

Year R



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My feelings

Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.



My body

Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.



My relationships

Pupils understand that there are similarities and differences between everyone and can celebrate this.



My beliefs

Pupils can recognise what they like, dislike and feel empowered to make real, informed choices.



My rights and responsibilities

Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.



Asking for help

Pupils can identify the special people in their lives, what makes them special and how special people care for one another.



Lesson one: My feelings



Lesson aim:

Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.



Learning outcomes:

- I can identify comfortable and uncomfortable feelings
- I can describe my feelings
- I can manage uncomfortable feelings



Resources required:

- Resource sheet: Feeling faces
- Resource sheet: Speech bubbles
- Paper plates
- A range of craft materials

Key words: feelings, comfortable, uncomfortable

Teacher notes:

When teaching about feelings, it is important to reassure pupils that no feelings are wrong, bad or naughty. Some feelings are more comfortable than other feelings but all feelings are natural to experience.

The paper plate faces and feeling speech bubbles can be used to create a classroom display called 'Our Feelings'. This will provide pupils with a helpful visual reminder of the feelings they have discussed and explored throughout the lesson, helping them to explain their feelings at another time.

Begin the lesson by...

Explaining that we will be learning about feelings, the different types of feelings that we experience and how we can help ourselves and each other to manage our feelings. We all have feelings. No feelings are wrong, bad or naughty. Some feelings are comfortable to experience, some feelings are uncomfortable to experience. Our feelings can be affected by things happening inside our bodies, such as if we feel hungry, tired, in pain or unwell. Our feelings can also be affected by things happening outside our body, such as if someone is kind or unkind to us or if something upsetting happens, for example when a pet dies.



Activity one: I feel good about...

Display all of the feeling faces at the same time to the class.

Work with the class to divide the feeling faces into two groups – those that represent comfortable feelings and those that represent uncomfortable feelings.

Take each of the comfortable feeling faces in turn and ask pupils to suggest what emotion they think the face is feeling. Write down the suggested emotion in a speech bubble and position next to the face.

Suggested answers:

- *Happy*
- *Excited*
- *Pleased*
- *Surprised*
- *Calm*
- *Relaxed*

Repeat this activity for the uncomfortable faces.

Suggested answers:

- *Sad*
- *Angry*
- *Disappointed*
- *Scared*
- *Embarrassed*
- *Tired*
- *Worried*
- *Surprised*
- *Confused*
- *Irritated*
- *Lonely*



Activity two: Feeling behaviours

Display each feeling face in turn in a random order, with the completed speech bubble and remind pupils of the feeling that they identified for the face. Tell pupils to pull a face or do an action to demonstrate how they might behave if they were experiencing that feeling.

For the uncomfortable feelings, where unhealthy behaviours might be demonstrated, ask pupils to suggest something that they could do to help them calm down.

Suggested answers:

- *Have a cuddle*
- *Deep breathing*
- *Talking to someone they trust*
- *Running around*
- *Distracting themselves*
- *Having some time out*
- *Looking at a book*
- *Colouring*

Repeat for all of the feeling faces.



Activity three: Make my feeling face

Give each pupil a paper plate and a blank speech bubble. Tell pupils to create/draw a face, using a range of craft materials that shows a feeling of their choice. Help them to complete the speech bubble by writing the feeling their face expresses with them.



Extension:

Tell pupils that they are going to play a treasure hunt style game of 'find the feeling face'. Hide the faces from Activity one around the classroom. Tell pupils to search and find the faces. As each pupil finds one, pause the game and ask the pupil to hold up the face and suggest a feeling that it could represent.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some of the feelings that they have learnt about and some calm down ideas to help them manage unhealthy behaviour. Reassure pupils that we all experience lots of different feelings every day and at this school everyone is encouraged to share their feelings with each other and the adults in the school. Remind pupils that whilst all feelings, comfortable or uncomfortable are OK, some behaviours are not OK. Tell pupils that it is not OK to be unkind to someone because of how they are feeling. Thinking about what has caused a feeling can help to manage the feeling and your behaviour. Ask pupils to tell you some of the calming down strategies that they have learnt about. 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, using a range of vocabulary, comfortable and uncomfortable feelings.

Activity two: Pupils suggested a range of behaviour management strategies.

Activity three: Pupils made a face that illustrated a feeling, and identified the feeling.

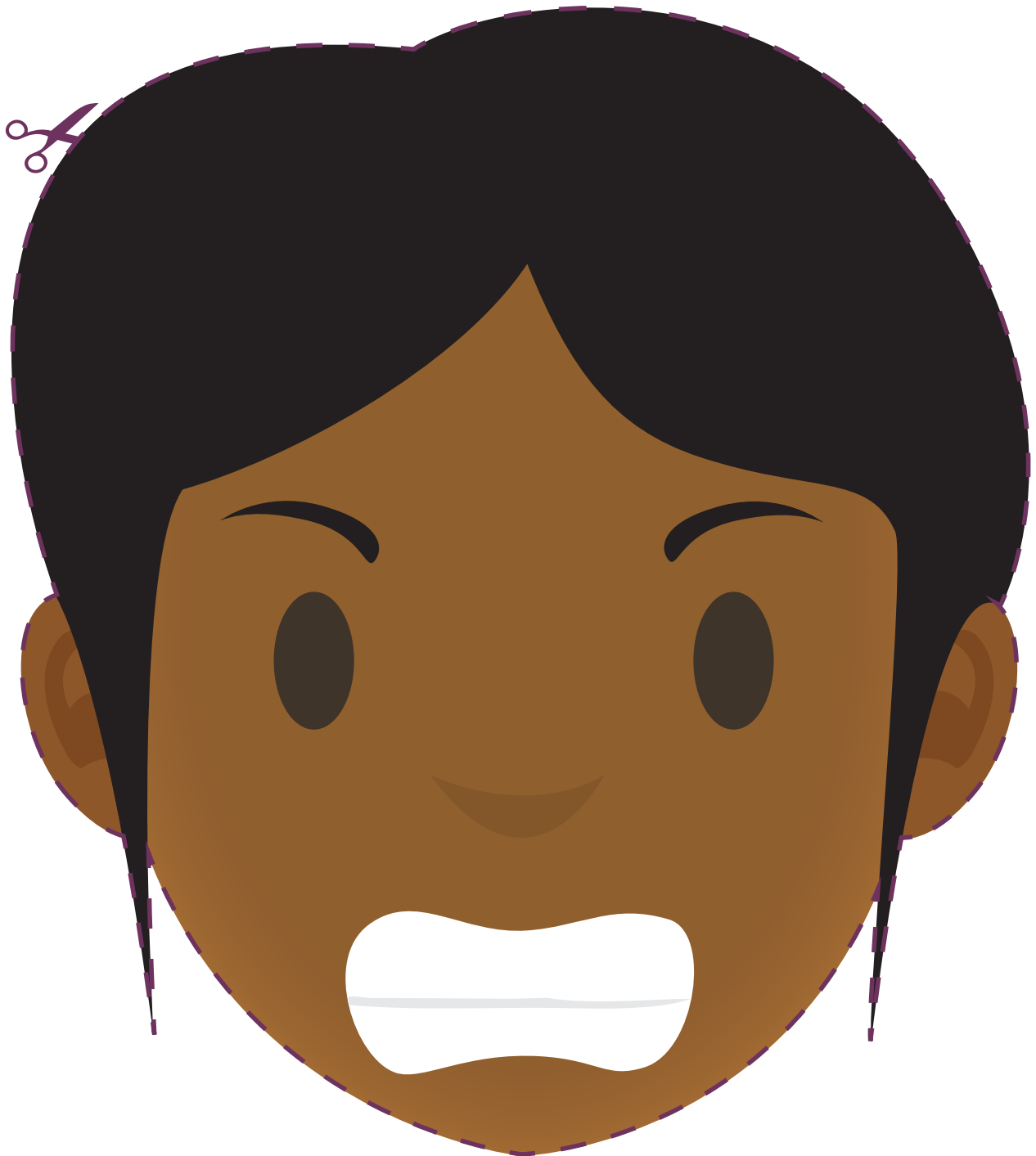
Evidence of assessment: Paper plate faces with completed speech bubble.





