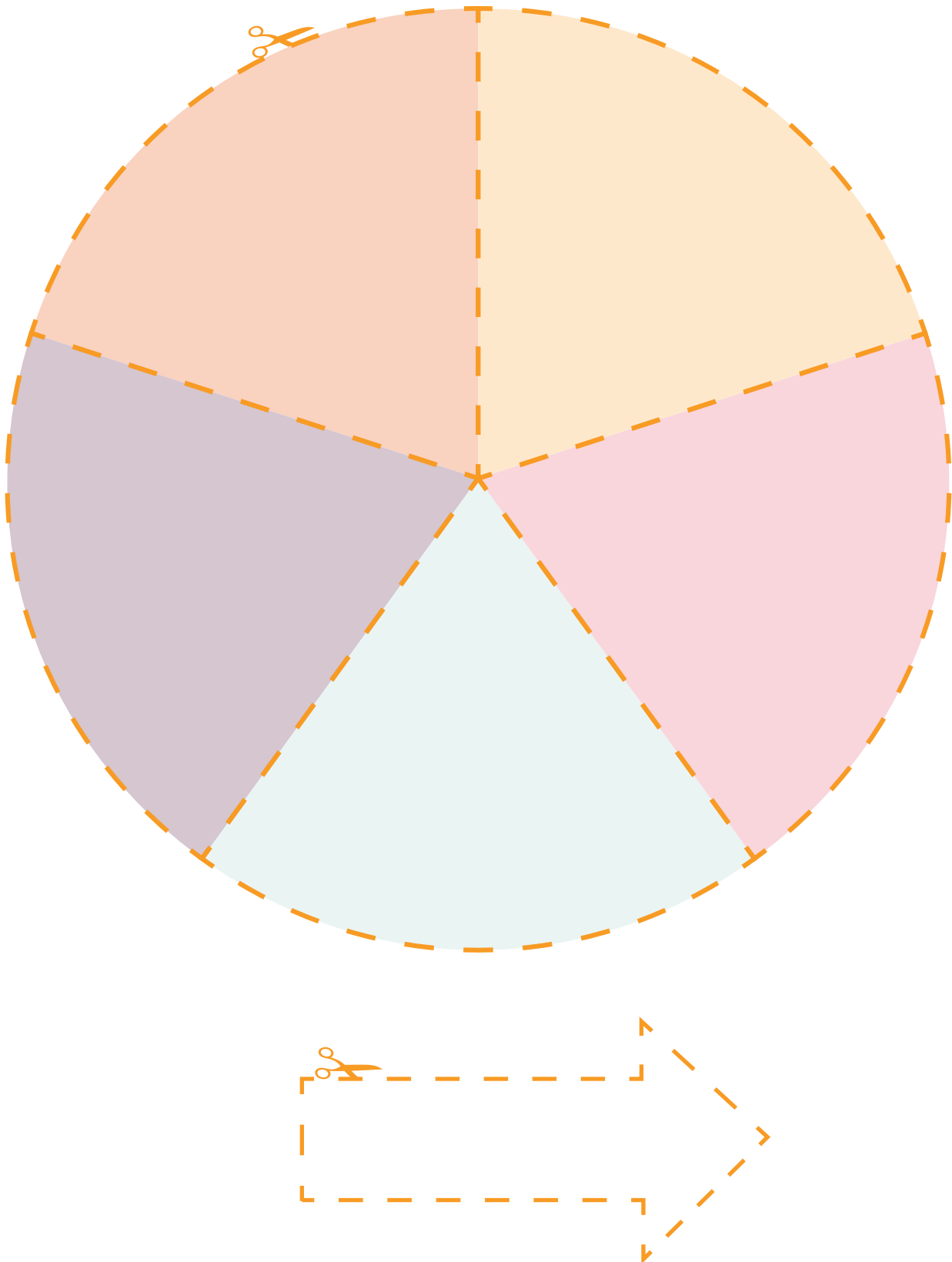












Lesson two: My body



Lesson aim:

Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.



Learning outcomes:

- I can correctly name the main parts of the body
- I can name the private part of the body that boys have
- I can name the private part of the body that girls have



Resources required:

- Resource sheet: Boy and girl characters
- Resource sheet: Body part labels
- Resource sheet: Baby girl and baby boy

Key words: penis, vulva

Teacher notes:

When teaching names of the external genitalia, it is important to convey confidence using scientific terminology. Young children are unlikely to find the terminology embarrassing, so it is crucial not to subconsciously model embarrassment. Although children may seem too young to learn correct scientific terminology for the external genitalia, this is the age that children may become curious about their developing bodies. Knowing the correct terminology is crucial in enabling the disclosure of sexual abuse.

If you are aware a pupil has been born intersex (with features of both male and female genitalia) it may be helpful to mention that this can sometimes happen and is perfectly natural. Encourage all staff to use scientific terminology, including staff providing intimate care and break time supervisors who may have to deal with a child that has been kicked in their genitals.

Begin the lesson by...

Explaining we will be talking about the different parts of our bodies and what they are used for. This will include learning about the parts of the body that we cover with our underwear, which are different for boys and girls. People may have names that they have learned at home to describe these parts of the body, but today we will be learning the scientific words for them that a doctor, nurse, police officer or social worker might use. It is important to learn the correct words so that people outside of your family know what part of the body you are talking about.



Activity one: Head, shoulders, knees and toes

Ask pupils to collectively sing the 'head, shoulders, knees and toes' song, performing the actions as they sing.

Display the boy and girl characters. Ask pupils to help place the following labels on the characters, by sticking the label to the character using double sided Velcro or Blu Tak. It is important to label both the boy and girl character with the same labels:

- Head
- Shoulder
- Knee
- Toe
- Eye
- Ear
- Mouth
- Nose

Ask pupils what other parts of the body have not been labelled. If they suggest a body part that you have a label for, invite them to position this on the character as above. If they correctly suggest something that is not included, hand write a label to stick on. Ensure that the following are included:

- Arm
- Neck
- Hand
- Chest
- Stomach
- Leg
- Foot

Finish the activity by asking pupils to suggest different functions for each part of the body and demonstrate with an appropriate action as a class.

Suggested answers:

- *Eye: see things*
- *Mouth: talk/eat*
- *Ear: hear things*
- *Nose: smell things*
- *Arm: reach things*
- *Leg: walk/run*



Activity two: Private parts

Tell pupils that everyone has parts of their body that are private. This means they are not shown to everyone and are often covered with underwear, just as the characters have their private parts covered by underwear.

Ask pupils if they have noticed that sometimes men and women are separated when they are getting changed such as at a swimming pool, clothes shop changing rooms or toilets. Explain that this is because the private parts of the body are different for a boy and a girl. Some families feel comfortable to see each other's private parts, but it is not common for people outside of our family or strangers to see each other's private parts, unless it is a trusted adult who helps us look after ourselves, such as if we need help going to the toilet, we are having a bath or seeing a doctor.

Show the pictures of the baby boy and the baby girl and ask pupils to play a game of spot the difference.



What do they notice? Answers may include: more hair or bigger legs.

If pupils correctly identify that their genitalia are different but use incorrect terminology, do not say that this word is 'wrong' or 'naughty', congratulate them for noticing the difference, and say we are going to learn the scientific word.

