

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	What Makes Me ME!	<ul style="list-style-type: none"> ● Identify ways in which everyone is unique. ● Appreciate their own uniqueness. ● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. 	<p>Watch the Special Talents film clips and discuss what makes both characters unique and similar. Discuss the qualities that make them good friends and highlight the fact that even though they have differences, they can still be friends.</p> <p>Children draw and/or write about five things that make them THEM! It could be something about their physical appearance, the qualities of their personality, special talents or something they have achieved that they are proud of. Ask the class what areas of similarity are there and what are their differences. Children to share their ideas with the class.</p> <p>Ask the children to imagine that they are going out for the day and they can go anywhere they want and do anything they want. Give a moment for each child to reflect and think about what they day out would look like. Now ask them to share their ideas.</p> <p>Ask how many of you wanted to do the same things as the other/s in your group. How would you feel about doing the things the others in your group suggested?</p> <p>Explain that sometimes we like joining in with things that others want to do but sometimes we do not want to join in and sometimes we have to make a compromise. People have to find something that everyone is happy with, even if it is not exactly what each person wanted to do.</p> <p>Activity - Create a theme park with something for everyone.</p> <p>Explain that there is a fictional theme park called Diversity World, which has a great variety of rides and activities; there was something for everyone.</p> <p>Look at the completed theme park maps. Which activities would you want to do and which would you not want to do? What would you do if you and your friend didn't want to do the same thing? How would you compromise so that you were both happy at your theme park?</p>	Individual Unique

2	Making Choices	<ul style="list-style-type: none"> • Give examples of choices they make for themselves and choices others make for them. • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. 	<p>Children go around the circle completing the sentence ‘This week I chose to....’ Is there anything everyone chose to do? Repeat circle time with ‘On my desert island I would miss...’</p> <p>Share with the children information about Professor Ozone, who is teaching his robot Ed6 to live, act and behave like a human. Ask the children to imagine that they have been asked by Professor Ozone to talk to Ed6 to tell him about life on earth and how humans have to make choices about their lives. Discuss: what sort of choices do we make for ourselves? What sort of choices do others make for us as children? What choices do we make that can affect health? What choices do we make that are different to our friends? What choices do we make that are the same as our friends? What choices can’t be made, even by adults?</p> <p>Activity- Children to complete a guide for Ed6 to help him learn about humans on planet earth. This will include: choices children are allowed to make for themselves, choices</p>	Choices
			<p>others have to make for children, choices adults are allowed to make for themselves and things humans are never allowed to choose to do.</p> <p>Ask children: why is it important and valuable that we are all different? What choices do you make that are the same as your friends? What choices do you make that might be different to your friends? What choices do you make that will affect you in the future? What helps you to make choices that lead to good health?</p>	
3	SCARF Hotel	<ul style="list-style-type: none"> • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. • Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). 	<p>Ask children questions about a healthy lifestyle. What do they know about exercise, drinking water, balanced diets, sleep etc.</p> <p>Ask what might happen to a person's healthy balanced lifestyle if they started to spend a lot of time online e.g. playing games, watching videos etc.?</p> <p>Is there anything else that can make us feel happy and healthy?</p> <p>Introduce and discuss the Five Ways to Wellbeing: the areas in our life that contribute to a positive sense of wellbeing and balanced mental health. They are:</p> <ul style="list-style-type: none"> Being connected with others Being active Taking notice Continuing to learn Giving to others <p>Activity - Children read the SCARF Hotel Activity sheet and design a leaflet advertising the fitness and leisure facilities, including things which will allow guests to exercise, sleep well, relax, socialise and eat healthily.</p> <p>Children will think of something they could do to improve one aspect of their health and wellbeing. Share examples.</p>	Balanced diet Wellbeing Mental Health

4	Harold's Seven Rs	<ul style="list-style-type: none"> • Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs). • Suggest ways the Seven Rs recycling methods can be applied to different scenarios. 	<p>Introduce the class to the 'Seven Rs' discussing what is meant by each term and how each can help us to live in a way that is better for the environment (i.e. in a more sustainable way). Explain what is meant by; Refuse, Reduce, Re-use, Rot, Recycle, Repair and Re-think. Share examples of each of the Rs.</p> <p>Activity- Read the scenarios from the 'Harold's Seven Rs' sheet to the class. For each scenario, discuss which of the 'Seven Rs' Harold could apply and how. Children then create a poster to promote one of the Seven Rs as a way of helping with environmental sustainability. Discuss with the children any ways they could apply the 'Seven Rs' more at home or at school.</p>	<p>Refuse Reduce Reuse Rot Recycle Repair Re-think</p>
5	My School Community	<ul style="list-style-type: none"> • Define what is meant by the word 'community'. Suggest ways in which different people support the school community. Identify qualities and attributes of people who support the school community. 	<p>Recap with the class what they understand by the word 'community'. Tell the children that studies have shown that people who have a strong sense of belonging to a community can be happier and even healthier than those who do not.</p> <p>Children to share what communities or community groups they belong to. As a class, discuss what the good things about being part of a community are.</p> <p>Thinking about the school community, as a class, list some of the people that comprise the school community e.g. Head teacher, Chair of school governors, local Police Community Support Officer, school Crossing Patrol person etc.</p> <p>Activity- Children write a short sentence on a post-it note explaining how someone from the school community helps.</p> <p>Activity 2- On a different coloured post-it note, ask the children to write a short sentence identifying the skills or attributes of the person they have chosen (in Activity 1) which enable them to support the school community.</p> <p>Read through some of the children's examples of how different people in the school community help to support it. Choose one or two specific people from the list and read out the skills or attributes that the children think enable them to do this.</p>	<p>Community</p>

6	Basic First Aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>This lesson is delivered in combination with the First Aid Champions resources here (https://firstaidchampions.redcross.org.uk/)</p> <p>This lesson covers why first aid is important and giving first aid. Children will watch and learn skills needed to support someone who is bleeding, burnt, choking or is unresponsive and breathing.</p> <p>The British Red Cross values the teaching of first aid in school, as they state that ‘simple actions can make a difference’. The First Aid Champions lessons enable children to feel confident that they can help people who have accidents or are suddenly taken ill. By learning first aid, children are empowered to look after themselves and each other.</p>	<p>Injury Minor accident Emergency Blood Nose bleed Choking Breathing Airway Unresponsive Casualty Burn Scald Wound Recovery</p>
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