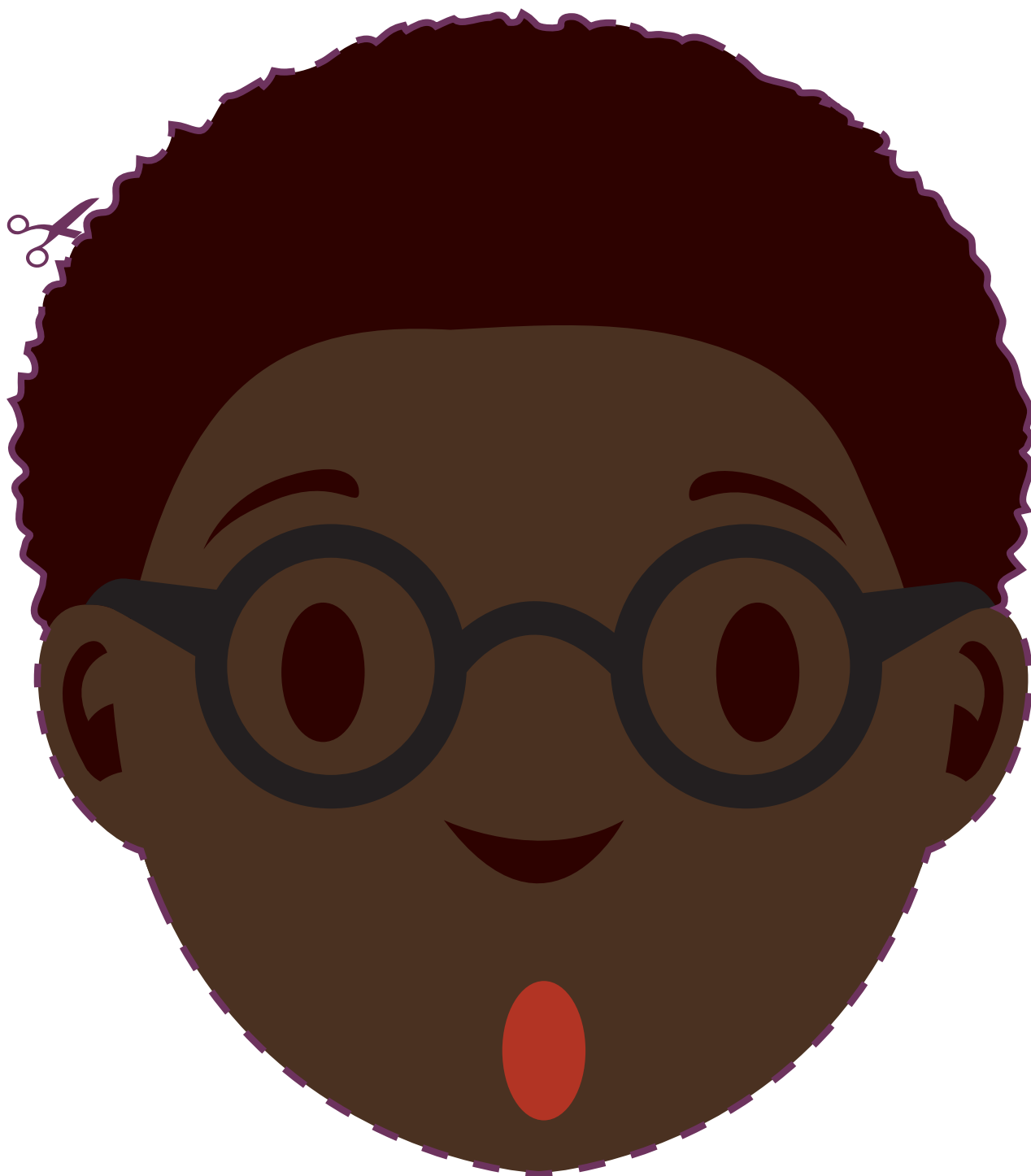




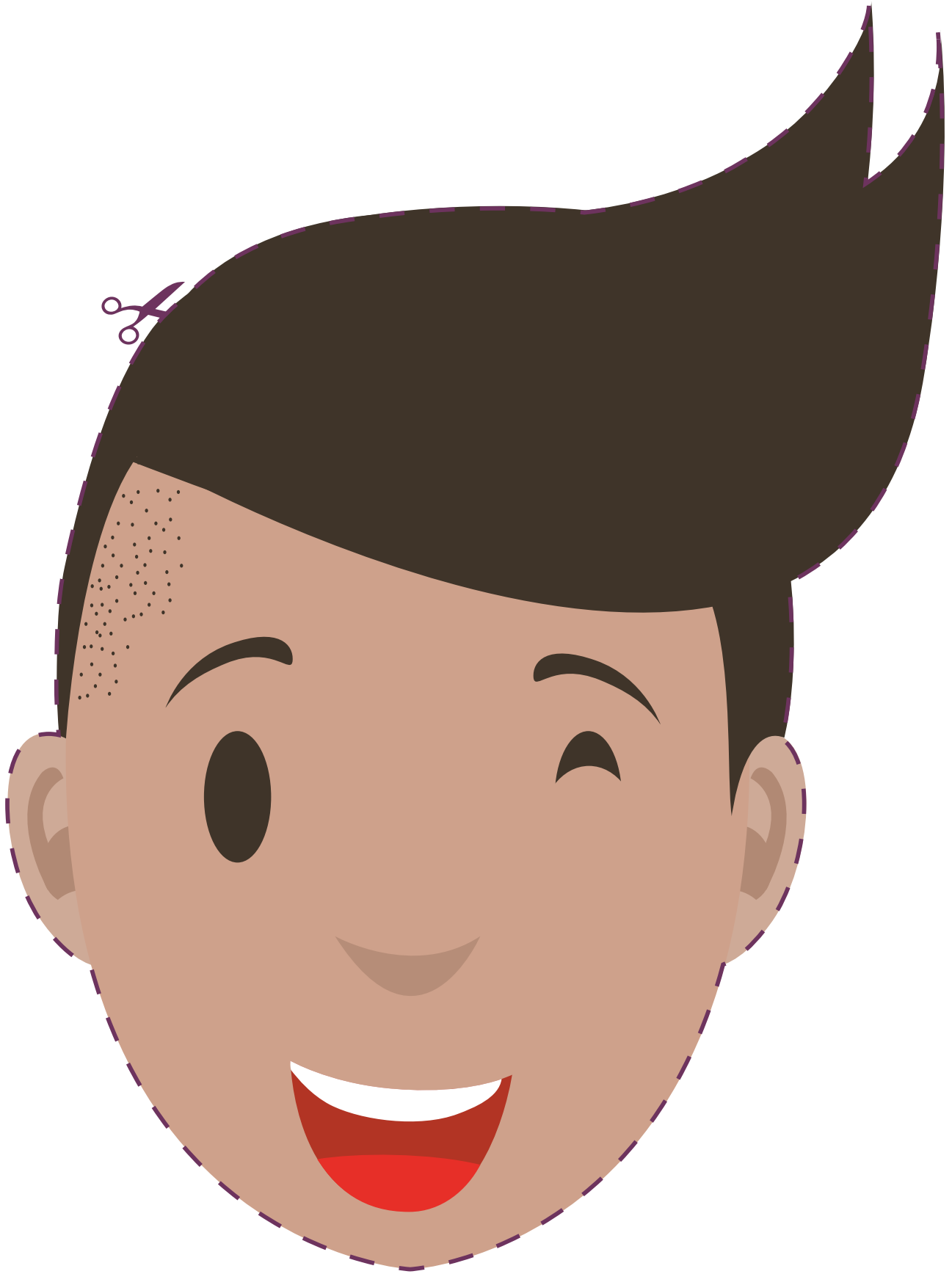


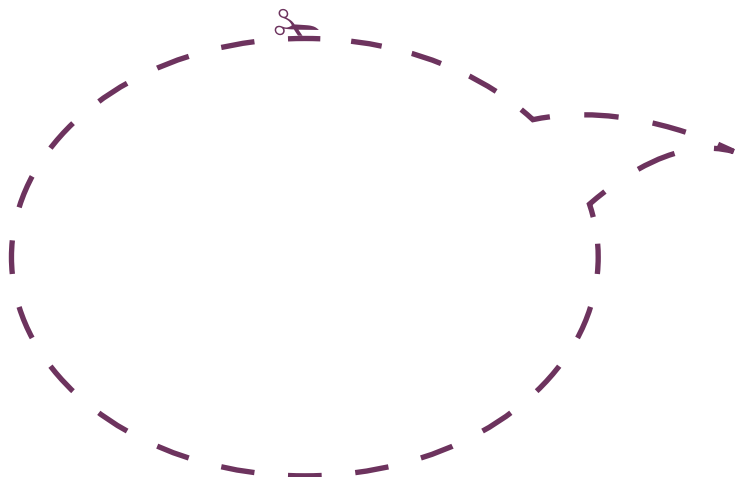