If pupils do not identify that the genitalia are different, explain that the body parts that we keep covered with underwear are different. Both boys and girls have a bottom, but this cannot be seen on the pictures of the characters. Put the 'bottom' labels on the girl and boy character. Now explain that a boy has a penis, position the 'penis' label on the boy character to demonstrate where this is, and a girl has a vulva, position the 'vulva' label on the girl character to demonstrate where this is. Explain that when we go to the toilet, urine can come from these areas of the body.



Activity three: What goes where?

Remove the body part labels from the characters and hide them around the room. Ask pupils to go on a treasure hunt to find all of the labels and stick them on the character where they think is the correct position.

Check the label positioning as a class and make any necessary corrections.



Extension:

Ask pupils to stand with some space around them and explain that they are going to play a game similar to 'Simon says' where children do an action if they have the body part. For example: 'Mr Hewitt says march on the spot if you have a head, Mr Hewitt says touch your toes if you have toes, Mr Hewitt say spin on the spot if you have a penis, Mr Hewitt says reach for the stars if you have arms' etc until all the body parts have been covered, including the penis and vulva.

Finish the lesson by:

Providing pupils with the opportunity to ask questions. Ask pupils to tell you if a penis is the private part of a boy or a girl, and if the vulva is the private part of a boy or a girl. Reassure pupils that being able to use the correct terminology for the body, including their private parts, is very important, and that they do not need to feel uncomfortable or embarrassed to use them. Whilst they may use different words at home, they can use the correct scientific words if they prefer to, and to help them talk to other people about these parts of their body, such as a doctor. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



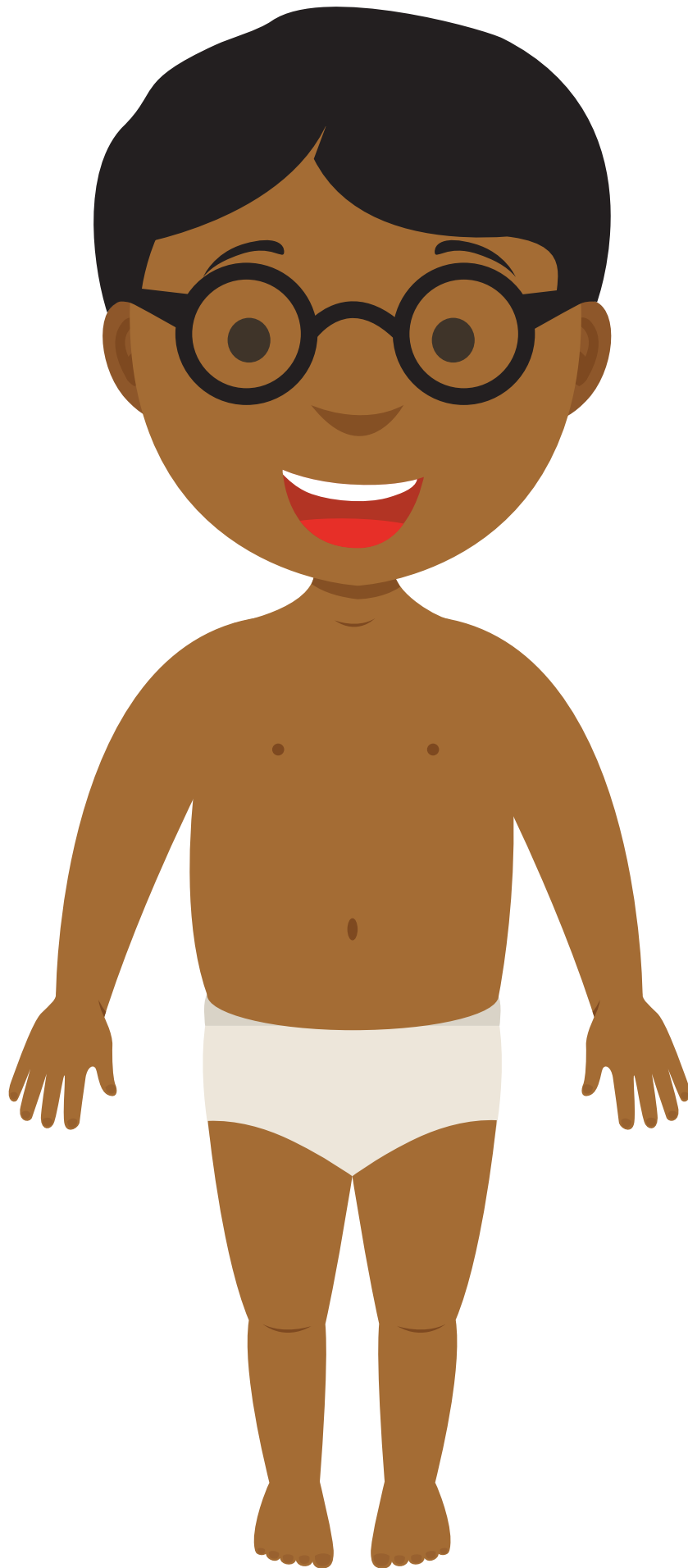
Assessment:

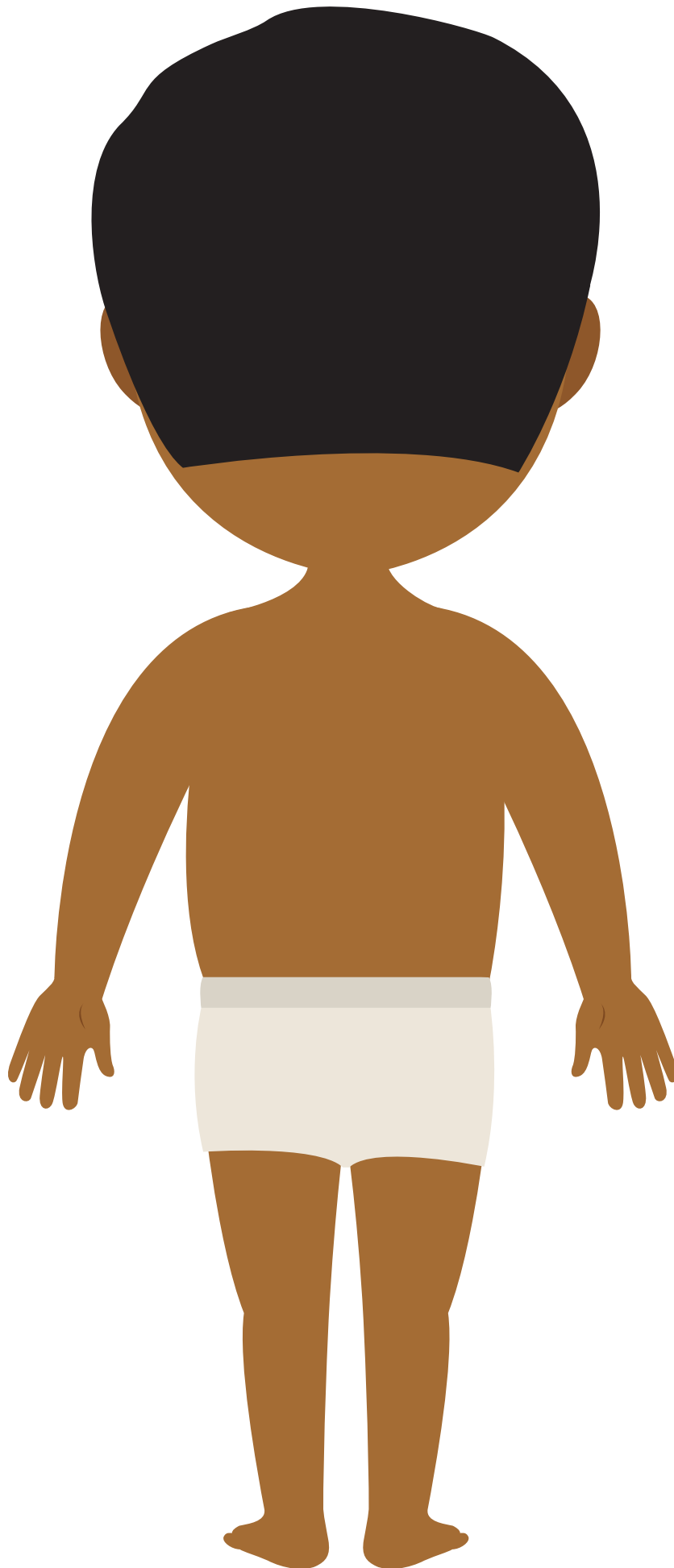
Activity one: Pupils correctly positioned body part labels on a boy and girl character.

