



Core Theme 1: Health and Wellbeing

Strand: Relationships

General topic for all classes - Daring to be different

Year: 1 and 2

Lesson 1

L.O: To know our likes and dislikes.

Possible SC: I know that we all like and dislike different things. I can recognise and respect each other's differences.

Key vocab: likes, dislikes, similarities, differences, unique.

Possible activities: Whole class - pass the magic mirror. Hold up a mirror to each child's face so they see their reflection. Ask them what is so special in the mirror? Introduce the idea of being unique but also having things in common with others. Pairs - find two things you are your partner both like. Cross curricular with maths pairs - Venn diagram of likes. Whole class - create a class chart of hobbies. Cross curricular with maths whole class - children to conduct tally chart of children's likes around the class.

Lesson 2

L.O: To recognise when someone is feeling proud.

Possible SC: I can help another person feel proud.

Key vocab: boost-ups, put-downs, proud, special, compliment.

Possible activities: Whole class - brainstorm examples of boost-ups and put-downs. Whole class and pairs - make up and role play a situation where someone uses put-downs about someone's ability and how someone else boosts their self-confidence. Pairs - Write each other a compliment note.

Lesson 3

L.O: To appreciate being special.

Possible SC: I can tell you something that makes me special.

Key vocab: strengths, talents, skills.

Possible activities: Whole class - children are invited to bring in something from home e.g. toy etc. to show the rest of the circle and talk about themselves for a

minute. Practise talking with a partner first. Pairs - talk to each other about strengths and share with class something about their partner. Or pairs to take on identity as their pair and then find a new pair to share. Pairs - children to write down something special or something they didn't know about their partner.

Lesson 4

L.O: To know how to recognise worrying feelings.

Possible SC: I can tell when I am feeling worried or anxious.

Key vocab: worried, anxious, tense, worry box, catastrophe.

Possible activities: Whole class - go through pictures of different emotions then talk about what is the worried feeling. Whole class - brainstorm when do we feel worried? Pairs - look at worries and come up with solutions. Whole class - Introduce worry box if haven't already.

Lesson 5

L.O: To know how to stay calm.

Possible SC: I know some things cause me to feel stressed. I can be still and quiet and relax my body.

Key vocab: relaxed, calm, quiet, still, stressed.

Possible activities: Whole class - one side of the classroom is relaxed and the other side is not relaxed go to where you feel at the moment. Encourage the children to talk about how they are feeling and why. Individual - cut out different emotion faces and stick them in order of most relaxed to least relaxed.

Lesson 6

L.O: To know how to stand up for myself.

Possible SC: I can tell when it is right for me to stand up for myself. I know how to stand up for myself.

Key vocab: assertive, angry, defend, protect.

Possible activities: Whole class and groups - role play scenarios.

Year 3 and 4

Lesson 1

L.O: To recognise similarities and differences.

Possible SC: I know that there are similarities and differences between everyone.

Key vocab: similarities, differences, individuality, identity.

Possible activities: Circle time - I am individual because... Individual - draw a badge, shield or coat of arms to illustrate their identity.

Lesson 2

L.O: To know how to feel good about yourself in difficult situations.

Possible SC: I can tell you the things I am good at. I can recognise when I find something difficult and do something about it.

Key vocab: good, difficulties, interview.

Possible activities: Whole class - change places with someone if you are good at...

Pairs - prepare a 'good to be me' interviews. Brainstorm questions as a whole class first e.g. what things have you done recently that you are proud of.

Lesson 3

L.O: To know what a surprised feeling looks/ feels like.

Possible SC: I can tell you what feeling surprised is like. I know that different people have different feelings about surprises.

Key vocab: surprised, hopeful, worried, anxious, excited, relax, routine.

Possible activities: Whole class - place a 'present' in the centre of the circle and ask individuals to share... I would like there to be... in my present. Look at a photo of surprised expressions. Brainstorm other words that are similar to surprised or look up in thesaurus. Pairs - discuss how children would feel in different situations.

Lesson 4

L.O: To be able to recognise hopeful and disappointed feelings.