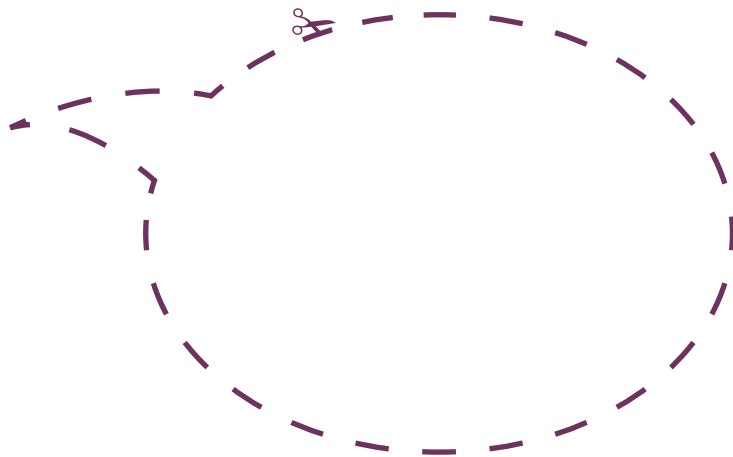
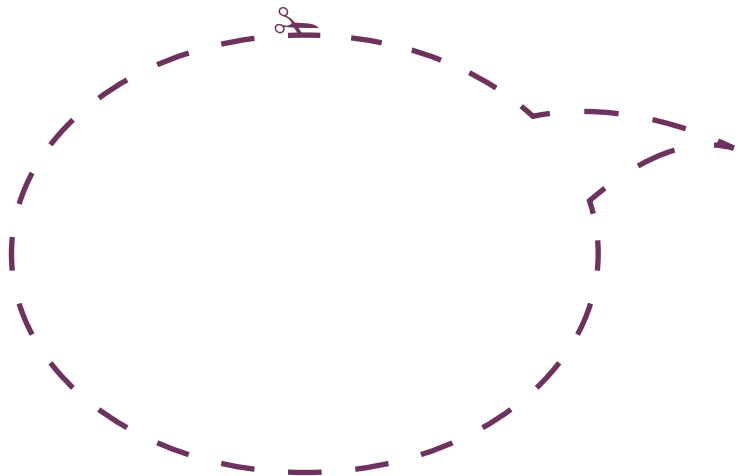
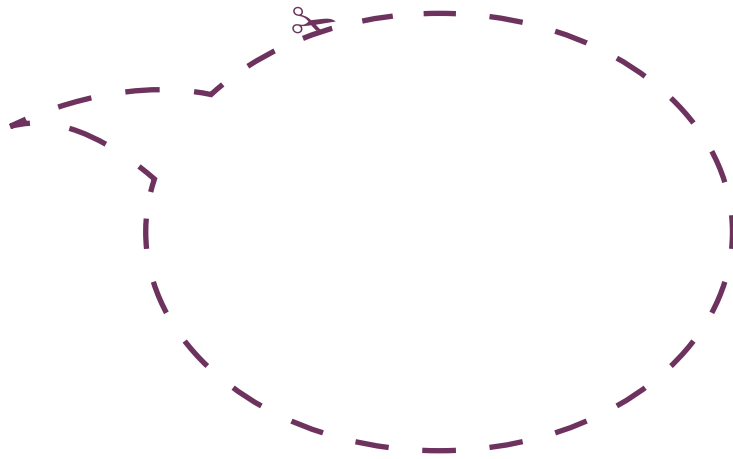