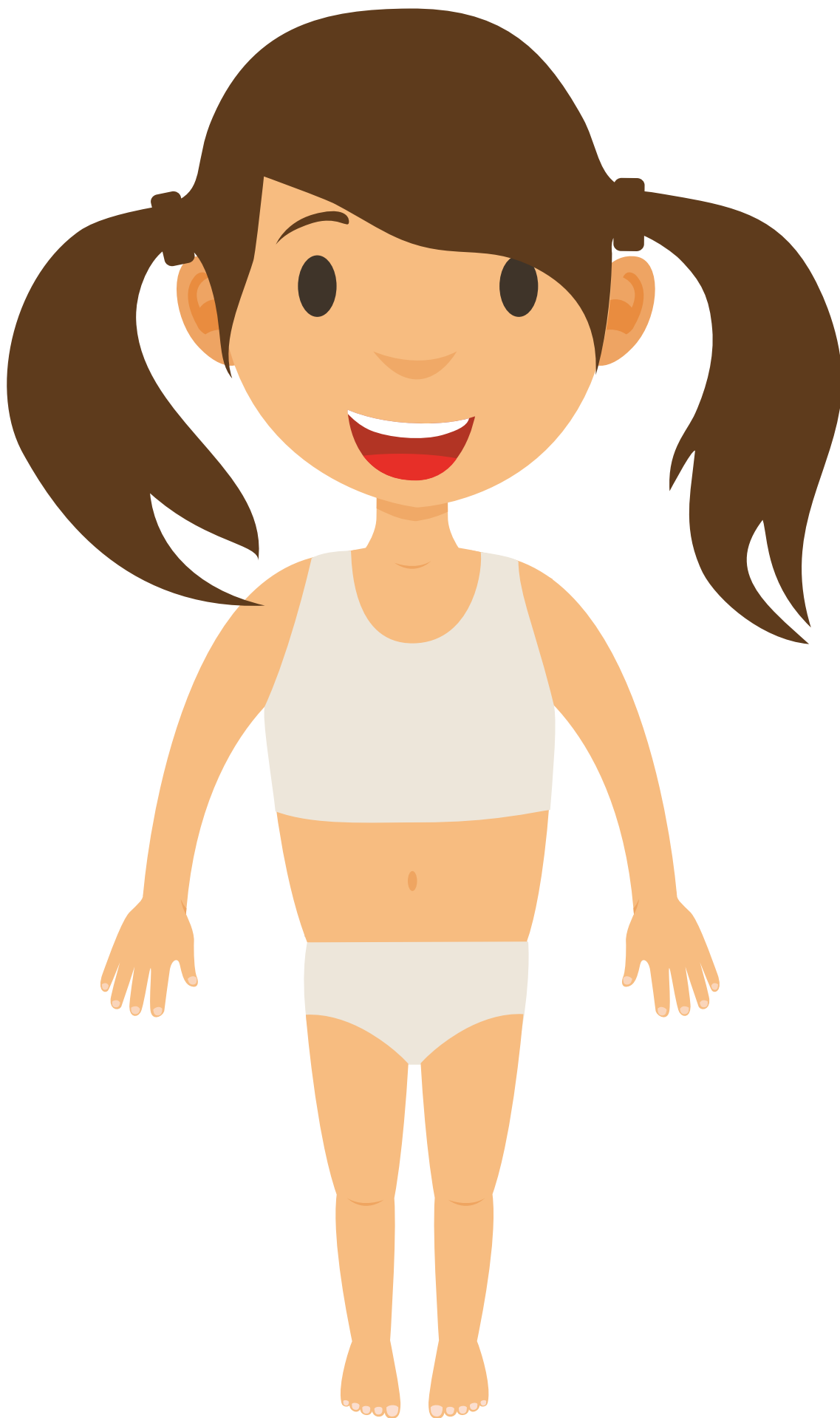
Activity two: Pupils identified that a baby boy's genitalia was different to a baby girl's genitalia.

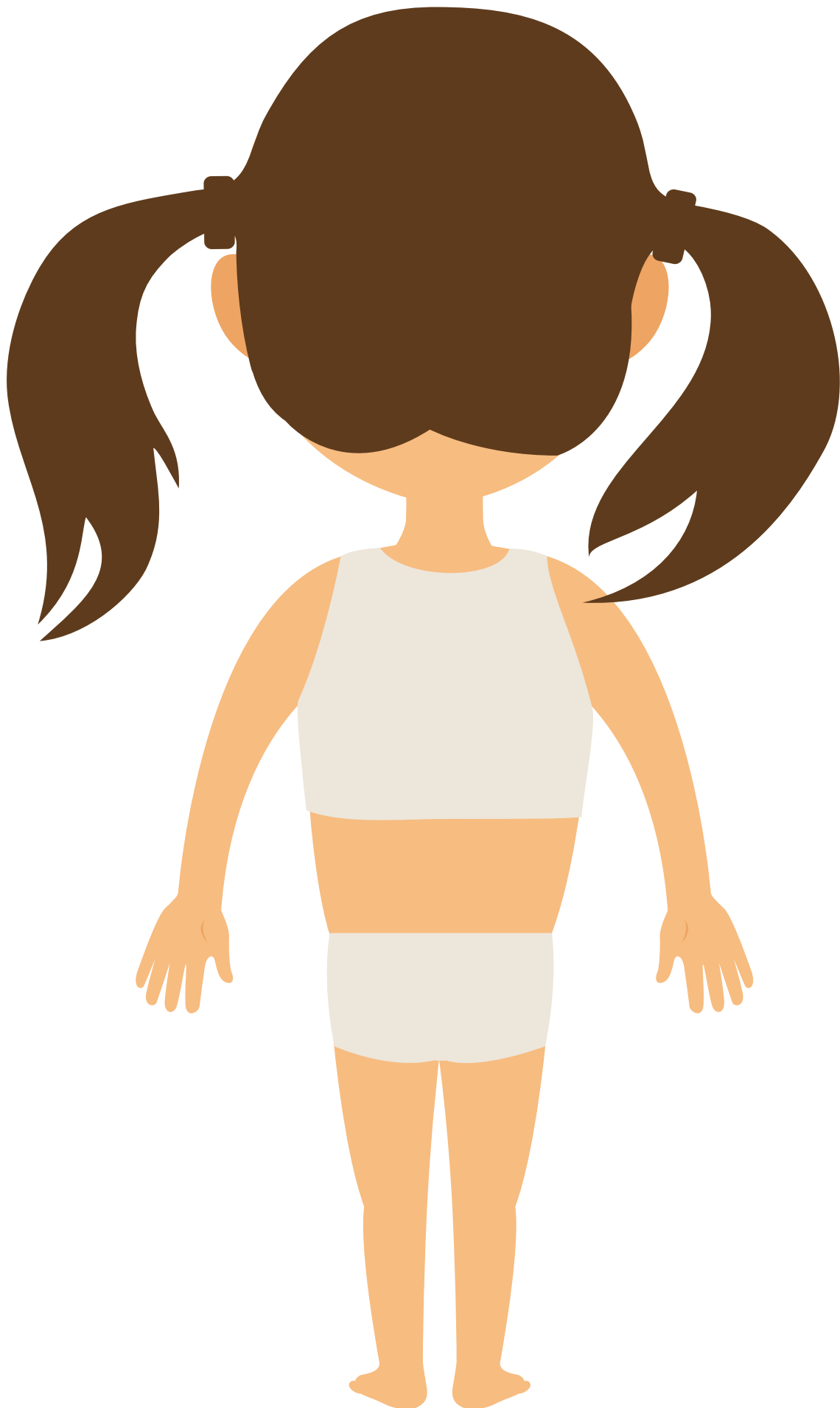
Activity three: Pupils correctly positioned all the body part labels including the 'penis' label on the boy character and the 'vulva' label on the girl character.

