

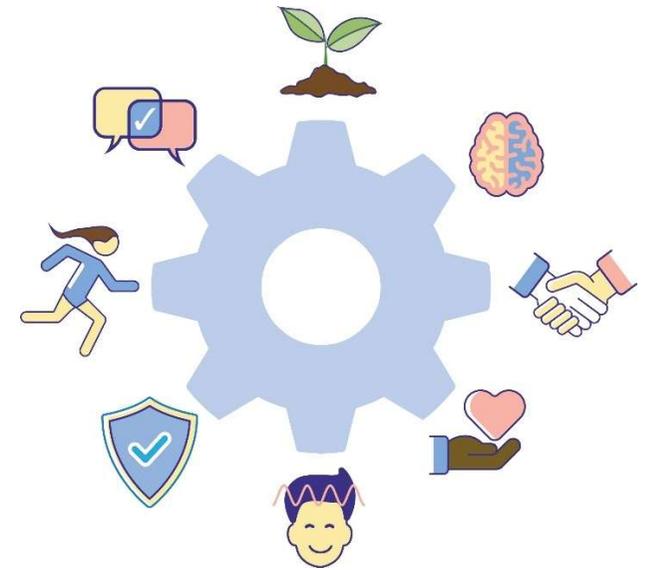
Scheme of Work

Cambridge Primary

Wellbeing 0034

Stages 1 to 3

This Cambridge Scheme of Work is for use with the Cambridge Primary Wellbeing Curriculum Framework published in September 2023



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Introduction

This document is a scheme of work created by Cambridge Assessment International Education for Cambridge Primary Wellbeing Stages 1 to 3.

It contains:

- at least one suggested teaching activity for each learning objective
- a list of subject-specific vocabulary that will be useful for your learners
- guidance on links between Wellbeing learning objectives
- guidance on where Wellbeing learning objectives can be integrated into the teaching and learning of other Cambridge Primary subjects
- examples of spontaneous teachable moments that can be used to reinforce each learning objective
- key points to consider for your planning and teaching and learning
- references to any relevant theories that underpin the activities for each learning objective.

You do not need to use the ideas in this scheme of work to teach Cambridge Primary Wellbeing Stages 1 to 3. It is designed to indicate the types of activities you might use, and the intended depth and breadth of each learning objective. These activities are not designed to fill all of the teaching time for Stages 1 to 3.

The accompanying teacher guide for Cambridge Primary Wellbeing will support you to plan and deliver activities using effective teaching and learning approaches. You can use this scheme of work as a starting point for your planning, adapting it to suit the requirements of your school and needs of your learners.

Suggested teaching time

The suggested teaching time is based on 90 hours of teaching for Cambridge Primary Wellbeing Stages 1 to 3. You can adapt the time, activities and order of the activities based on the requirements of your school and the needs of your learners.

Other support for teaching Cambridge Primary Wellbeing Stages 1 to 3

Cambridge Primary centres receive access to a range of resources when they register. The Cambridge Primary support site at <https://primary.cambridgeinternational.org> is a password-protected website that is the source of the majority of Cambridge-produced resources for the programme. Ask the Cambridge Coordinator or Exams Officer in your school if you do not already have a login for this support site.

Included on this support site are:

- the Cambridge Primary Wellbeing Curriculum Framework, which contains the learning objectives that provide a structure for your teaching and learning
- grids showing the progression of learning objectives across stages
- the Cambridge Primary Wellbeing Teacher Guide, which will help you to implement Cambridge Primary Wellbeing in your school
- information about the Cambridge Wellbeing Check (a quick and intuitive, learner-led digital assessment designed to measure the wellbeing of learners aged 7 to 18)
- link to Cambridge Digital Teacher's Resources (step-by-step lesson plans for each learning objective that can be adapted to your timetable and school context)
- a list of endorsed resources, which have been through a detailed quality assurance process to make sure they are suitable for schools teaching Cambridge Primary Wellbeing worldwide
- links to online communities of Cambridge Primary teachers.

Resources for the activities in this scheme of work

We have assumed that you will have access to these resources:

- paper, pens and pencils for learners to use
- a range of children's books.

We suggest that you use a mood meter as a tool to help learners recognise, describe and understand their own and others' emotions. For a description of this tool, see the activity for **123Ui.03** Understand that experiencing a wide range of emotions is normal. You may want to have a mood meter permanently available in the classroom as a resource to refer to at relevant points during activities and spontaneous teachable moments.

Other suggested resources for individual activities are described in the rest of this document. You can swap these for other resources that are available in your school.

Websites

There are many excellent online resources suitable for teaching Cambridge Primary Wellbeing. Since these are updated frequently, and many are only available in some countries, we recommend that you and your colleagues identify and share resources that you have found to be effective for your learners.

Approaches to teaching Cambridge Primary Wellbeing Stages 1 to 3

Through the activities in this scheme of work, learners develop secure emotional intelligence and emotional literacy, and establish secure mental and physical wellbeing.

Some of the activities may involve topics that are personal triggers for individual learners, e.g. they relate to something bad that happened in their past that makes them feel upset or frightened. Consider your context and known issues for your learners, and carefully select activities and resources to minimise possible detrimental effects on individuals. It is essential to develop clear ground rules so that learners know what to say and do if they are upset or if they see that someone else is upset. When planning activities, consider any safeguarding policies, issues or personal triggers. Consult with school leaders or families if necessary, e.g. when exploring the emotions relating to loss and bereavement. Be ready to signpost where learners can access support if required.

Where possible, use age-appropriate stories, picture books, scenarios, videos, dramas and visual images of third-party experiences rather than addressing learners' experiences directly. By discussing and reflecting on the experience of others, they will be able to explore complex and difficult issues safely and more easily.

Activities should build positive relationships and enable effective communication with and between learners, and this will support them to develop key understanding and skills.