Lesson two: My body



Lesson aim:

Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.



Learning outcomes:

- I can identify ways to keep clean
- I know when it is important to wash my hands
- I know how to wash my hands



Resources required:

- Hygiene items such as: tissues; soap; toilet roll; flannel; toothbrush; toothpaste; nail brush and plasters
- Resource sheet: Handwashing sequence

Key words: hygiene

Teacher notes:

When teaching about personal hygiene, it is important to focus on cleanliness and not subconsciously share value-based opinions about how someone should visually present themselves.

You could use different scented soaps for the soap smelling in Activity one. Ask pupils to identify a soap that they most like the smell of, to encourage handwashing. If the extension activity is completed, pupils could select their favourite soap for this.

Begin the lesson by...

Explaining we will be learning about why it is important that we keep our bodies clean and healthy, and some ways that we can do this. Keeping the body clean can help us to feel good about ourselves. It also helps to prevent germs being spread and some illnesses.



Activity one: What keeps us clean?

Tell pupils to sit in a circle. Pass some hygiene items around the circle. Allow pupils to touch, smell and familiarise themselves with the hygiene items.

Pass around the soaps. Ask pupils to smell it/them, asking them to consider if they think it smells nice or not. Pass around the toothpaste and ask pupils to smell it, asking them to consider if they think it smells nice or not.

Invite pupils to come to the front of the class and select a hygiene item of their choice, and demonstrate its use to the class. This will allow you to assess pupils understanding of how all the items are used. Add to the suggestions as necessary to ensure full understanding is developed.



What do all of the items have in common?

Suggested answer: *They are all things that we can use to help keep our bodies clean and hygienic, helping to prevent becoming ill and spreading germs to other people.*



Activity two: When to wash

Explain that regularly washing hands is important, as our hands can get dirty and pick up germs throughout the day. There are also times when it is important to wash our hands before and/or after some activities. This helps to protect ourselves and other people from germs that might cause illness.

Read out the following everyday situations to pupils and ask them if they think it requires hands to be washed before, afterwards or both:

- Going to the toilet
- Stroking an animal
- Eating some food
- Sneezing
- Coughing
- Blowing nose
- Visiting someone who is sick
- Going to hospital
- Playing at the park

Confirm/correct any answers to ensure full understanding is developed.



Activity three: Happy handwashing

Give each pupil a copy of the handwashing chart. As you explain each step of handwashing to the class, tell them to pretend to wash their hands to practice each stage. Once each stage has been learned, encourage pupils to put the sequence of stages together whilst singing a familiar short song, such as 'Happy birthday to you, to demonstrate how long hands should be washed for. You could adapt the words to 'Happy handwashing to you'.

Help pupils to cut out the hand washing stages from the handwashing chart. Tell pupils to stick these to a sheet of paper in the correct sequence order.



Extension:

Take pupils to the hand washing stations within your school to practice washing their hands without the prompt sheets, to see if they can remember the correct techniques and timings. If possible, you could arrange a visit by a dentist, who could talk about dental hygiene and the importance of this and/or repeat an adapted version of the handwashing activity to teach about tooth brushing.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to name a hygiene item that they have looked at in the lesson, and explain how it can be used to keep the body clean. Remind pupils that maintaining good personal hygiene helps to keep the body clean and healthy and helps to prevent germs from spreading. Whilst not all illnesses can be prevented in this way, people are less likely to become ill if they wash their hands properly throughout the day, especially at certain times such as after going to the toilet or before eating. Reassure pupils that if they are ill this does not mean that they have not kept themselves clean, as some illnesses are spread in different ways. 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 hygiene items and how they can be used to maintain personal hygiene.

Activity two: Pupils recognised range of situations where handwashing can reduce the risk of germs and bacteria being spread.

Activity three: Pupils demonstrated effective handwashing techniques, and were able to correctly order the sequence of handwashing.

Evidence of assessment: Correctly sequenced hand washing sheet.

1 Use soap



2 Rub palm to palm with fingers



3 Rub back of hands



4 Rub each wrist



5 Rinse your hands



6 Dry your hands



Lesson three: My relationships



Lesson aim:

Pupils understand that there are similarities and differences between everyone and can celebrate this.



Learning outcomes:

- I know that there are some ways that people can be the same as each other
- I know that there are some ways that people can be different to each other
- I know that everyone should be OK to be themselves



Resources required:

- Hoops/boxes
- Selection of toys

Key words: same, similar, different

Teacher notes:

When teaching about similarities and differences, be mindful to be equally inclusive of all views unless they are harmful. This is particularly important when discussing gender. Be inclusive of everyone, especially gender questioning pupils, by reinforcing that there is not one way to be a boy or one way to be a girl. We are all unique and special, and our likes and dislikes are about us as an individual, not whether we were born as a boy or born as a girl.