Evidence of assessment: Completed, correctly labelled boy and girl characters.









HEAD

ARM

NECK

HAND

SHOULDER

LEG

KNEE

FOOT

TOES

STOMACH

EYE

CHEST

EAR

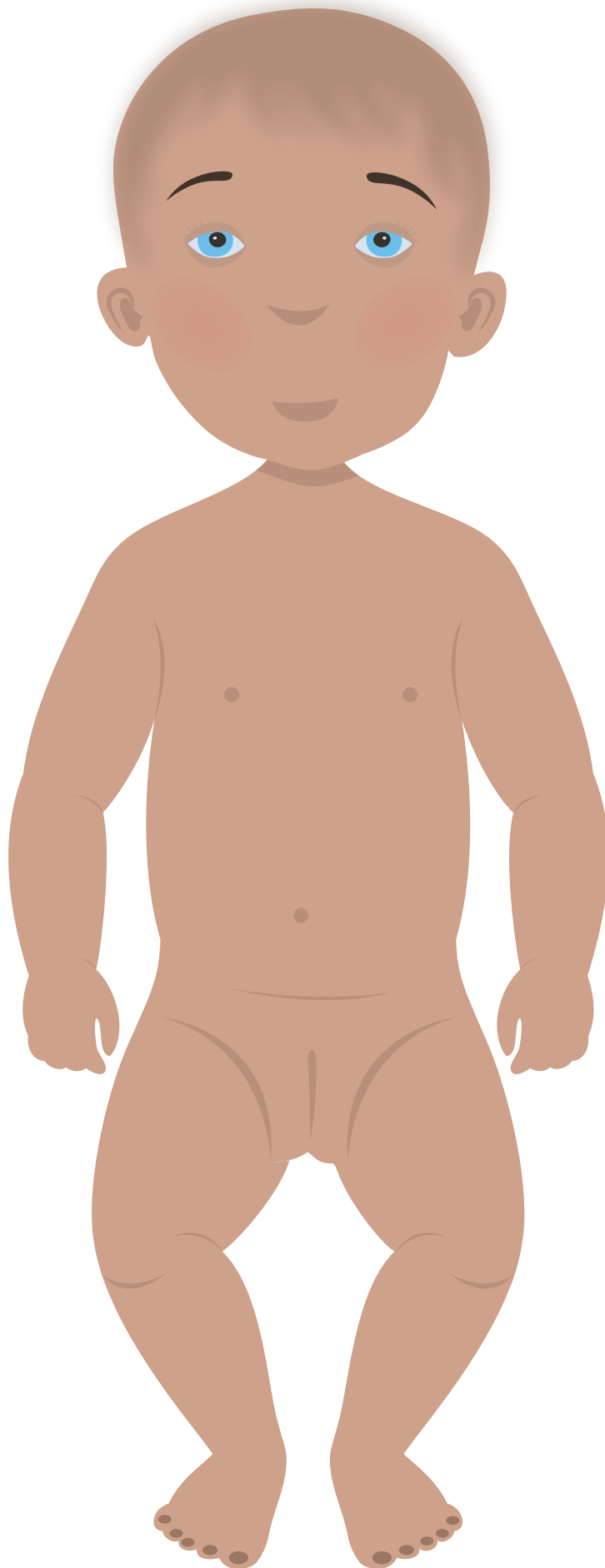
BOTTOM

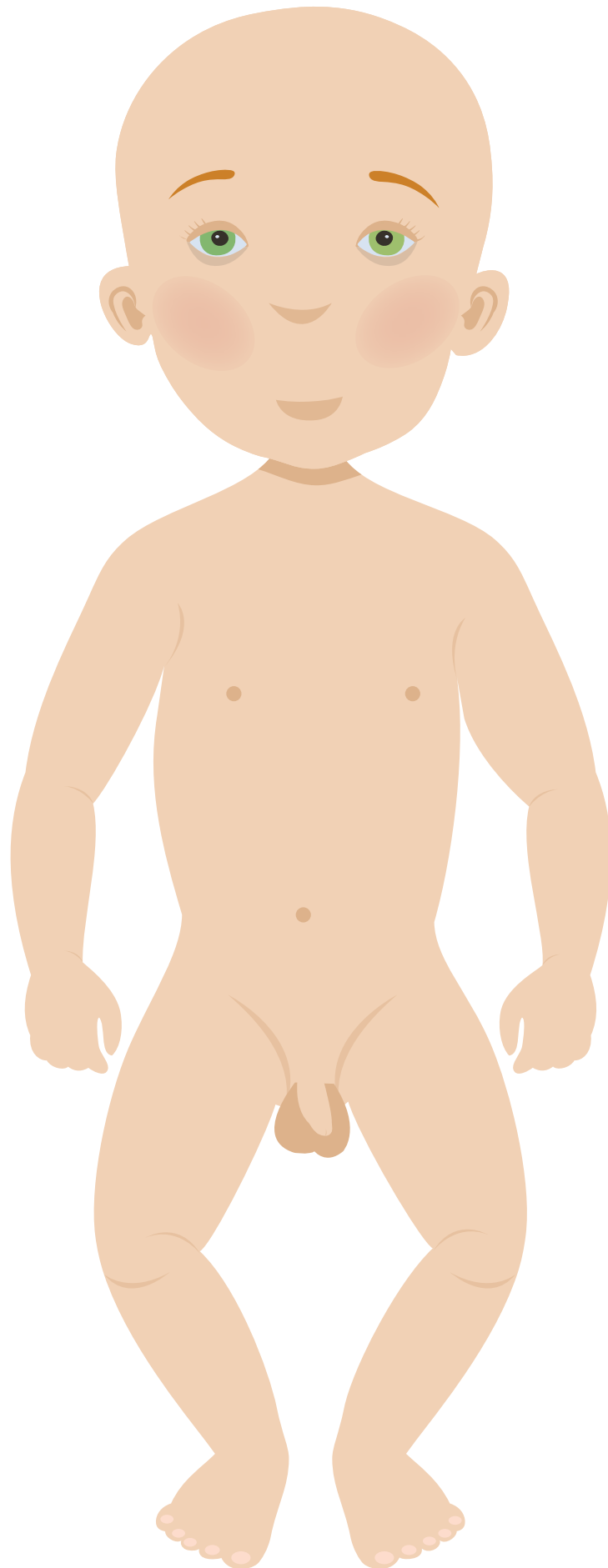
MOUTH

VULVA

NOSE

PENIS





Lesson three: My relationships



Lesson aim:

Pupils understand the importance of listening to other people, playing and working co-operatively, including strategies to resolve simple disagreements through negotiation.