Possible SC: I can explain what hopeful and disappointed mean.

Key vocab: hopeful, disappointed, hopeless.

Possible activities: Whole class - Discuss hopeful and disappointed. Label each side of the classroom hopeful and disappointed and read scenarios and ask children to position themselves. Then discuss children's views. Group/ pairs - make a poster tuning hopeless into hopeful thoughts.

Lesson 5

L.O: To be able to hide or show my feelings.

Possible SC: I can choose when to show my feelings and when to hide them.

Key vocab - hiding, protection, fear, hurt, choices.

Possible activities: Whole class - brainstorm when we might want to hide our feelings. Group/ pairs - devise a role-play where children might or might not choose to hide their feelings e.g. when you are playing cards and you have the card someone else needs to win, when you fall over in front of a group of older children.

Lesson 6

L.O: To be able to stand up for myself.

Possible SC: I can choose to act assertively.

Key vocab - assertive, passive, aggressive, angry.

Possible activities: Whole class - Present scenarios to the class e.g. your friends wants you to go to the cinema and you don't want to. How do you handle the situation. Discuss in pairs. Introduce key terms. Group - discuss approaches to deal with situations.

Year 5 and 6

Lesson 1

L.O: To understand and respect others' opinions.

Possible SC: I can listen to other people's point of view. I can contribute to a simple debate.

Key vocab: listen, opinion, difference, agreement, discussion, debate, solution.

Possible activities: Pairs - children sit opposite a partner in a carousel. Provide children with a problem to solve to allow them to select their own issue e.g. there is not enough space in the playground for football and other games at the same time. What can we do about it? Report back two key points from their pair and compile into class list of suggestions. Pupils vote on suggestions.

Lesson 2

L.O: To know how to agree or disagree with reasoning.

Possible SC: I can disagree with someone without falling out. I can cope when someone disagrees with me.

Key vocab: agree, disagree, dispute.

Possible activities: Pairs - label each pair agree or disagree. Read out statements to the class and ask pupils to come up with reason for agreeing or disagreeing. Each pair feedback we agree because... or we disagree because... Whole class - play some music and ask pupils to move around the room. When the music stops, read out one of the statements and ask them to find someone who disagrees with the statements. They need to try and persuade the other person they are right.

Lesson 3

L.O: To recognise and appreciate risky choices.

Possible SC: I can make a judgement about whether to take a risk.

Key vocab: choice, risk, judgement, worthwhile.

Possible activities: Whole class - Brainstorm some of the risks we often take. Pairs - write statements on sticky notes and read out. Ask pupils to order them according to risk. Change criteria for ordering the risks to very worthwhile and not worthwhile. Pairs - discuss something you might try that involves taking a risk to extend their skills or improve their work. Write down a plan.

Lesson 4

L.O: To be able to stand up for oneself and not always follow the crowd.

Possible SC: I can stand up for what I think after listening to others and making my own choice. I understand the majority view is not always right.

Key vocab: peer pressure.

Possible activities: Whole class/ pairs - read the children different scenarios e.g. buying the same kind of trainers as other children in the class because of the fear of being laughed at if has different ones. Discuss how peer pressure

can be positive and negative and is about trying to persuade other to do things, for right or wrong. Child to go out the room and brought back to where other children pressure child to do something. Child talks about how that made him/her feel.

Lesson 5

L.O: To understand how to be assertive in the right way.

Possible SC: I can behave in an assertive way using appropriate body language and tone of voice.

Key vocab: assertive, passive, aggressive, angry, body, language.

Possible activities: Re-cap aggressive and passive behaviour. Groups - mime/role play expressing anger without words and expressing angry words without expression. Pairs - children given pictures of different expression and children annotate body language and thoughts.

Lesson 6

L.O: To be able to use a range of strategies to prevent bullying.

Possible SC: I know I can prevent bullying using different strategies.

Key vocab: bullying, strategies.

Possible activities: Re-cap work on anti-bullying. Brainstorm reasons children think that some people might get bullied. Drama and role-play scenarios to demonstrate bullying incidents. Create class posters - bully-free zone.