If it is impractical to gather a wide range of toys for Activity one, you could print pictures of a range of toys instead.

Begin the lesson by...

Explaining that we will be learning about how we all have things that are the same as each other and we all have things that are different to each other. This may be because we were born with these things (boy or girl, skin colour, straight or curly hair, eye colour etc) or because of the things we like doing or are good at (drawing, running, Lego building etc). How we look, the things we are good at and enjoy doing are all OK whether they are the same as lots of other people or different to everyone else.



Activity one: Toys for girls and boys?

Position three hoops/boxes on the floor and display range of different toys and books.

Tell pupils that one hoop/box represents things a girl would like playing with, one represents things a boy would like playing with and one represents things that all genders would like playing with. Ask pupils to take it in turns to select a toy and place it in the hoop/box that represents whether they think the toy is something a boy, girl or any gender would enjoy playing with.

Once all of the toys have been placed inside the hoops/boxes, look at the contents of each one in turn and ask pupils what they notice about the types of toys. Discuss their colours and how they can be played with.



Are some aimed at quiet/noisy play, still/active play, imagination/practical play?



Activity two: Similarities and differences

Tell the class to stand or sit in a circle. Read each of the following statements out to the class. If pupils like to do or have what is being said, they must get up and swap places with another pupil who is also moving, or position themselves elsewhere in the circle if they are the only pupil to move.

- Read a book
- Watch TV
- Eat ice cream
- Play football
- Like the colour red
- Like to wear trousers
- Like to wear a dress
- Like to go swimming
- Have blue eyes
- Like bananas
- Have hands

Highlight to the class that just as sometimes we were the same as others and sometimes we were different to others in the game; we all have lots of things the same and different. These are not because we were born as a boy or born as a girl. These differences are what make us uniquely special and the world an interesting place to live.



Activity three: A toy for everyone!

Tell pupils to select a toy that they would like to play with. Reassure pupils that it doesn't matter what hoop/box this was put into during Activity one.

Tell pupils to draw the toy they have selected or invent a new toy that they would like to play with that can be played with by anyone, irrespective of what gender they were born. Encourage them to think about the colours and features of the toy.



Extension:

Divide the class into groups and give each group a body outline. Ask the groups to add a face, hair, clothes. Colour in a corner of the paper to represent their character's favourite colour and draw a toy that the character might like to play with, before giving them a name. Now display the characters at the front of the class and discuss with pupils what they notice about the similarities and differences.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share with the class something about themselves that they are proud of/good at. Reassure pupils that we all share things that are the same (we are all part of this class) and we all have things that make us different and unique and that this is OK and should be celebrated. Remind pupils that they should never be unkind towards another child because of how they dress, behave or play, as this is bullying and will not be tolerated in school. If anyone sees this happening, they must tell a teacher straight away so they can make sure it stops happening. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been covered in the lesson.



Assessment:

Activity one: Pupils sorted a range of toys, demonstrating an understanding that there are toys everyone likes irrespective of their gender.

Activity two: Pupils identified things they have the same as and different to other pupils, and know that these similarities and differences are OK and to be celebrated.

Activity three: Pupils selected and designed a toy they would like to play with, that someone else might also enjoy, irrespective of their gender.

Evidence of assessment: Toy design.

Lesson four: My beliefs



Lesson aim:

Pupils can recognise what they like and dislike and feel empowered to make real, informed choices.



Learning outcomes:

- I have thought about things that I like
- I have thought about things that I dislike
- I have considered how to make a difficult choice, listening to other people's opinions



Resources required:

- Sheets of different coloured paper (at least six)
- Trays with different materials (beans, jelly, flour, rice, water, spaghetti, custard, sand etc)
- Resource Sheet : Score cards

Key words: like, dislike, difficult

Teacher notes:

This lesson provides an opportunity to recognise and reinforce the celebration of difference from the previous lesson through an exploration of likes and dislikes which are often chosen. The lesson also considers scenarios when it is not possible to choose what we would like to do, as we have to make a decision to do the responsible thing, even if this feels difficult. It is important to ensure that pupils are able to differentiate between taking responsibility to do the right thing even if it is difficult, without tolerating difficult situations because they are under pressure to do so, as this could enable a culture for abuse.

The coloured papers from Activity one could be displayed in the class preferred order, in the shape of a rainbow. Photographs of children holding their favourite colour could then be displayed underneath the rainbow, or if the extension activity is completed the different rainbows can be displayed to make a class rainbow display.

It may be helpful to have a supply of wet wipes or paper towels at the touching stations in Activity two.

Begin the lesson by...

Explaining that we will be learning about how just as we are all similar and different to each other, we all like and dislike different things (food, games, colours etc). Reassure pupils that it is OK to like something even if no one else does. This is your choice and the world would be boring if we all liked the same things. You can change your mind about the things you like and it is OK to be friends with someone who likes different things to you.



Activity one: Likes

Display two different coloured sheets on the floor. Ask pupils to decide which colour paper they like the most, before moving to stand near it. Encourage pupils not to stay with their friends but to think for themselves. Now, add another colour and ask pupils to decide which is their favourite colour out of those on the floor and to move to stand near it. Introduce different coloured sheets one at a time. After each addition, ask pupils if anyone would like to move to a different colour. Keep adding the colours until they have all been included.

Once all of the colours have been introduced, ask the smallest colour group to come to the front of the class and hold their colour. Ask them to invite another group by saying 'we like our colour, and we also like the colour come and stand with us'. This group then joins the group at the front with their colour and continue until the whole class is standing in a line to make a class rainbow. Ask pupils to look at how nice all the colours look together, like a rainbow is made up of lots of different colours.

Ask pupils if they can imagine a world in which everything was (pick the colour of the most popular group)? Give some examples of how funny various things (hair, apples, grass, cars) would be if they were all that colour.

Tell pupils that it is good that we all like different colours.



Activity two: Dislikes

Display trays of different textured materials, and a score card next to each tray. Tell pupils to move around the room, visiting each tray and touching the different materials.

Talk to pupils about the materials throughout the activity, discussing which textures they do/don't like and why. Tell pupils to tick the happy or unhappy face next to the tray according to whether or not they liked it. At the end of this activity, discuss with the class each material at a time by asking for a show of hands whether they like it when they touched it, and referencing the score cards.