Learning outcomes:

- I can actively listen to other people
- I have thought about ways of communicating effectively
- I have considered ways to resolve disagreements through negotiation



Resources required:

- Resource sheet: Characters
- Resource sheet: Scenarios

Key words: communication

Teacher notes:

When teaching about communication it is important to reinforce what constitutes positive and healthy communication. Pupils may need some support to identify unhealthy communication behaviours that have been normalised. These pupils will benefit from the opportunity to rehearse the skills of effective communication to address embedded behaviours. It will be helpful to discuss any arising strategies that pupils suggest throughout this lesson with midday supervisors and support staff, so that they can also encourage pupils to utilise the strategies they have identified throughout the school, including at different times of the school day.

Begin the lesson by...

Explaining that we will be learning about helpful ways to communicate with each other. We communicate in lots of different ways, including what we say and how we say it. For example, how fast/loud we talk and our body language. When we feel calm we can listen, behave and communicate at our best. However, things can sometimes happen that upset us or make us feel angry with ourselves or another person. When we are angry or upset we may be more likely to say and do things that we would not normally. This can lead to bigger problems and more upset. The aim is to calm down and think before we react, so we can communicate in helpful ways.



Activity one: Chinese whispers

Ask pupils to sit in a circle. Explain that they are going to play a game of Chinese whispers. Send two separate Chinese whispers around the circle simultaneously, in opposite directions.

Check with the pupils what the whisper ended up as, and then reveal what it started as.



Why do Chinese whispers often end up differently to how they started? What things are unhelpful when you are trying to talk to someone? What things are unhelpful when you are trying to listen to someone?

Suggested answers may include: *other noises, distractions, more than one person talking at the same time.*

Tell pupils that it is important to talk clearly and listen actively. This may mean listening with our eyes and ears, as we can learn a lot about how someone feels from their body language and facial expressions. Demonstrate some different facial expressions, and ask pupils to suggest how you might be feeling about what you are saying. Explain that we can learn a lot about how someone feels through the tone, volume and speed that they talk. Demonstrate opposite ways of saying 'I like apples'. Ask pupils to tell you which version they thought best matched what you were saying.

Next, ask pupils to sing a song silently in their heads while you say 'I am going to a party tonight at six o'clock, and I am going to wear a red top. I have made a chocolate cake to take'. Ask pupils to tell you:

- Where you are going?
- What time?
- What you will be wearing?
- What you are taking?

Now tell pupils to listen very carefully and repeat 'I am going to a party tonight at six o'clock and I am going to wear a red top. I have made a cake to take'. Ask them if it was easier to remember the information when they were actively listening, rather than thinking about something else at the same time.



Activity two: Communication conundrums

Display the two characters on chairs at the front of the class. Introduce the characters using names of your choice, but avoiding the name of any pupil within the class. Explain that they are best friends and have agreed to play together this break time. They always take it in turns to choose what they will play. Unfortunately today they both think it is their turn to choose and they both want to play different games.

Divide the class into two equal sized lines, facing each other. Each line represents one of the characters. Walk down the middle of the line, asking pupils to say:

- What is your character is feeling?

Feedback the words you heard and discuss with the class, highlighting how both characters felt similar feelings.

Repeat walking down the line asking for responses to each of the following:

- What will your character say to the other character?
- What could happen now?
- Is this misunderstanding worth falling out over?
- What could they say, do or agree to prevent falling out?

After each question, feedback the words you heard and briefly discuss the key points and issues with the class. Highlight effective responses to prevent a fall out with someone when you cannot agree.



Activity three: Communication situations

Divide the class into pairs or small groups. Provide each pair/group with a scenario card. Ask them to discuss:

- What has caused the situation?
- How is the character/s feeling?
- How can the situation be resolved?

Tell pupils to create a role-play that demonstrates a good way to resolve the situation without falling out or arguing. The role-plays can be shared with the class and the strategies discussed if time allows.



How easy is it to communicate constructively when we have strong feelings and different views to other people?



Extension:

Tell pupils that deep breathing can help us to slow down, take notice of how we are feeling and to calm down. Explain that they will now try different deep breathing exercises.

Bumblebee breathing: Sit comfortably on the floor. Gently place the tips of your pointer fingers into your ears and close your eyes. Breathe in through your nose and hum quietly as you breathe out. Repeat x5

Teddy breathing: Lie on the floor and place a small teddy or similar on your stomach. Breathe in deeply through your nose and watch the teddy rise up. Breathe gently and slowly out through your mouth and watch the teddy drop lower. Rock the teddy to sleep using the rise and fall of your stomach. Repeat x5

Bubble breathing: Sit comfortably on the floor. Imagine you are holding a bubble wand. Breathe in deeply through the nose. As you breathe out slowly through your mouth, imagine you are blowing bubbles into the room. Repeat this, imagining that you are filling the whole room with bubbles. Repeat x5

Elephant breathing: Stand with your feet wide apart and your arms held in front of you like an elephant's trunk. Breathe in deeply through your nose, raising your arms high above your head. As you breathe slowly out of your mouth, slowly swing your arms down by your side. Repeat x5.



How do you feel after the deep breathing? Is it different to how you felt before the deep breathing?

If time allows, pupils can vote for their favourite technique.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share effective ways to negotiate with someone they disagree with. Remind pupils there are often things that happen which make us feel cross or upset. Taking a few deep breaths to calm down can help them to clearly explain what is happening and communicate more effectively so they can resolve a situation fairly, preventing the problem becoming bigger. Remind pupils that whilst it is good to try and resolve problems as much as possible themselves, if they are feeling very upset or angry, or someone is behaving unfairly towards them they can always ask any adult in the school to help them. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils rehearsed the skills of active listening, and applied these to accurately obtain information.

Activity two: Pupils identified how two friends could negotiate over a disagreement to resolve a situation which both felt was unfair.

Activity three: Pupils considered effective conflict resolution strategies they can adopt within a range of scenarios.

Evidence of assessment: Video of role-plays that demonstrate effective conflict resolution in Activity three. These can be shared during an appropriate assembly.





















Lesson four: My beliefs



Lesson aim:

Pupils can identify and respect differences and similarities between people, and can celebrate this.



Learning outcomes:

- I know I am the same as other people in some ways
- I know I am different to other people in some ways
- I can celebrate the similarities and differences that people have



Resources required:

- Resource sheet: Bunting flag template

Key words: similarities, differences

Teacher notes:

When teaching about similarities and differences, be mindful to be equally enthusiastic about all contributions made. Pupils are likely to share something that they are very proud of and this will need to be reaffirmed. Encourage pupils to celebrate their similarities and differences by role- playing giving and receiving compliments with confidence.

The bunting flag templates from Activity three can be joined together with string, and strung up within the classroom to make a display that celebrates the difference and diversity of your class.