Talk and open discussion will support learner development, particularly when reflecting on physical responses and health, recognising and managing emotions, developing vocabulary choices and developing understanding of wellbeing concepts. Be aware of unconscious bias, both your own and that of learners. Encourage learners not to judge others and support them to develop a positive self-image. Make sure that any modelled strategies and choices are examined through objective questioning, and recognise that there is often not one correct answer. It is important that you recognise and acknowledge the equal validity of learners' individual experiences, emotions, cultures and contexts throughout the Wellbeing curriculum.

Strand: Understanding myself

Outline of strand

The learning objectives in the strand, Understanding myself, are divided into three sub-strands.

Identifying emotions

In this sub-strand, learners will identify, describe and understand a wide range of emotions and their effects on mood and behaviour. They will explore emotions related to loss.

Managing emotions

In this sub-strand, learners will understand why it is important to talk about emotions, explore feelings, evaluate behaviour, practise emotional self-care and self-management strategies, and identify their strengths and unique qualities.

Healthy habits

In this sub-strand, learners will understand healthy habits, including diet, physical activity, hygiene, sleep, nature, medicines, and how to manage allergies. They will identify personal routines, explore the impact of habits on wellbeing, and explore how to offer help to others.

Sub-strand: Identifying emotions

The learning objectives covered in the sub-strand Identifying emotions are:

123Ui.01 Identify a wide range of emotions in themselves and others.

123Ui.02 Describe the effect their emotions have on their mood and behaviour.

123Ui.03 Understand that experiencing a wide range of emotions is normal.

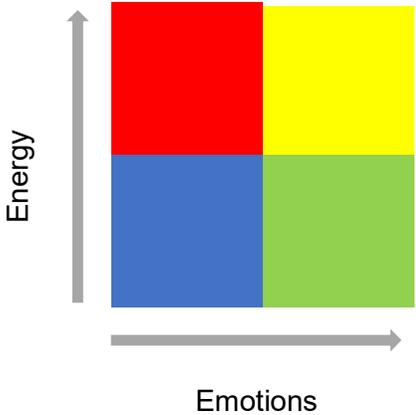
123Ui.04 Describe how they feel when they experience different types of loss.

Learning objective	123Ui.01 Identify a wide range of emotions in themselves and others.	
Suggested teaching activities	Key vocabulary	Links
<p>Show learners lots of images of people experiencing different emotions and see if they can guess how the individual is feeling. Explain that we use our own experiences to judge how other people are feeling, so we get it wrong sometimes. For example, if we see someone sitting alone on a swing, we may think they feel lonely, but in fact they may be very content in that moment and enjoying the time alone. If we see someone crying, it could be out of joy or sorrow. An image of someone looking shocked or scared is very similar to an image of someone looking surprised by something wonderful.</p> <p>Ask learners if they know how they are feeling in themselves at all times. Explain that sometimes it is hard to know or to explain how we are feeling as we may not have the right words to describe this. For example, we may not be aware of feeling uncomfortable, so it comes out as disorganised and erratic behaviour. The more we learn about our emotions, the more we will be able to understand ourselves.</p> <p>Invite learners to think of as many words to describe feelings as they can. Do not worry if they use lots of words that describe physical sensations too (e.g. hungry) as it can be difficult to differentiate between an emotion and a physical sensation, even for adults. Present results as a table or poster.</p>	Emotion	<p>Other Wellbeing</p> <p>123Um.01 Know why it is important to talk about their emotions.</p> <p>Cross-curricula</p> <p><u>English</u></p> <p>1SLm.03 Use some relevant vocabulary to describe events and feelings.</p> <p>2SLm.03 Use relevant vocabulary to describe events and feelings.</p> <p>*12Wv.01 Use vocabulary relevant to a familiar topic.</p> <p>*3Wv.01 Use specialised vocabulary accurately to match a familiar topic.</p> <p><u>English as a Second Language</u></p> <p>1Sc.01 Give basic information about themselves using simple words and phrases.</p> <p>2Sc.01 Give basic information about themselves using phrases and short sentences.</p> <p>3Sc.01 Give basic information about themselves using sentences.</p> <p>2So.01 Express, with support, basic feelings.</p>

		<p>3So.01 Express, with support, basic opinions and feelings.</p> <p>2Wc.02 Express, with support, basic feelings.</p> <p>3Wc.03 Express, with support, basic opinions and feelings.</p> <p><u>Music</u></p> <p>123MC.04 Discover and use a range of compositional ideas to express themes, moods and emotions.</p>
Spontaneous teachable moments	Guessing the emotions of characters in stories and learning new emotion vocabulary.	
Key points to consider	Understanding emotions are difficult. We can improve with practice.	
Theory	Emotional Intelligence by Daniel Goleman.	

Learning objective	123Ui.02 Describe the effect their emotions have on their mood and behaviour.	
Suggested teaching activities	Key vocabulary	Links
<p>Describe to learners the following scenarios:</p> <p>Scenario 1: Your friend takes your pen without asking you.</p> <p>Ask learners: <i>How might you feel?</i></p> <p>Acknowledge all responses from learners without judging whether the feeling is right or wrong. Then ask:</p> <ul style="list-style-type: none"> • <i>What happens next?</i> • <i>What might you do?</i> <p>Explain that the more intense the emotion, the bigger the display of behaviour. For example, if this made you very angry, you may shout, snatch the pen back or scream, whereas if you</p>	<p>Emotions</p> <p>Behaviour</p>	<p>Other Wellbeing:</p> <p>123Ui.01 Identify a wide range of emotions in themselves and others.</p>