Discuss with the class that we are all different and we all like different things, just as this activity has shown. It doesn't matter what colours we like, or what textures we disliked. Sometimes the choices we make about what we like and dislike doing are important, and we may have to make a difficult choice to do the right thing.



Activity three: Difficult choices

Tell pupils that there are times when they have to make important choices about what they like and dislike doing and that these choices can make a difference to themselves and other people. Explain that we are now going to consider some situations when doing the right, responsible thing may be difficult.

Divide the class into small groups. Read out the following scenario all the way through, asking pupils to listen. Repeat, this time tell pupils to put their hands up when they have decided what they would do if this scenario happened to them.

- A child is sitting on the friendship bench at lunchtime. He is crying. You go to see he is OK but then your friend says "don't bother, play with me instead".



What do you do?

Discuss pupil responses as a class to explore the range of possible outcomes.

Repeat for the following scenarios:

- An older child in school hits your friend while you are playing. She says "don't tell anyone" or she will do it again.
- A child takes your pencil and hides it in their drawer so you can't work. They tell you not to tell the teacher.
- You cannot find anyone to play with at break time, and when you ask to join a game you are told to "find someone else to play with".
- A child at school asks you to show them your underwear.



Extension:

Tell pupils to draw a rainbow using their favourite colour to make the biggest arch, and their least favourite to make the smallest. Display the rainbows to compare and discuss how we would all design different rainbows, and that this is OK.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share with the class their favourite colour and reinforce that we all like and dislike different things. Reassure pupils that it is OK to like different things to other people and that we should continue to enjoy the things we like. Remind pupils that there are times when we may have to do something that is difficult because it is the right thing to do. Ask pupils to share examples of when they should tell a teacher or adult that they trust about something. 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 made choices about their favourite colours, recognising that we all like different colours, and that this is OK.

Activity two: Pupils made choices about which materials they disliked the feel of, recognising that we all dislike different materials, and that this is OK.

Activity three: Pupils considered a range of scenarios in small groups, correctly identifying appropriate safe responses even when the response was not what they initially wanted or found easy to do.

Evidence of assessment: Material score card.

Item (rice, jelly, etc)		



Item (rice, jelly, etc)		



Item (rice, jelly, etc)		

Lesson five: My rights and responsibilities



Lesson aim:

Pupils understand the concept of privacy, including the right to keep things private and the importance of respecting another person's right to privacy.



Learning outcomes:

- I know what private means
- I know that some things are done in private
- I know that other people need to be private sometimes



Resources required:

- Resource sheets: Private and public places
- Coloured tape or similar, to mark a line on the floor

Key words: private

Teacher notes:

Pupils will have a range of opinions about what is public and private, depending on the social norms of their family environments, cultural norms etc. Ensuring a non-judgemental environment to facilitate an open discussion with pupils about private places in Activity one, and scenarios in Activity two will support pupils to understand that we all have different ideas of what is public and private, and encourage pupils to be considerate of each other's ideas by not assuming everyone has the same norms as them. This is important for pupils to realise, so that they do not unintentionally violate someone's privacy.

Ensure that all pupils are aware that their bodies are private to them, and they have the right to choose who can see and/or touch their body, including considering the reasons why someone may need to do this to help them stay healthy or to provide intimate care.

This lesson has the potential to lead to safeguarding disclosures, so ensure familiarity with the schools safeguarding policy and procedures prior to teaching.

Begin the lesson by...

Explaining that we will be learning about private places, private parts of the body and our right to privacy. Privacy is when we do not share something with anyone else, or with only a few people who we trust. We may choose to keep some information private. We may also keep parts of our bodies private. There are parts of our bodies that are sometimes known as 'private parts'; these are the parts that we keep covered with our underwear when we are in front of other people. There are also places that are private such as a toilet, doctor's surgery and our bedrooms. Sometimes we need to do things that are private things, like getting changed or going to the toilet. Sometimes we might just want to be on our own. Private places are for private times and private things, and this is OK.



Activity one: Public and private places

Mark a line on the floor using coloured tape or similar. Show the class the pictures of the public and private places one at a time. Discuss the place with the class, including the people who may go to the place and the activities that may occur there before deciding whether this is a private place (somewhere they are alone, or with their family) or a public place (somewhere there are other people).

Show pupils the pictures of private and public places. Ask them to work as a team to decide if they are public places or private places. Lay all of the public places on the floor in front of the line, and all of the private places on the floor behind the line.



Activity two: Public and private activities

Using the responses from Activity one, tell pupils to imagine that the line is a pretend door. Behind the line/imaginary door are the things that you would do when you are on your own, or in private. In front of the line/ imaginary door are the things that you would do in front of other people, or in a public place.

Tell pupils that you are going to read out some activities. If they think that the activity is something they would do in private then they stand behind the line/imaginary door and if they think it is something that they would do in public then they stand in front of the line/imaginary door.

- Eat an ice cream
- Brush your hair (you might not do in some public places like a restaurant, or religious building for hygiene or respect reasons)
- Brush your teeth
- Blow your nose
- Pick your nose (preferably done in private using a tissue)
- Talk to yourself (sometimes people do this silently in their heads, which is very private)
- Go swimming (swimming pools are public places, but we keep our private parts covered up with swimwear)
- Go to the toilet (toilets often have a door that can be locked so we are private)
- Have a bath (we might share a bath with our close family or a friend, but we would not do this with someone we did not know or in a public place)
- Get dressed (when getting changed at school we keep our underwear on to cover up our private parts)
- Touch your private parts: penis/vulva (this is always done in private)
- Cough
- Break wind (sometimes children find this hard to control, but often adults try to do this in private)

If time allows, display the private and public places around the room, and read out the activities again asking pupils to stand next to a place that they could do that activity.



Activity three: Being private

Discuss with pupils how sometimes we like to be on our own, and sometimes we prefer to be with other people. Ask pupils to give some examples when they like to be alone, and some examples when they enjoy being with other people. Explain that this might depend on how we are feeling at the time. In a similar way, our friends or family might like to be on their own sometimes. This does not mean that they do not like or love us anymore, but that they need some space because of how they are feeling or what they are doing.