Begin the lesson by...

Explaining to pupils that we are all different and unique and that this makes us incredibly special. It is wrong for someone to be unkind to another person because they are different in some way. The world would be a boring place if everyone was the same. Imagine a world where everyone looked the same, or wanted to do the same job! Our differences should be celebrated.



Activity one: Similarities

Ask pupils to work in pairs to discover one thing that they both have in common. This could be a physical attribute (both have blue eyes); family circumstances (both being adopted); a skill (good at maths); favourite food etc.

Once the pairs have identified a similarity, ask them to join with another pair and find something all four have in common. Tell the groups to keep joining up until the whole class has joined up together to identify at least one thing that they all have in common. If they struggle to do this, it could be that they all belong to the same class.



What does it feel like to share a similarity with someone? What does it feel like to be part of a bigger group that has a similarity?



Activity two: Differences

Ask pupils to stand in a circle and take it in turns to step into the circle and say what they feel makes them special and different. Encourage them to do this as though they were paying themselves a compliment. For example, 'I like how I care for other people if they are sad' or 'I am very good at football'. After each pupil suggestion, reaffirm why and how this is a special difference to the pupils.



What does it feel like to be uniquely different?



Activity three: Happy to be me

Give each pupil a bunting flag template. Tell pupils to draw a picture of themselves that celebrates their unique differences, as identified in Activity two. Pupils can decorate the bunting flag by adding borders etc. Once completed, invite pupils to come to the front of the class either individually or in pairs to hold up their bunting flag and say what it is that they are proud of that makes them special and unique.



Extension:

Create a 'We are all different' word mat. Pupils can write and illustrate the ways in which people can be different and any words that they have learned about difference. These may include:

- Hair colour
- Disability
- Talents
- Languages spoken
- Beliefs
- Different
- Similar
- Unique
- Disability
- Special
- Diverse

The word mats can be laminated and used as place markers or table protectors on the pupil's desks.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share with the class an example of a positive compliment that they could give to themselves. Reassure pupils that we all share some similarities and differences. Remind pupils that everyone is special and unique. It is our differences that can help to make us special, shaping the people that we are and will grow up to become. It is never OK to be unkind to someone because they are different in any way.

Tell pupils that in our school we are proud to be ourselves, and that bullying is not tolerated.

If anyone is unkind it is important to tell an adult in the school, who will help to make sure the situation is dealt with and does not keep happening. Difference and diversity is a wonderful thing and should always be celebrated! Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



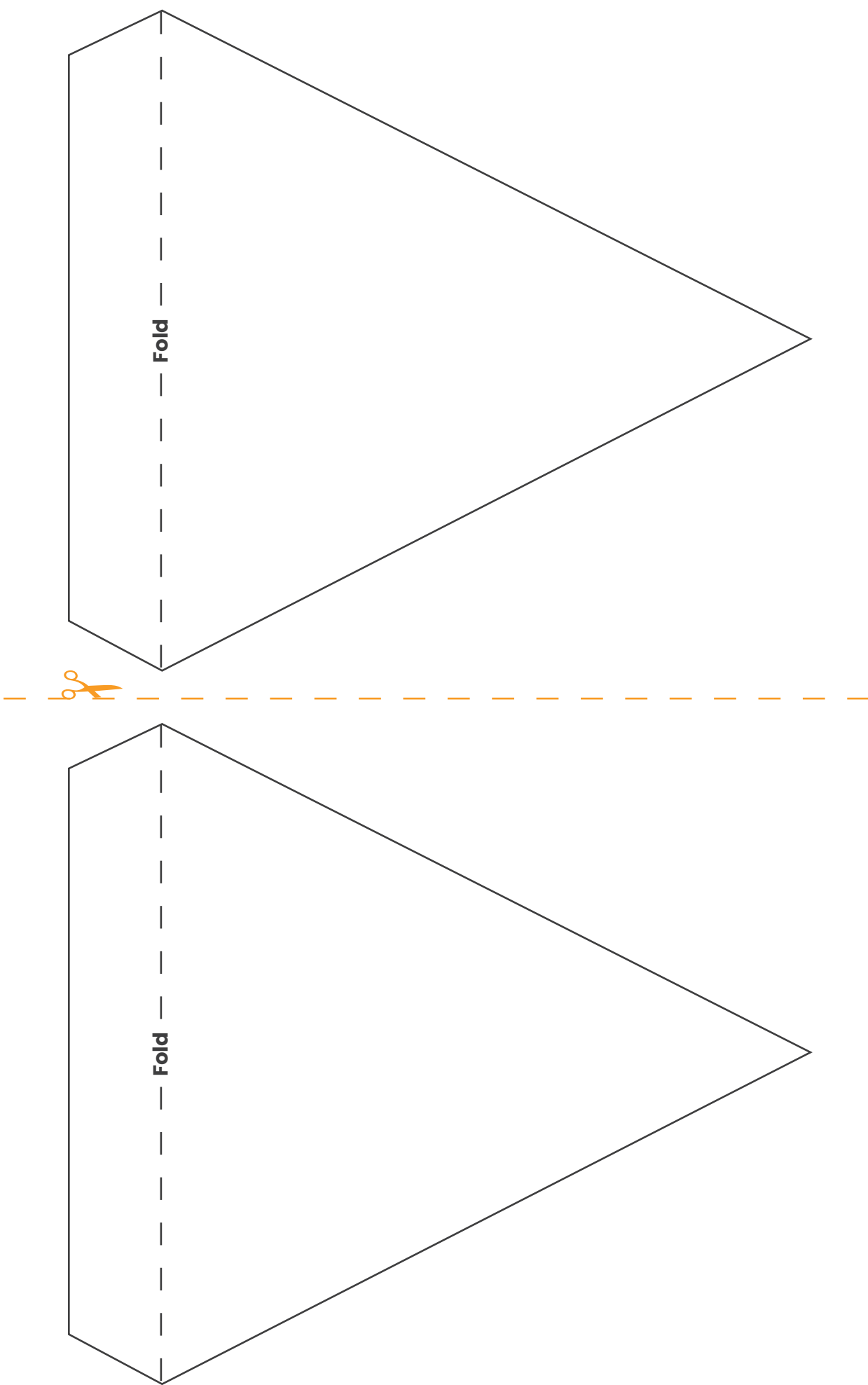
Assessment:

Activity one: Pupils identified a range of similarities between themselves and their peers.

Activity two: Pupils demonstrated confidence in identifying and sharing differences between themselves and their peers.

Activity three: Pupils celebrated their differences by making a 'This is me' bunting flag.

Evidence of assessment: Bunting flags; Word mats (if extension activity completed).



Lesson five: My rights and responsibilities



Lesson aim:

Pupils understand that some diseases are spread, and that they have the right to be protected from diseases and the responsibility to protect others.



Learning outcomes:

- I know some ways that diseases are spread
- I know some ways that I can protect myself from diseases
- I know some ways that I can protect others from diseases



Resources required:

- Glitter
- Coloured chalk powder/glitter
- Plastic cups
- Resource sheet: Infectious diseases
- Resource sheet: Disease prevention
- Resource sheet: Bacteria

Key words: disease, bacteria

Teacher notes:

It is important to ensure a balance is achieved between the seriousness of diseases, without overwhelming pupils. Be especially mindful of any children that are unwell in the classroom at the time of the lesson, to ensure they are not ostracised by other pupils as a result of the lesson.