<p>were busy painting and did not need the pen, then you may not be upset and would chat to your friend at lunchtime. Encourage learners to notice that their emotions dictate how they feel and what they do. So if we are sad we may cry and curl up.</p> <p>Scenario 2: You are reading a story with your family.</p> <p>Ask learners: <i>How might you feel?</i></p> <p>Acknowledge all responses from learners without judging whether the feeling is right or wrong (e.g. happy, bored, tired).</p> <p>Then ask:</p> <ul style="list-style-type: none"> • <i>What happens next?</i> • <i>What might you do?</i> <p>(If you were tired, you may sleep, or if you were happy, you may ask for more stories). Encourage learners to notice that their emotions affect how they feel and what they do.</p> <p>Scenario 3: You drop your toy in the mud.</p> <p>Ask learners: <i>How might you feel?</i></p> <p>Acknowledge all responses from learners without judging whether the feeling is right or wrong.</p> <p>Then ask:</p> <ul style="list-style-type: none"> • <i>What happens next?</i> • <i>What might you do?</i> <p>Explain that the more intense the emotion, the bigger the display of behaviour. Encourage learners to notice that their emotions affect how they feel and what they do.</p> <p>Invite learners to choose a scenario and think about their own responses. Discuss two different responses to the same scenario.</p>		
Spontaneous teachable moments	Notice and acknowledge how different children have different responses to the same scenarios. Explain that it is normal for us all to respond differently.	
Key points to consider	All learners may respond that everyone feels the same thing in each scenario, so the key learning is to explain how different scenarios produce different feelings for different people.	
Theory	Cognitive behavioural therapy suggests that how we feel is linked to how we behave.	

Learning objective		123Ui.03 Understand that experiencing a wide range of emotions is normal.	
Suggested teaching activities		Key vocabulary	Links
<p>Introduce a mood meter. Start with four boxes:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: red; color: white; padding: 5px; text-align: center;"> High energy Unpleasant emotions </div> <div style="background-color: yellow; padding: 5px; text-align: center;"> High energy Pleasant emotions </div> <div style="background-color: blue; color: white; padding: 5px; text-align: center;"> Low energy Unpleasant emotions </div> <div style="background-color: lightgreen; padding: 5px; text-align: center;"> Low energy Pleasant emotions </div> </div> <p>Give learners one example of a mood that fits in each box and invite them to name any others that they can think of. For example:</p> <ul style="list-style-type: none"> • Red – angry, frustrated, shocked. • Yellow – happy, excited, joyful. • Blue – sad, lonely, tired. • Green – calm, peaceful, at ease. <p>If appropriate for your learners, arrange the boxes as shown below, and draw a horizontal axis labelled 'Emotions' (unpleasant to pleasant) and a vertical axis labelled 'Energy' (low to high).</p> <div style="text-align: center; margin-top: 20px;">  </div>		<p>Mood Energy Emotion Pleasant Unpleasant Angry Frustrated Happy Excited Sad Lonely Calm Peaceful Healthy Acceptable</p>	<p>Other Wellbeing:</p> <p>123Ui.01 Identify a wide range of emotions in themselves and others.</p> <p>123Ui.02 Describe the effect their emotions have on their mood and behaviour.</p>

<p>Explain that we can experience a wide range of moods from each of these boxes and that all emotions are normal and OK. For example, feeling angry is allowed and important, but the way we express this anger can be healthy or not healthy, acceptable or not acceptable. It is OK to feel angry, but it is not OK to scream in someone's face. Emotions are there to give us messages and signs.</p> <p>Ask learners: <i>Do all people experience all four colours of emotions?</i></p> <p>Explain that we all experience a wide range of emotions.</p> <p>Explain that although the red and blue emotions may be unpleasant, they are not bad. Help draw out the positive benefits of experiencing blue and red emotions:</p> <ul style="list-style-type: none"> • When we feel blue (sad, tired), this is our body communicating with us to slow down so we need to listen to it. • When we feel red (angry, frustrated), it is a signal. It is important to feel frustrated, as we this is what happens when we struggle to learn something. When we achieve the thing we were struggling and frustrated with, the feeling changes to yellow as we feel proud. <p>The mood meter can help us identify how we are feeling in given moments. Ask learners to write their name on a piece of paper and cut it out. Ask them to place their name on the mood meter according to their current feelings. This could be an activity used each morning to 'check-in' with learners. Ensure you are modelling that experiencing any one of the emotions is OK and that there is no shame or embarrassment in being in the red or blue zone.</p>		
<p>Spontaneous teachable moments</p> <p>Key points to consider</p>	<p>Validate all learners' emotions by distinguishing between how they feel and how they act. For example, say "It is OK to feel angry when someone takes your pen, but it is not OK to hit them."</p> <p>You could make the mood meter (painting the quadrants red, blue, yellow and green) before the activity or just draw it on the board. It is a useful permanent classroom resource.</p> <p>For younger learners, you may want to present a simpler version of the mood meter, such as one that represents the emotions in a linear, rather than a quadrant, format. You can use the four boxes in a line, or other formats, e.g. as a thermometer or a dial. There are many examples online. Remember to explain that each box represents a number of emotions, e.g. the blue box may include sad, tired and lonely.</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="background-color: blue; color: white; padding: 5px; border: 1px solid black;">Sad</div> <div style="background-color: green; color: white; padding: 5px; border: 1px solid black;">Calm</div> <div style="background-color: yellow; color: black; padding: 5px; border: 1px solid black;">Happy</div> <div style="background-color: red; color: white; padding: 5px; border: 1px solid black;">Angry</div> </div>	

Theory	<p>You can also use faces, either on their own or with words, for example:</p> <div style="display: flex; justify-content: center; gap: 10px;">     </div> <p>No emotion is bad, but how we react to them can be unacceptable. Learners need strategies to manage their blue and red emotions (see 123Um.05, Practise strategies they can use when self-managing unpleasant or intense emotions).</p>
	<p>The mood meter is based on the work of Dr Marc Brackett. Social and Emotional Learning. Yale University Center for Emotional Intelligence.</p>

Learning objective	123Ui.04 Describe how they feel when they experience different types of loss.	
Suggested teaching activities	Key vocabulary	Links
<p>Check understanding of the word 'change'. Change happens when something different happens and things are not the same as before. Change can be exciting but it can also lead to us feeling sad.</p> <p>'Loss' is a change that can lead to feeling big emotions.</p> <p>Introduce different types of loss using pictures, e.g.:</p> <ul style="list-style-type: none"> • leaves falling from a tree • losing the one-to-one bond with their guardian when a sibling is born • loss of a pet • loss of a special person or possession. <p>Using the mood meter from the previous activity (123Ui.03), invite learners to identify the emotions they may feel when they experience different kinds of loss. Explain that loss can make us experience lots of different emotions and there is not a right or wrong way to feel. We can also experience a number of emotions at one point in time. We may feel the emotions associated with low energy and feeling unpleasant and this is OK and normal. We also may experience pleasant emotions when experiencing loss and so can laugh and play.</p>	<p>Change Loss Withdrawn Cold Sad Miserable Empty</p>	<p>123Ui.03 Understand that experiencing a wide range of emotions is normal.</p> <p>123Nd.01 Discuss times when they experienced change and the emotions associated with change.</p>