Read out the following scenarios. Ask pupils to stick their thumbs up if they think the person wants to be with them, or thumbs down if the person would like to be private. Discuss the range of opinions for each scenario in turn:

- Their parent wants to go to the toilet (some parents don't mind their children being in the toilet with them, but they may sometimes want to do this alone)
- Their brother or sister is having a bath (some families share a bath, but sometimes they might want to do this alone)
- Their friend is crying (sometimes people like someone to talk to them, and sometimes prefer to be alone when they are crying. It is always right to tell an adult if they find a friend crying)
- Their teachers want to talk to each other (they might want to include you, but may not be able to. They will do what they think is right for you)
- Their doctor wants to feel their tummy and maybe look at their private parts (A doctor will always allow a trusted adult to be with you all the time, and explain where and why they are touching you, or looking at parts of your body, especially if they are your private parts).



Extension:

Tell pupils to think of a place that is private so them, such as their bedroom. Tell pupils to draw their private place.

You could also take your class on a tour of the school. Ask your class to discuss which areas are public, and which areas are private, and why.

Finish the lesson by:

Providing pupils with opportunities to ask questions. Ask pupils to share examples of activities and places that someone may wish to be private. Reassure pupils that it is OK to want to be private sometimes, and that everyone needs some personal space. This does not mean that the person who wishes to be private does not like or love them. Remind pupils that we have private parts of our bodies which are covered by underwear. It is not OK for someone to invade our privacy by touching our private parts, coming into our private places or watching us do our private activities, unless they are family or a trusted person that is helping us to look after ourselves. Remind pupils that if someone ever invades their privacy, they must tell an adult they trust who will 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 correctly sorted different places into private and public places.

Activity two: Pupils considered a range of different activities, and identified private and public activities.

Activity three: Pupils correctly identified situations where people have a right to privacy.

Evidence of assessment: Take a photograph of the line with the private and public places correctly positioned by pupils.





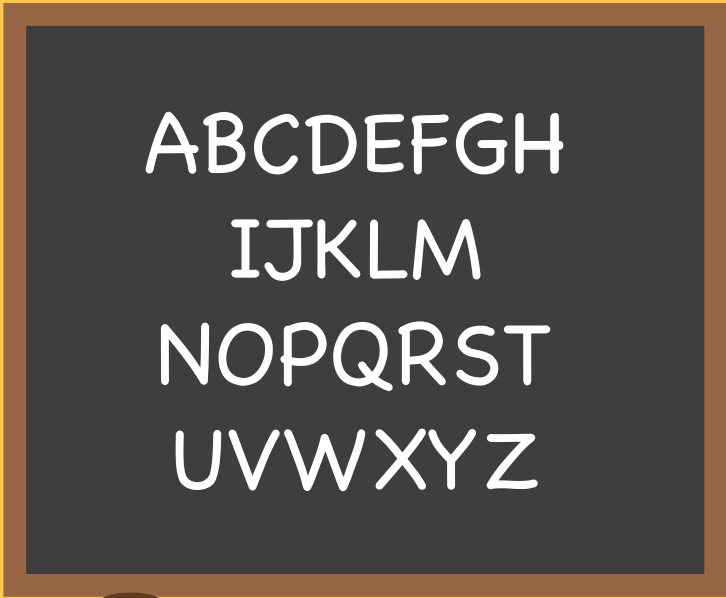
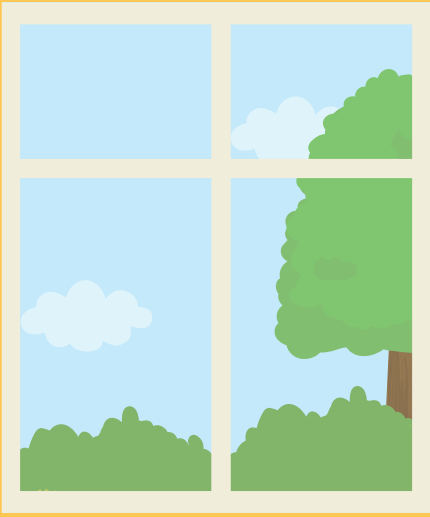


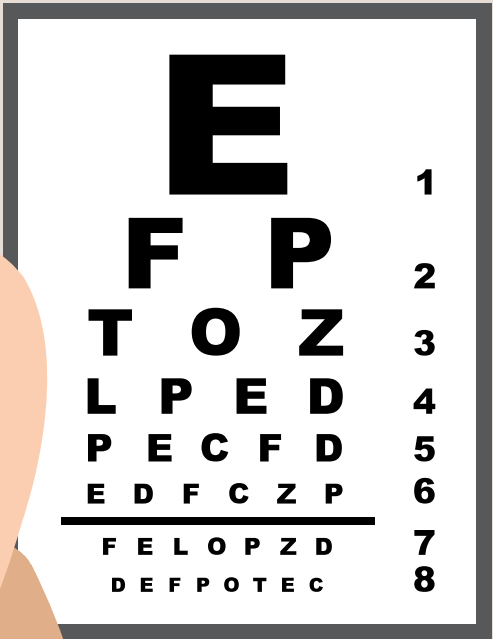
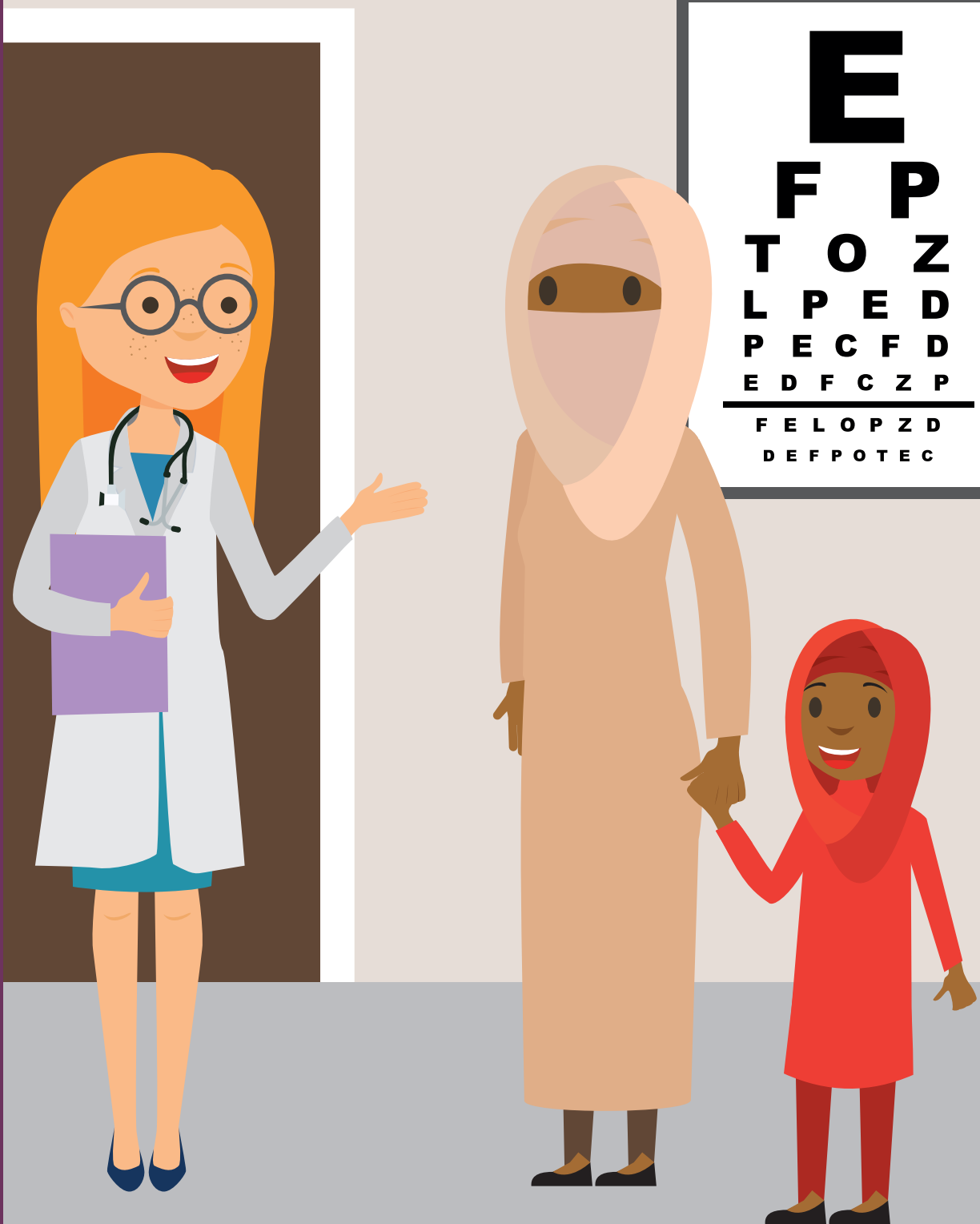














