

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	All about me	<ul style="list-style-type: none"> • Talk about their own interests. • Talk about their families. • Talk about how they are the same or different to others. 	<p>Talk about things which make people the same and different. What do people like/ dislike? What are people good at?</p> <p>Activity- Draw a picture of themselves doing something they are good at.</p> <p>Discuss what makes us the same and what makes us different.</p>	<p>Special</p> <p>Practice</p> <p>Effort</p> <p>Same</p> <p>Different</p>
2	What makes me special	<ul style="list-style-type: none"> • Share their favourite interests and objects. • Talk about themselves positively. • Listen to what others say and respond. 	<p>Talk about favourite objects, places, books, TV shows. Does everyone have the same favourites? Is this ok, that people like different things? Explain everyone is different and this is what makes everyone special.</p> <p>Activity- Draw/ write about one of their favourite things.</p>	<p>Special</p> <p>Favourite</p> <p>Same</p> <p>Different</p>
3	Me and my special people	<ul style="list-style-type: none"> • Talk about the important people in their lives. • Understand that they have different special people. • Name key people outside of families that care for them. 	<p>Discuss and share which people are special to them. Did everyone all have the same people special to them? Explain that families are all different, some people have the same special people and others don't. Explain we have special people inside families and outside of families e.g. school</p> <p>Activity – Draw a picture and share who the special people are in their lives.</p> <p>Show pictures of different types of families, what is the same and what is different?</p>	<p>Family</p> <p>Help</p> <p>Special people</p> <p>Same</p> <p>Different</p>
4	Who can help us	<ul style="list-style-type: none"> • Talk about when they might feel unsafe or unhappy. • Name the people who could help them. • Notice when a friend is in need at school and help them. 	<p>Discuss who people like to spend time with? Why? Look at pictures of Harold, who are the people he likes to spend time with? Discuss who people could turn to or talk to if something is wrong or makes them unhappy. Share ideas.</p> <p>Activity- Children hold up hands and name 5 people who they could trust and they could talk to if something was upsetting them. Draw the faces of the 5 people they could turn to.</p> <p>Discuss what to do if the person you would like to talk to is busy.</p>	<p>Family</p> <p>Friends</p> <p>Help</p>

5	My feelings	<ul style="list-style-type: none"> • Describe different emotions. Explore how we feel at certain times or events. • Identify ways to change feelings and calm down. 	<p>Read a story and talk about how the characters are feeling. What do the expressions on their face tell you? Show different faces, happy, sad, angry. What can you do if you are feeling sad?</p> <p>Carry out circle time, children complete sentences 'I feel happy when... I feel excited when... I am sad when ... etc.</p> <p>Discuss which emotions can feel upsetting or bad, what can people do when feeling this way?</p> <p>Activity- Read different books and talk about the characters feeling e.g. Rainbow Fish, Elmer etc. Children act out the stories. Sing the feelings song.</p>	Feelings Happy Sad Emoji's
6	My feelings (2)	<ul style="list-style-type: none"> • Identify events that can make a person feel sad. • Suggest ways in which they can help a friend who is sad. • Choose ways to help themselves when they feel sad. 	<p>What makes you feel happy? Who has ever felt sad? What would you do if you saw someone in the playground looking sad? If you were feeling sad who would you talk to? Read the story Dogger by Shirley Hughes. How did the characters feel? Read Sam's letter, discuss how Sam was feeling.</p> <p>Activity- Mime/ act out how to cheer someone up if they are feeling sad. Draw a picture to send to Sam to cheer Sam up.</p>	Feelings Happy Sad Kind Helpful