<p>Invite learners to give examples of films and story books that explore loss and highlight how the character feels.</p> <p>Invite learners to choose one type of loss and paint or draw the emotion associated with it in any way they want. Again, emphasise that there is no right or wrong way of representing these feelings.</p> <p>Conclude by explaining that loss will always introduce change. Change can be uncomfortable because we like things to be the same and predictable as this makes us feel safe.</p>		
Spontaneous teachable moments	Notice the feelings associated with loss in the stories and examples used across the different topics.	
Key points to consider	A learner may be struggling with a current significant loss and would need extra sensitivity. A consideration of any anniversaries would also be worthy of note.	
Theory	Kübler-Ross stages of grief.	

Sub-strand: Managing emotions

The learning objectives covered in the sub-strand Managing emotions are:

123Um.01 Know why it is important to talk about their emotions.

123Um.02 Explore what makes them feel happy or sad.

123Um.03 Consider reasons for their impulses to react in different situations.

123Um.04 Practise strategies to support emotional self-care and identify which make them feel better.

123Um.05 Practise strategies they can use when self-managing unpleasant or intense emotions.

123Um.06 Identify their own strengths and what makes them unique.

Learning objective	123Um.01 Know why it is important to talk about their emotions.		
Suggested teaching activities	Key vocabulary	Links	
<p>Introduce learners to the hand model of the brain (Daniel Siegel). This model explains what happens when we experience a big emotion.</p> <p>Display an image of the brain on the board. Fold your thumb into your palm and say, “This is the emotion centre of our brain.” Wrap the other fingers over the top of the folded thumb and say, “This is the problem-solving and learning part of our brain.”</p> <p>Explain that when we experience a big emotion, the emotion part of our brain controls the learning part of our brain. It ‘flips the lid’ (demonstrate the wrapped fingers flipping up) of our brain so we cannot learn or solve problems effectively. When we name our emotions, it helps to close the lid on our brain, activating and engaging this part of the brain (wrap fingers over thumb) and we can learn and solve problems again.</p> <p>Question learners to check their understanding:</p> <ul style="list-style-type: none"> • <i>What can happen when you want what someone else has? What can happen when you lose a game?</i> (e.g. Learner: “I can have a big emotion.”) • <i>What happens to your brain when you have a big emotion?</i> (e.g. Learner: “The learning and problem-solving part of my brain stops.”) • <i>What can you do?</i> (e.g. Learner: “Name the emotion.”) • <i>How does this help?</i> (e.g. Learner: “It helps to close the lid and engage the problem-solving part of my brain.”) <p>Ask learners to think of other scenarios when they experience big emotions. Ask learners to draw the hand model of the brain.</p>	<p>Brain</p> <p>Problem solving</p> <p>Learning</p> <p>Flip the lid</p> <p>Close the lid</p>	<p>Other Wellbeing</p> <p>123Ui.03 Understand that experiencing a wide range of emotions is normal.</p>	
Spontaneous teachable moments	<p>When a learner feels frustrated, ask them to model what is happening to their brain (‘flip the lid’), name their emotion, and describe how they now feel. If a learner does this without prompting, ask if it helped them to pause before they acted.</p> <p>When there is a friendship issue or an individual is experiencing a big emotion you can remind them of flipping the lid. If used regularly, this could be done non-verbally using the hand gesture that they have</p>		

Key points to consider	been taught. Give them the opportunity to talk about the emotion they are feeling. For example, a learner could signal using the hand model to another learner or a teacher that they are not feeling in control of their emotions. This then prompts the other learner or the teacher to ask which emotion they are feeling.
	When they name their emotions, it helps them to calm down. Their feelings link directly to their behaviour, so talking about how they feel can help them to explore their behaviour. There are learner-facing videos of 'flipping the lid' on the internet that include animation and diagrams. These can be useful for exploring this learning objective.
	Theory The hand model of the brain is from Dr Daniel Siegel's 'Name it to tame it' theory. This applies to the cognitive behavioural theory of understanding behaviour.

Learning objective	123Um.02 Explore what makes them feel happy or sad.		
Suggested teaching activities	Key vocabulary	Links	
<p>Ask learners to identify the quadrant in the mood meter that is associated with happy feelings (yellow; refer to 123Ui.03). Ask learners to identify the quadrant in the mood meter that is associated with sad feelings (blue; refer to 123Ui.03).</p> <p>Invite learners to describe three activities they do that help them feel yellow emotions and three activities that make them feel blue emotions. Ask each learner to make a poster (with the emotion in the middle and their activities around the outside) or they role-play the different activities in small groups.</p> <p>Share activities with other learners and acknowledge that all learners are different and what encourages one learner to feel happy may not encourage another learner to feel happy.</p> <p>Guide learners to think about their hobbies and external factors that affect their mood.</p>	<p>Happy</p> <p>Sad</p>	<p>Other Wellbeing</p> <p>123Ui.03 Understand that experiencing a wide range of emotions is normal.</p> <p>123Rh.10 Identify activities they enjoy doing with their family.</p> <p>Cross-curricula</p> <p><u>English</u></p> <p>1SLr.01 Talk about own activities, including what they enjoyed.</p>	
Spontaneous teachable moments	Notice and verbalise learners' behaviour when they engage in an activity that encourages them to feel happy, especially when they consciously do this activity to change their mood. For example, after a		

Key points to consider	dispute between friends, Sarah sits down to colour. Acknowledge how well she knows herself and that she is helping her body feel happy by doing the things that bring her joy.
	There is an opportunity to share your own three activities for each emotion to introduce the topic.
	Theory