If coloured chalk powder is not available for Activity three, this can be made by rubbing coloured pavement chalks to make the powder or rolling straight onto the pupils hand. Alternatively, it can be substituted for coloured glitter.

Begin the lesson by...

Explaining that in this lesson we will be learning about how to protect ourselves and other people from some diseases. A disease is an illness which you can catch and spread, and which can make you feel very unwell. Many diseases are common illnesses that can infect anyone, with only some being quite serious. They cannot all be prevented but many can be. Being ill sometimes can boost our immune system meaning we are less likely to catch the same disease again. Other infections and conditions such as head lice can be caught, and spread. Many diseases are spread by coughing or sneezing, but can also be spread in blood and other bodily fluids.



Activity one: Diseases spread!

Ask pupils to think about the last time they felt unwell and then discuss:



How did being ill make you feel?

Had you been near someone else who also felt unwell before becoming unwell yourself?

How long were you unwell for?

Did you miss out on anything nice because of being unwell (school, clubs, trips, parties etc)?

Did anyone else you know also become unwell after you had seen them?

Tell pupils that many diseases are spread through tiny particles that contain the disease. When we cough or sneeze these fly out of our bodies into the air and other people breathe them in. They are very small and cannot be seen. Take a handful of glitter and pretend to cough or sneeze, blowing glitter into the room each time so pupils can visualise this.

Show pupils infectious disease cards. Discuss each card in turn, explaining what disease or condition the child has, how this is spread, and how it might be prevented.

For example:

"This child has cut their knee. What bodily fluid could a disease, if they had one, be carried in?"

"That's right, blood"

"It is important not to touch someone else's blood. Instead you could wear special plastic gloves. A plaster can be stuck over the cut to make sure no blood gets onto anything or anyone else".

Activity two: Disease defences

Ask pupils to put their hands up if they have ever:

- Had an immunisation injection
- Used a plaster

Explain that these are both different ways of preventing diseases from spreading, and that we are now going to learn more about how to protect ourselves and others from spreading diseases.

Display the disease prevention cards. Discuss each card in turn, explaining how it can help to prevent or treat diseases.

Lay out both the children cards and disease prevention cards. Tell pupils to work as a class to match up the child card with the correct method of disease prevention. Offer guidance as required.

Activity three: Protect and prevent

Give each pupil a child card to stick to the front of their plastic cup with Blu Tak or Sellotape. Give each pupil a disease defence card to stick to the back of their plastic cup. Finally, give each pupil some bacteria to put inside their cups.

Instruct pupils to wander around the room with the front of their cup (child card) on show, but keeping the disease defence card hidden. When you say 'stop: prevent or share?' ask pupils to pair up with the person nearest to them. Tell them to consider the child card on each other's cup. If their own disease prevention card could stop them from catching any diseases from their partner's card, they are 'safe', if not their partner must give them a bacterium from their cup.

Repeat this several times.

At the end of the game, ask pupils to count the bacteria in their cups. The person with the least number of bacteria is the winner.



Extension:

Tell pupils to make a poster that promotes one way someone can protect themselves and others from catching a disease. For example, not touching someone else's cut, using a tissue to sneeze into or washing hands. These could be displayed within the school as a reminder to the pupils.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share with the class an example of how they can protect themselves and others from spreading some diseases. Reassure pupils that lots of diseases are very common, and everyone can become ill or feel unwell sometimes. This is nothing to be frightened or worried about. Most serious diseases are preventable in this country through immunisations that start when we are babies to keep us healthy. Lots of things can help to prevent us catching other diseases and illnesses such as washing our hands, using tissues and keeping surfaces like desks clean. Remind pupils that if a child vomits or bleeds at school it is very important that they find an adult to tell and do not touch the bodily fluids. The adult will need to look after the child and also make sure that no bacteria is spread. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



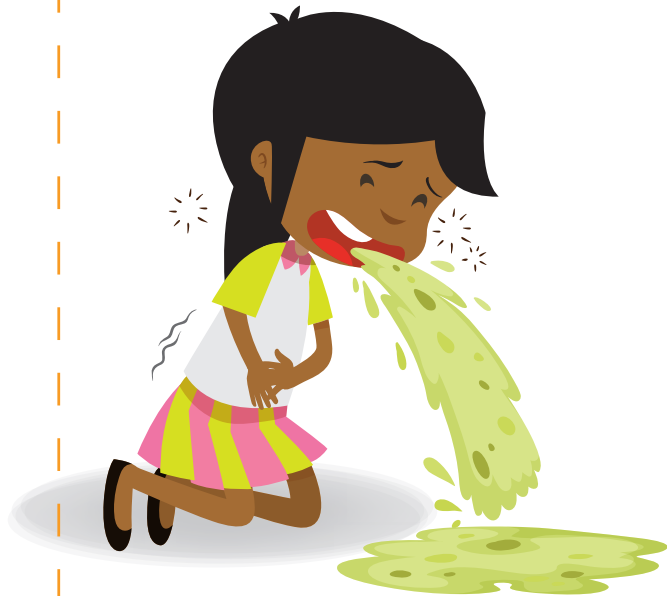
Assessment:

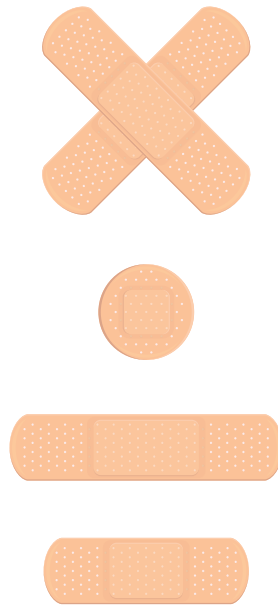
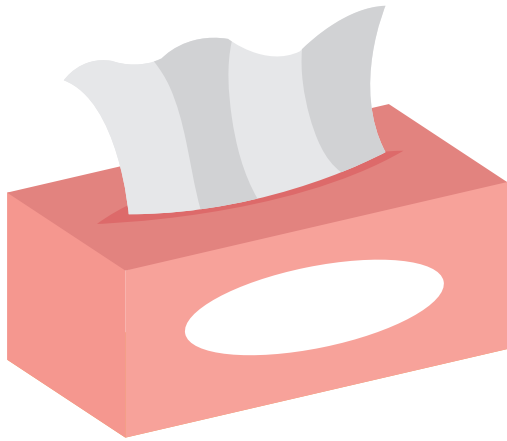
Activity one: Pupils explored and correctly identified how different diseases can be spread through a variety of bodily fluids.