Lesson six: Asking for help



Lesson aim:

Pupils can identify the special people in their lives, what makes them special and how special people care for one another.



Learning outcomes:

- I know the people that are special to me
- I know what makes people special to each other
- I know how special people look after each other



Resources required:

- Resource sheet: Flower template
- Variety of craft items

Key words: special

Teacher notes:

Be clear when teaching this lesson that someone who is special is someone who takes care of you and considers your feelings. They make you feel good about yourself most of the time. A parent may have to teach you right and wrong, which sometimes means that you are told off, but you will still feel loved by them and special most of the time. Be mindful that some pupils may have been told that they are special in order to be groomed for abuse. It is therefore important to reinforce that a person is not special just because they tell you that they are, or that you are to them.

Begin the lesson by...

Explaining that in this lesson we will be learning about how we are all special, and we all have people that feel special to us. Some of us may be surrounded by lots and lots of special people, whilst some of us may have one or two special people, and this is OK. The types of people that are special may be different for all of us. For some of us, it could be our family such as mummies, daddies, brothers, sisters, grandparents, step family, adopted family or foster family. For some of us it might be friends, teachers, neighbours. Anyone that we feel is special to us is OK, no matter who they are.



Activity one: A handful of special people

Ask pupils to suggest someone who is special to them. Next, ask pupils to think about why that person is special to them. Discuss the responses as a class. Explain to pupils that someone special is a person who helps to look after them, cares about their feelings and supports them to be the best they can be. They should always feel safe with special adults.

Tell pupils to draw around their hand. Now, tell pupils to turn each finger into a person that is special to them using available craft materials, to make the face of each person, to complete their hand.



Activity two: Special people make me feel...

Ask pupils to look at their hand of special people, and think about the things that make them special, and what special people do to show them they care.

Tell pupils to sit in a circle, and take turns to stand up and say how someone who is special to them shows them they care.

Suggested answers: *Make your packed lunch; take you to the park; love you, help you bath, spend time with you, talk together, share feelings, feel safe with them, miss them when you are not together, buy presents (presents are only one way to show someone they are special).*

Discuss the responses as a class.

Ask pupils to take it in turns to stand up and say how they feel when they are with one of their special people.

Suggested answers: *loved, special, safe, nice, happy etc.*

Tell pupils to draw a face in the palm of their hand that shows how they feel when they are with their special people.



Activity three: I make my special people feel...

Ask pupils to look at their hand of special people, and think about the things that they do to show their special people that they care about them.

Tell pupils to sit in a circle and take turns to stand up and say how they can show someone that they are special to them.

Suggested answers: *Help them with jobs; tell them they are special; give them a hug/kiss (only if they both want to do this); talk together, share feelings; make them a present (presents are only one way to show someone they are special).*

Discuss the responses as a class.

Ask pupils to take it in turns to stand up and say how they would like to make one of their special people feel.

Suggested answers: *loved, special, happy etc.*



Extension:

Provide each pupil with a flower template. Explain that sometimes people give each other a present, like a bunch of flowers as a way to make them feel special. Emphasise that presents are not necessary to make someone feel special. Tell pupils to draw a picture of someone who is special to them in the centre of the flower, before colouring in and decorating the petals etc. Pupils could then present this flower to someone who is special to them, or you could make a bunch of flowers for a class display.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to suggest ways in which a special person might show someone that they care about them. Reassure pupils that special people should help them to feel special, that they should always feel safe with a special adult and that special people are often good people to talk to if they feel upset, worried or scared about something. Remind pupils that all the children at this school are special to the school and that they can talk to any of the teachers and adults who work in the school if they ever need to. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been covered in the lesson.



Assessment:

Activity one: Pupils identified people that are special to them, illustrating them on a handprint.

Activity two: Pupils suggested appropriate ways in which people who are special care for each other, and that this helps them experience positive emotions.

Activity three: Pupils suggested appropriate ways in which they can show people that they are special to them, and how their behaviour might make their special person feel.

Evidence of assessment: Completed handprints.