Learning objective	123Um.03 Consider reasons for their impulses to react in different situations.	
Suggested teaching activities	Key vocabulary	Links
<p>Introduce the concept that ‘the way I behave depends on how I understand a situation (how I think)’.</p> <p>Revisit the same scenarios from 123Ui.02. Ask learners to notice that how you explain or interpret the event determines how they behave (how I think affects what I do). For example, if they think that getting their toy dirty is OK for them, mud does not bother them and their carers will not be annoyed about the mud, then the child will react differently to a child that thinks that mud is not nice and who might receive negative consequences from their carer for getting the toy dirty.</p> <p>Explain that we all have reasons for our behaviour and these reasons may not be clear or understood. How one learner reacts to a situation may be different to another learner.</p> <p>Introduce the following behaviours:</p> <ul style="list-style-type: none"> • a child did not complete their homework • a child was not invited to the party • a sibling tapped their brother. <p>Invite learners to think of at least two different reasons or justifications for the child’s behaviour, for example:</p> <ul style="list-style-type: none"> • They did not understand the homework, or they did not have time because they had a club to attend. • The child who was having the party did not invite another child by mistake, or only a few children were invited and so many children were not invited. 	<p>Thinking Behaving Feeling</p>	<p>Other Wellbeing</p> <p>123Ui.02 Describe the effect their emotions have on their mood and behaviour.</p> <p>Cross-curricula</p> <p><u>English</u></p> <p>2SLr.01 Talk about own activities, including why they made particular choices.</p>

<ul style="list-style-type: none"> The brother tapped the sibling first, or it was an accident as the sibling was waving their arms. 		
Spontaneous teachable moments	Notice that there are many interpretations to different behaviours. When learners experience conflict, help them acknowledge that each individual is interpreting the event differently.	
Key points to consider	Notice that what they think affects how they feel and behave. This is a huge concept and will need consistent repetition in different situations for this learning to be truly understood.	
Theory	The ABC model of cognitive behavioural therapy explains how our thoughts link to how we feel and how we behave.	
Learning objective	123Um.04 Practise strategies to support emotional self-care and identify which make them feel better.	
Suggested teaching activities	Key vocabulary	Links
<p>Introduce a range of emotional self-care strategies. Encourage the class to practise them all and decide which ones they prefer and why. This can be achieved by setting up a carousel of activities. Use tables around the room to set up the following activities and give learners a set time to try each activity before moving on to the next table:</p> <ol style="list-style-type: none"> 1) Writing: Gratitude – Learners write down three things they feel grateful or thankful for. 2) Moving: Yoga – Learners follow a video of yoga for young children (can be found on the internet). 3) Giving: Acts of kindness – Learners make a thank you card for someone they don't often thank. 4) Learning – set up a few activities and ask learners to choose one (e.g. a game, learning a language, a dance move). 5) Doing: Art – play some dramatic music and instruct learners to paint what they hear. <p>Allow time for reflection on what they enjoyed and why. Draw out the emotions they felt using the mood meter (123Ui.03) and any bodily sensations.</p>	<p>Self-care Self-love Kindness</p>	<p>Other Wellbeing 123Ui.03 Understand that experiencing a wide range of emotions is normal.</p> <p>Cross-curricula <u>English</u> 1SLr.01 Talk about own activities, including what they enjoyed.</p> <p><u>Global Perspectives</u> 1A.03 Talk about simple, personal consequences of own actions.</p>

			<p>1A.04 Choose a possible solution to an issue from a range of actions given.</p> <p>2A.04 Suggest a personal action that could make a positive difference to an issue affecting self.</p>
Spontaneous teachable moments	Free play and creative tasks in the classroom are all excellent self-care activities. Acknowledge when you use them in class and how it can help change mood.		
Key points to consider	If possible, ask other staff members to help the carousel of activities work smoothly.		
Theory	Positive psychology and Seligman's PERMA theory.		
Learning objective	123Um.05 Practise strategies they can use when self-managing unpleasant or intense emotions.		
Suggested teaching activities	Key vocabulary	Links	
<p>Recap the hand model of the brain described in 123Um.01. Remind learners that when the lid is flipped, they can name their emotions to manage unpleasant or intense emotions. Once they have named their emotion, they can help to close the lid by engaging in a calming strategy.</p> <p>Introduce three to five mindful calming techniques. Use the internet to show videos of the different mindful calming activities or model these yourself. Allow learners to try each activity, e.g. hot chocolate breathing technique, hand breathing, star breathing and bee breath.</p> <p>Explain that they must practise these techniques often to ensure they can then use them in moments of intense or unpleasant emotions. Agree with learners how often you will revisit these activities each week. Challenge learners to practise one per week and set up a time to reflect in class on a calming strategy.</p>	Breathing	<p>Other Wellbeing</p> <p>123Ui.01 Identify a wide range of emotions in themselves and others.</p> <p>Cross-curricula</p> <p><u>Art & Design</u></p> <p>TWA.02 Embrace challenges and opportunities, working with growing independence.</p> <p><u>Computing</u></p>	

		<p>3P.08 Understand that programmers use their mistakes to inform the programs that they create.</p> <p><u>Global Perspectives</u></p> <p>1A.04 Choose a possible solution to an issue from a range of actions given.</p> <p>2A.04 Suggest a personal action that could make a positive difference to an issue affecting self.</p>
Spontaneous teachable moments	<p>Guide learners to use these strategies when they are not paying attention or misbehaving in class. Question learners about how characters in stories use these strategies to calm their body and then problem solve effectively.</p>	
Key points to consider	<p>These strategies are all at a sensation-based level as they focus on engaging the parasympathetic nervous system to calm the nervous system, whereas the strategies in 123Um.04 engage their feelings. Find two minutes each week for learners to practise these calming techniques so that they can access the techniques in times of big emotions.</p>	
Theory	<p>Mindfulness.</p>	

