

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	It All Adds Up!	<ul style="list-style-type: none"> • Know the basic functions of the four systems covered and know they are inter-related. • Explain the function of at least one internal organ. • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. 	<p>Children share any fascinating facts about the human body. Ask the children what does the body need to keep it fit and healthy?</p> <p>Activity- Children to complete the It all adds up! Quiz sheet.</p> <p>Go through the questions with the children, discussing each fact and checking that they have remembered the facts accurately.</p> <p>In pairs or threes, ask the children to think up their own number fact questions that they would like to research e.g. How long is the small intestine? How many jobs does the liver do? How many cells are there in the human body? How heavy is an adult human brain? How many hours of sleep does an average 10-year-old need? How long does it take food to travel through the digestive system? Which are the largest and smallest bones in the body? On average, how long are they?</p> <p>Use the Chrome books to research and investigate the answers to their questions. Children present their body facts in one of the following ways: a PowerPoint presentation, a poster, a script for a performance or using the outline of the body sheet.</p>	Organs Body systems
2	Different Skills	<ul style="list-style-type: none"> • Identify their own strengths and talents. • Identify areas that need improvement and describe strategies for achieving those improvements. 	<p>Play stand up and cross the circle to change places if... game. Comment on any interesting factors e.g. when most people could swap or nobody swapped. Ask the children, have you ever wondered what it would be like if everyone was the same? What problems can you imagine in such a world? Where do our different strengths or skills come from? What kinds of skills can people show?</p> <p>In the story 'Hetty Feather' by Jacqueline Wilson, the main character, Hetty, dreams of running away to join a circus. There are many acts at the circus; can the children name any? Make a class list on the board. Hetty is particularly interested in becoming a horse rider who can perform gymnastic moves as entertainment for the visitors to the circus. If Hetty joined the circus, what skills would she need to demonstrate? Draw out that she would need to be talented/skilled physically, to be able to balance on moving horses and to carry out the gymnastic movements.</p> <p>Activity- Working in pairs or small groups, give the children 'Match the roles and skills' activity sheet. The 'job descriptions' and 'job titles' have become 'muddled up'. Ask them to match the different jobs and descriptions. Children to feedback their ideas.</p> <p>If they were going to be given a job at the circus, which job would most closely match their own personal skills? In pairs, they should discuss which they think they would be suited to.</p>	Perseverance Commitment Resilience Determination Patience Interpersonal-skills

3	My School Community	<ul style="list-style-type: none"> <input type="checkbox"/> State what is meant by community. <input type="checkbox"/> Explain what being part of a school community means to them. <input type="checkbox"/> Suggest ways of improving the school community. 	<p>Ask the class what they understand by the word ‘community’. Share ideas. The Oxford School Dictionary defines it as: <i>‘The people living in one area’ or ‘a group with similar interests’</i></p> <p>As a class discuss; what communities or community groups do you belong to? What are the good things about being part of a community? Who or what makes up our school community? What are the benefits of belonging to the school community? What do you like about being part of it? Is there anything you dislike about being part of the school community?</p> <p>Activity- Children to fold a sheet of A4 paper lengthways to make two columns. In the left-hand column, ask them to write things that they like about their school community. In the right-hand column, ask the children to note things that they dislike about their school community. Ask the children to choose one of the ‘dislikes’ they’ve listed and think about how they could change it for the better. They could write their ideas on the back of their sheet of paper.</p>	Community School community
4	Independence and Responsibility	<ul style="list-style-type: none"> <input type="checkbox"/> Identify people who are responsible for helping them stay healthy and safe. <input type="checkbox"/> Identify ways that they can help these people. 	<p>Ask the children, what does it mean to be ‘grown-up’? Are you looking forward to growing up? Why do some young people want to grow up more quickly than others?</p> <p>Then, invite the children to share their thoughts and ideas about the kind of things they are looking forward to about growing up and the things are you not looking forward to about growing up.</p> <p>Help the children to recognise that some, most or all of the things they said they were looking forward to about growing up were to do with having more independence. Similarly, most or all of the things they said they were not looking forward to about growing up were to do with having more responsibility. Clarify the meaning of the words independence and responsibility. Help the children to appreciate that usually, increased independence comes greater responsibility.</p> <p>Activity- Children to complete the ‘Responsibility’ audit: keeping safe activity sheet. On the sheet, the children record who has the responsibility for keeping them safe at home, at school and in different situations (themselves or someone else).</p> <p>Review the children’s answers to the questions on the sheet by asking them to compare their answers with a partner.</p>	Independence Responsibility

5	Star Qualities?	<ul style="list-style-type: none"> <input type="checkbox"/> Describe 'star' qualities of celebrities as portrayed by the media. <input type="checkbox"/> Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. Describe 'star' qualities that 'ordinary' people have. 	<p>Ask the children, what do we mean by 'the media'? How can people be influenced by what they see in the media, including social media? Does what we see in the media always reflect real life? What do we mean when we say someone is a 'celebrity'? Are celebrities different from people in everyday life? Why are there age restrictions around children's use of social media? Activity- Ask children to identify celebrities in magazines. Ask them to cut out the images of celebrities and glue them on an A3 piece of paper.</p> <p>Children then brainstorm features that most of the celebrities have in common e.g. smooth skin, straight teeth, very white teeth, stylish hair, slim build, smart or expensive-looking clothes and expensive jewellery.</p> <p>Discuss, if we walked down the local high street, would most of the people look like the celebrities? Why not? Are there any celebrities in the magazines who do not fit the celebrity stereotype? Are there any common features between these types of celebrities? Why do people want to be like celebrities? How might someone be affected if they feel they do not match up to the physical qualities that their favourite celebrities have?</p> <p>As well as physical qualities, there are many personal qualities that people have. Give out the Star Qualities activity sheet to the groups and ask them to think of positive personal qualities that people can have. They can write these on the 'Star Qualities' sheet (generous, kind, thoughtful, caring etc.)</p> <p>Ask if it is possible to tell if someone has their star qualities just by looking at them. Choose some of the star qualities and ask how we would know if someone had those star qualities. What might they say or do which would show this star quality?</p>	Personal Qualities Celebrities
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<p>6</p>	<p>Basic First aid (+sepsis)</p>	<p>What is meant by first aid; basic techniques for dealing with common injuries.</p> <p>How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</p>	<p>The British Red Cross has suggested for schools to use their comprehensive First Aid Champions resources for children aged 5 to 11.</p> <p>These cover the statutory requirements for basic first aid requirements introduced by the DfE in their RSHE Statutory Guidance. Like the SCARF, they are easy-to-access, online resources.</p> <p>Follow this link to the First Aid Champions resources.</p> <p>The site contains two introductory lessons:</p> <ol style="list-style-type: none"> 1. Why is first aid important 2. Giving first aid <p>There are then a further eight lessons with specific first aid skills for children to learn and practise:</p> <ul style="list-style-type: none"> • Asthma attack • Bleeding • Broken bone • Burns • Choking • Head injury • Unresponsive and breathing • Unresponsive and not breathing <p>Learning outcomes are included, along with resources needed.</p> <p>Key messages from the British Red Cross about the value of teaching first aid</p> <ul style="list-style-type: none"> • <i>Simple actions can make a difference.</i> • <i>Anyone can learn to give first aid in different situations.</i> • <i>First Aid Champions lessons enable children to feel confident that they can help.</i> • <i>If children are confident, they will be inspired to help.</i> 	<p>First aid Sepsis awareness</p>
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