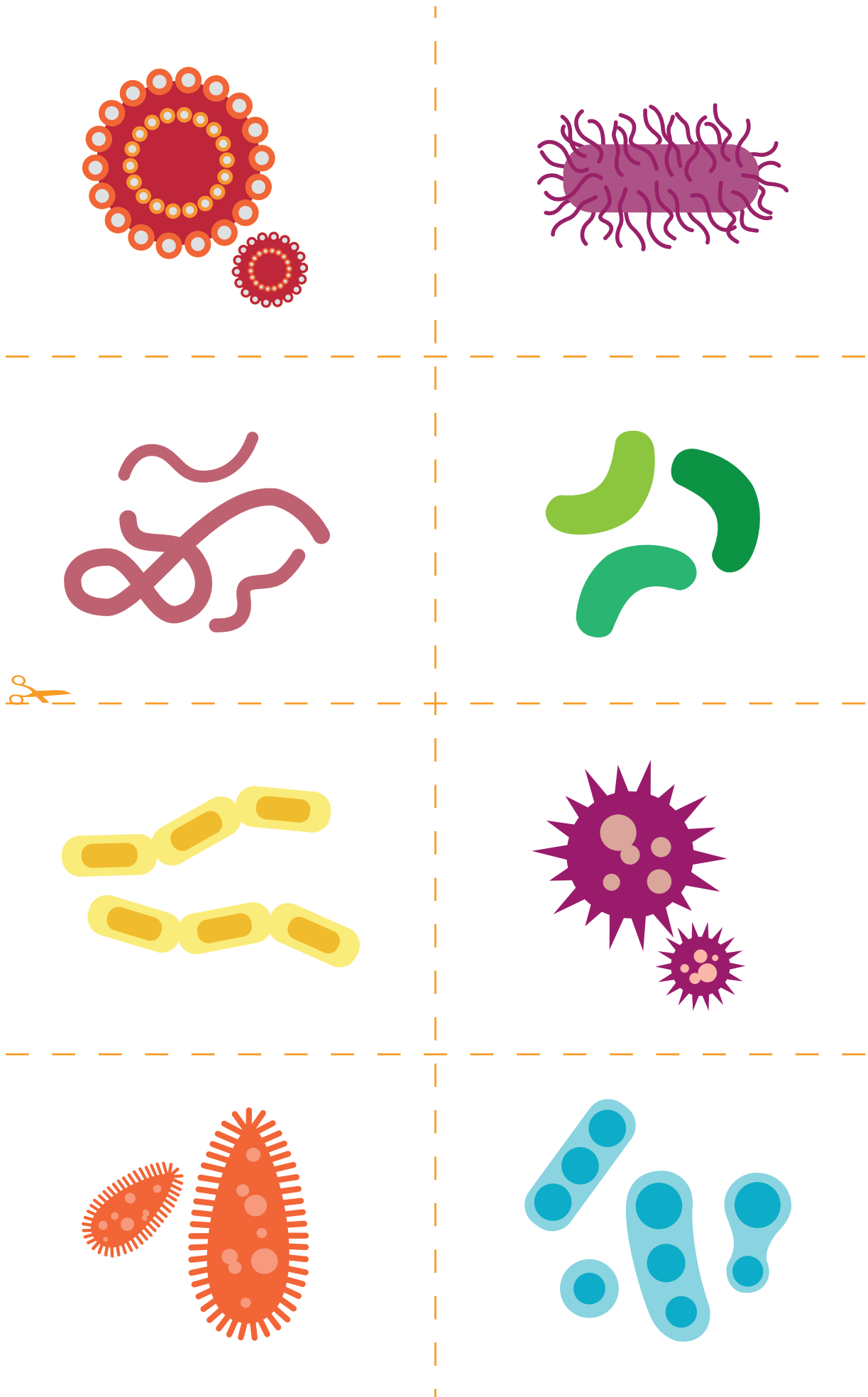
Activity two: Pupils correctly matched scenarios with disease prevention cards to identify how different diseases can be prevented.

Activity three: Pupils accurately considered a range of scenarios where a disease may be shared and methods to prevent themselves and others from catching the disease.

Evidence of assessment: Bacteria cups. Posters, if extension activity completed.







Lesson six: Asking for help



Lesson aim:

Pupils can identify the people who look after them and how to attract their attention if needed.



Learning outcomes:

- I know the people that can help look after me
- I have identified people I can ask for help
- I can ask for help if I need to



Resources required:

- Resource sheet: People who can help me
- Resource sheet: Phone template

Key words: problem, help

Teacher notes:

Be mindful that some pupils may have disclosures that they will feel confident to share as a result of this lesson. Ensure from the outset of the lesson that pupils fully understand that the lesson is not the appropriate time to disclose anything. It may be helpful to agree what a pupil can do if they do want to talk to someone during the lesson. This could include going to see another member of staff that has a private office or putting something into a 'worry box' in the classroom. It will be helpful to advise other staff in the school that this lesson will be occurring so they are aware that disclosures may be made. Additionally, ensure that you are fully confident with the school safeguarding policy and referral process.

Pupils may benefit from the opportunity to be introduced to another professional, such as a police officer. This will provide an opportunity to learn more about how they can help, and develop confidence in contacting them if needed.

Begin the lesson by...

Explaining that we will be learning about how to ask for help from a range of different people. Reassure pupils that everyone experiences problems sometimes. To manage some problems we may need to ask for help. Some problems feel like big problems, and some problems feel like small problems. Whatever the type of problem it is OK to ask for help to deal with it, especially if the problem is causing us to be in pain, upset or scared. Advise pupils of what to do if they want to talk to someone during the lesson about a problem they are having. Ensure pupils understand the classroom is not always the appropriate place to share a problem, depending on what it is.



Activity one: Problems, problems, problems

Ask pupils to sit in a circle and take it in turns to stand up and suggest a problem that someone might have.

Suggested answers: *Feeling unwell, toileting accident, bullying, breaking something, people in their family shouting at each other lots, someone touching them when they don't want them to (this could be another child or an adult), feeling anxious online; someone stealing something from them, fire, getting lost etc.*



Activity two: Help is never far away

Introduce the 'people who can help me' pictures one at a time. Ask pupils to suggest who these people are. Make any necessary corrections to the suggestions.

Display the 'people who can help me' pictures around the classroom walls. Ensure there is enough space for pupils to move around freely. Individually read the problems listed in the suggested answers, together with additional problems suggested by pupils from Activity one. After each problem, ask pupils to stand near the 'people who can help me' person they think would be able to help them. Encourage pupils to stand where they feel is appropriate and not to follow their friends or what most of the class does, as there may be more than one person who could help with each problem. Discuss pupils' positions with them as appropriate after each problem.



Activity three: Asking for help

Put the 'people who can help me' pictures onto a chair, one at a time. Ask pupils to take it in turns to come and stand behind the chair and suggest a way of asking that person for help.

Line up the police, fire, medical staff and coastguard. Tell pupils that there is one way of getting hold of all of these in an emergency. Explain that anyone, including them can telephone 999 if they need to, and that someone will answer their telephone call very quickly. They would be asked to try to explain where they are, what the problem is and who is involved. Reassure pupils that if they are unable to answer the questions it doesn't matter. It is important to call for help, and this will arrive.



Extension:

Give each pupil a phone template. Tell the class to work in pairs to rehearse dialling 999. One pupil plays the role of operator, while the remaining pupil practices explaining a problem of their choice. Encourage the 'operator' to ask the following questions:

- Where are you? Can you describe what you can see if you are not sure where you are?
- What has happened? Who is involved?
- Is anyone hurt? Are you safe?

Ask some pairs to share their examples with the rest of the class, discussing the strengths to reinforce effective responses.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to suggest someone that might be able to help them if they have a problem. Reassure pupils it is normal to experience problems, everyone does, and it is important that they ask for help if they need it. Remind pupils that every adult in the school is happy to help them with a problem, no matter what it is. What matters is that they talk to someone about their problems. Signpost pupils to who they can talk to if they have any worries or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils correctly suggested a range of problems that may require help.

Activity two: Pupils identified people they could ask for help with a range of problems, including the emergency services.

Activity three: Pupils demonstrated appropriate ways of attracting the attention of someone they needed to ask for help and shared effective ways of asking for help with the whole class.

Evidence of assessment: Recording of extension activity, if completed.