Learning objective	123Um.06 Identify their own strengths and what makes them unique.	
Suggested teaching activities	Key vocabulary	Links
<p>Print or write a list of character strengths such as: kindness, thankfulness, love of learning, honesty, bravery. Introduce learners to these strengths as character strengths which are in all. They are in everyone to some degree and each one can be developed with practice.</p>	<p>(Each character strength will probably be new vocabulary.)</p>	<p>Cross-curricula</p> <p><u>English</u></p> <p>1Ra.04 Talk about texts heard or read, including making links with own</p>

<p>Ask learners to order the character strengths, with the top ones being strengths they feel are strong inside them.</p> <p>Invite learners to discuss this in a group and encourage each learner to identify a strength of the learner sitting to their right, e.g. “Ian loves to learn new things as he has joined all the lunchtime clubs.”</p> <p>Provide a picture of each learner and invite them to create a poster with their top five strengths around the picture.</p>		<p>experiences and expressing likes and dislikes.</p> <p><u>Physical Education</u></p> <p>123TP.05 Recognise movement qualities in self and others and be able to describe own movement strengths and areas for improvement.</p>
<p>Spontaneous teachable moments</p>	<p>Highlight and praise when you see learners displaying these character strengths.</p>	
<p>Key points to consider</p>	<p>These character strengths may be associated with your school values and can be placed as posters around the classroom to remind learners that they are strengths that they can develop and grow.</p>	
<p>Theory</p>	<p>Peterson and Seligman’s 24 character strengths (VIA institute on character).</p>	

Sub-strand: Healthy habits

The learning objectives covered in the sub-strand Healthy habits are:

123Uh.01 Understand what 'being healthy' means.

123Uh.02 Understand the effect of water and different food groups on our bodies.

123Uh.03 Know what a balanced diet looks like for them.

123Uh.04 Know how to take care of their teeth.

123Uh.05 Know that movement and exercise is important for health and wellbeing.

123Uh.06 *Identify at least one physical activity they enjoy and practise regularly.

123Uh.07 Demonstrate routines for good hygiene.

123Uh.08 Understand the importance of rest for their bodies and minds.

123Uh.09 Understand the importance of sleep for their bodies and minds.

123Uh.10 Explore the benefits of spending time outside and in nature.

123Uh.11 Understand the purpose of medicines.

123Uh.12 Understand how allergies can be managed.

123Uh.13 *Offer help and suggestions to others to help them manage their wellbeing.

Learning objective	123Uh.01 Understand what 'being healthy' means.	
Suggested teaching activities	Key vocabulary	Links
<p>Ask learners what 'being healthy' means to them. Validate all responses but then conclude the following:</p> <ul style="list-style-type: none"> • Being healthy means creating routines to look after their body and mind to keep them strong and happy and to prevent illness. It helps them concentrate in class, live longer and develop good relationships. <p>Prepopulate a worksheet with a famous character in the middle of the page with five bubbles around it, or ask learners to draw this themselves. Tell learners that they are going to find out how the character keeps healthy. Place clues around the room (e.g. a picture of a character sleeping for 10 hours) or label different tables to explore five themes:</p> <ul style="list-style-type: none"> • Sleep – How much sleep? Where do they sleep? • Food – What do they eat? How often? • Water – How much do they drink? Do they drink other drinks? • Exercise – What movement does the character do each day and for how long? • Hygiene – How often do they wash their body, hands? What do they do when they sneeze? <p>The aim of this activity is to explore what learners already know about each of the five healthy routines. Explain that they are investigating what they know now and then they will review this sheet at the end of the activity to see what they have learned. Explain to learners that you will not be saying whether their responses are right or wrong as they are just exploring what they already know. Encourage them to write down or draw one healthy routine or habit the character uses for each theme. For example, they may write, "Mickey Mouse sleeps five hours a night, eats lots of meat and fish, drinks two glasses of water a day, plays football every week, and washes his hands before a meal."</p> <p>End the activity by explaining that being healthy means looking after themselves and creating balanced routines and habits for their sleep, what they eat and drink, their exercise and their hygiene.</p>	<p>Healthy Routine Illness</p>	<p>Other Wellbeing</p> <p>123Um.04 Practise strategies to support emotional self-care and identify which make them feel better.</p> <p>Cross-curricular</p> <p><u>Science</u></p> <p>2Bp.01 Know that humans need to manage diet, maintain hygiene and move regularly to be healthy.</p> <p>2Bp.02 Describe what illness is and describe the common signs of illness in humans.</p>

Spontaneous teachable moments	Check with learners to see if one of their healthy habits needs addressing if learners are often not in control of their emotions.
Key points to consider	<p>Learners may have interesting thoughts on this topic and it will give you an insight into their family life. It is hard to withhold judgement and not to correct or comment on their ideas, so be aware of this challenge before embarking on this activity.</p> <p>You may wish to talk to learners about the fact that some people are or may look ill (or unhealthy) and that this is not necessarily because they have made unhealthy choices about food and physical activity. People get ill sometimes and some people are more susceptible to illness than others.</p>
Theory	

Learning objective	123Uh.02 Understand the effect of water and different food groups on our bodies.	
Suggested teaching activities	Key vocabulary	Links
<p>Draw a person on the board and invite learners to suggest ideas of what happens and how they feel when they need food or drink (e.g. tummy rumbles, difficult to concentrate, feel tired, feel irritated).</p> <p>Explain that they need food and water to keep them alive. Their body signals to them that they are thirsty and hungry to remind them to eat and drink and also signals when they are full. However, what they eat and drink is really important.</p> <p>Engage learners in a discussion on why their bodies need food and water. Encourage them to think about their activities and conclude that food and water keep us active, healthy and help us grow.</p> <p>Introduce learners to the five food groups below. Show them cards or images of food and invite learners to match the food to the different groups:</p> <ul style="list-style-type: none"> • Fruit and vegetables • Potatoes, bread, rice, pasta and other starchy carbohydrates • Beans, pulses, fish, eggs, meat and other proteins • Dairy and alternatives 	<p>Hungry</p> <p>Thirsty</p> <p>Full</p> <p>Active</p> <p>Healthy</p> <p>Grow</p>	<p>Other Wellbeing</p> <p>123Uh.01 Understand what 'being healthy' means.</p> <p>Cross-curricular</p> <p><u>Physical Education</u></p> <p>1Bp.02 Know that animals, including humans, need air, water and suitable food to survive.</p> <p>2Bp.01 Know that humans need to manage diet, maintain hygiene and move regularly to be healthy.</p> <p><u>Science</u></p>

<ul style="list-style-type: none"> Oil and spreads. <p>Introduce a poster showing the different portions of each food group. Make sure to include water (six to eight glasses a day).</p> <p>Question learners about the size of the food groups. Ask:</p> <ul style="list-style-type: none"> <i>Which are the largest groups?</i> <i>Which is the smallest group?</i> <i>What does this mean?</i> <p>Check that learners can identify the larger groups from which we should eat more and the smaller groups from which we should eat less.</p> <p>Explain to learners that to stay healthy, be active and grow, they need to eat a variety of food from the first four groups. Only a little is needed from the oil and spreads group, e.g. a little spread on a sandwich, a little oil for cooking.</p>		<p>123HB.06 Understand some components of a healthy diet.</p>
<p>Spontaneous teachable moments</p> <p>Key points to consider</p> <p>Theory</p>	<p>Check learners' knowledge of food groups when doing any food preparation in class or during lunch and snack breaks.</p> <p>Be careful when discussing foods 'eaten in small amounts' not to shame or disapprove of these foods but to merely highlight how they do not provide the same nutrients or goodness as the other foods which help them grow, stay active and keep healthy. Try and move language away from 'good' and 'bad' foods to a discussion on how food helps our body grow strong. Some foods provide little or no ingredients that help them grow strong and some provide a lot.</p>	
<p>Learning objective</p>	<p>123Uh.03 Know what a balanced diet looks like for them.</p>	
<p>Suggested teaching activities</p>	<p>Key vocabulary</p>	<p>Links</p>
<p>Check understanding of which foods are in which food group by inviting learners to name correct categories for a variety of different foods.</p> <p>Provide learners with a lunch template of a plate sectioned into the appropriate amount for each food group. Place lots of pictures of different foods around the room. Do not forget to</p>	<p>Balanced Diet</p>	<p>Other Wellbeing 123Uh.01 Understand what 'being healthy' means.</p>

<p>add drinks too. Ask learners to build a healthy lunch by choosing items of food to fit each section of their plate. Invite learners to notice the different colours on their plate. Explain that the more colours, the better as it shows a variety of foods. Do not worry if learners question portion sizes, as long as there is 'more' of the larger sections on the plate than others.</p> <p>Invite learners to share their lunch ideas and to check each other's misconceptions or adjustments to the categories.</p>		<p>Cross-curricular <u>Physical Education</u> 1Bp.02 Know that animals, including humans, need air, water and suitable food to survive. 2Bp.01 Know that humans need to manage diet, maintain hygiene and move regularly to be healthy.</p> <p><u>Science</u> 123HB.06 Understand some components of a healthy diet.</p>
<p>Spontaneous teachable moments</p>	<p>Notice food groups in stories or books.</p>	
<p>Key points to consider</p>	<p>Some learners will have food allergies or intolerances and other learners will need to be aware that some people will have different food choices based on likes and dislikes, and allergies, intolerances or cultural beliefs.</p> <p>During this activity, you may want to give learners the opportunity to prepare some simple snacks such as fruit kebabs or smoothies, maybe for a school event or celebration.</p>	
<p>Theory</p>		
<p>Learning objective</p>	<p>123Uh.04 Know how to take care of their teeth.</p>	
<p>Suggested teaching activities</p>	<p>Key vocabulary</p>	<p>Links</p>
<p>Remind learners that hygiene is an important aspect of their health.</p> <p>Taking care of their teeth is an important aspect of hygiene. Show learners pictures of sugary foods.</p>	<p>Teeth Health Hygiene</p>	<p>Other Wellbeing 123Uh.01 Understand what 'being healthy' means.</p>

<p>Ask learners: <i>What would happen to your teeth if you ate too much of these foods just after you had brushed your teeth?</i></p> <p>Explain that their teeth can decay and this will produce a hole, feel very painful and possibly turn their teeth brown.</p> <p>Print the top tips on dental hygiene and invite learners to create a poster to teach others good habits, e.g.:</p> <ul style="list-style-type: none"> • Brush twice a day; evening is the most important time to brush • Use a pea-sized amount of toothpaste • Look in the mirror when brushing • Brush for at least two minutes • Do not rinse out with water after brushing, just spit out the toothpaste. <p>Watch learner-facing videos presented as cartoons on 'how to brush your teeth' to help prevent tooth decay.</p>	Decay Surface	<p>Cross-curricular Science</p> <p>2Bs.02 Identify the different types of human teeth, explain how they are suited to their functions and describe how to care for teeth.</p>
<p>Spontaneous teachable moments</p>	<p>When learners lose a tooth, invite them to inspect their tooth to see any signs of tooth decay.</p>	
<p>Key points to consider</p>	<p>You can find advice on oral health for children from the World Health Organisation and from your local health service.</p>	
<p>Theory</p>		
<p>Learning objective</p>	<p>123Uh.05 Know that movement and exercise is important for health and wellbeing.</p>	
<p>Suggested teaching activities</p>	<p>Key vocabulary</p>	<p>Links</p>
<p>Remind learners that the food they eat gives them energy and that movement and exercise is an important part of staying healthy both physically (their body) and mentally (their mind).</p> <p>Show learners cartoon pictures of a heart, muscles, bones and lungs. Ask learners how exercise can help these parts of their body. Draw out that it makes them stronger and stops them getting sick.</p> <p>Ask learners how they feel now while they are sitting down. Use the mood meter (123Ui.03) to help. Then, invite learners to do five minutes of movement using a video from the internet</p>	<p>Healthy Physical Mental Heart Muscles Bones</p>	<p>Other Wellbeing</p> <p>123Uh.01 Understand what 'being healthy' means</p> <p>123Um.04 Practise strategies to support emotional self-care and identify which make them feel better.</p>

<p>that is fun and engaging. Ask them how they feel afterwards using the mood meter. Notice if their mood has changed without judging whether it is right or wrong.</p> <p>For example, ask learners: <i>Do you notice any change in the way you feel from before and after this exercise?</i></p> <p>Reassure them that it is OK if they don't notice any change. Count the number of learners that noticed their energy level go up and a feeling of positive emotion and conclude that research into exercise has found that it improves concentration and happiness.</p> <p>Ask learners what they think is the recommended amount of exercise per day for good health and wellbeing.</p> <p>Guidelines suggest 60 minutes a day. This does not have to be in one session. Invite learners to brainstorm (i.e. suggest lots of ideas quickly and encourage all ideas) all the movement and exercise they did yesterday and discuss whether they did approximately 60 minutes or not.</p> <p>Invite learners to suggest one way they can add more movement to their day.</p> <p>Conclude that the importance of movement and exercise is:</p> <ul style="list-style-type: none"> • Body – positive effect on your heart, lungs, bones and muscles. • Mind – improved concentration skills and happiness. 		<p>123Um.05 Practise strategies they can use when self-managing unpleasant or intense emotions.</p> <p>Cross-curricular <u>Physical Education</u></p> <p>123HB Demonstrate understanding of bodily changes during physical activity and the positive benefits of physical activity for health and wellbeing.</p> <p><u>Science</u></p> <p>2Bp.01 Know that humans need to manage diet, maintain hygiene and move regularly to be healthy.</p>
<p>Spontaneous teachable moments</p>	<p>Add more movement to the class day and comment on how learners are moving their bodies to improve their health. Provide opportunities to notice their emotions (using mood meter) after physical education lessons.</p>	
<p>Key points to consider</p>	<p>Some learners' concept of time will not be accurate. You may want to pre-determine how long playing at free-play time and lunchtime are and then ask them to calculate this.</p>	
<p>Theory</p>	<p>World Health Organisation (WHO) – 60 minutes a day of exercise.</p>	

Learning objective	123Uh.06 *Identify at least one physical activity they enjoy and practise regularly.		
Suggested teaching activities	Key vocabulary	Links	
<p>Ask learners to talk to a partner about two things they like to do after school or over the weekend. Ask for an example and discuss with learners whether their body is active and moving (e.g. playing football) or inactive and not moving (e.g. watching television). Ask learners to identify the physical activities they enjoy and practise.</p> <p>Gather learners in a circle. Play the game 'Change places if..', by asking learners to stand and change places with someone else if they, for example:</p> <ul style="list-style-type: none"> • cycled to school today • walked to school today • played outside after school yesterday • play sports in a club • go swimming regularly. <p>Ask learners to suggest new physical activities to continue the game.</p> <p>As a class, conduct a survey and make a block graph representing different ways learners in the class keep themselves physically healthy, e.g. swimming, netball, football, playing in garden, yoga.</p> <p>Challenge learners to summarise how often they practise their favourite activity per week and to represent this in a table or chart.</p> <p>Hold a class discussion about how learners feel when doing their chosen physical activity. Include changes in their body, e.g. faster heartbeat, red or hot face, and to their emotions, e.g. "I feel excited", "I feel happy", "I feel proud of myself". Use the mood meter (123Ui.03) to prompt learners to describe their emotions. Discuss what would happen if they did their chosen activity most days, e.g. "I would be able to swim a long way", "I would be able to run faster", "I would be fitter".</p> <p>Conclude that physical activity improves their mood and makes them stronger.</p>	<p>Physical activity</p> <p>Block graph</p> <p>Tally chart</p>	<p>Other Wellbeing</p> <p>123Uh.01 Understand what 'being healthy' means.</p> <p>123Um.04 Practise strategies to support emotional self-care and identify which make them feel better.</p> <p>123Um.02 Explore what makes them feel happy or sad.</p> <p>Cross-curricular</p> <p><u>English</u></p> <p>1SLr.01 Talk about own activities, including what they enjoyed.</p> <p>2SLr.01 Talk about own activities, including why they made particular choices.</p>	
Spontaneous teachable moments	<p>Draw on learners' hobbies as ways of forming healthy habits.</p> <p>Notice the physical activities used by their role models.</p>		

Key points to consider	It is important that the mathematics skills (tables or charts) have already been taught to be able to carry out these activities.
Theory	

Learning objective	123Uh.07 Demonstrate routines for good hygiene.	
Suggested teaching activities	Key vocabulary	Links
<p>Check learners' understanding of hygiene. Establish that this involves 'keeping themselves clean and stopping the spread of germs'.</p> <p>Invite the class to brainstorm the different routines or habits they have for good hygiene. Conclude the following using age-appropriate videos from the internet (you can find songs and cartoons on this topic):</p> <ul style="list-style-type: none"> • brushing teeth • washing hands • wearing clean clothes • washing bodies • using a tissue when sneezing and wiping noses. <p>Ask learners: <i>What would happen if they had poor personal hygiene?</i></p> <p>(It can lead to side effects like body odour, as well as greasy skin and hair. If they continue practising poor personal hygiene then more serious illnesses can develop, which may then spread to other people.)</p> <p>Ask learners: <i>Why do they need good personal hygiene?</i></p> <p>(Good personal hygiene can prevent germs from spreading and can stop the spread of some illnesses. Keeping clean and tidy can also benefit their mind. It can make them feel better about themselves, raising self-esteem, and making them more confident to make new friends.)</p> <p>Invite learners to research and present one of their personal hygiene routines to the class. Either print information or allow learners to use the internet. Ask them to find:</p> <ul style="list-style-type: none"> • <i>How often should I do this routine?</i> 	<p>Hygiene</p> <p>Germs</p> <p>Clean</p> <p>Infection</p> <p>Disease</p> <p>Self-esteem</p>	<p>Other Wellbeing</p> <p>123Uh.01 Understand what 'being healthy' means.</p> <p>Cross-curricular</p> <p><u>Science</u></p> <p>2Bp.01 Know that humans need to manage diet, maintain hygiene and move regularly to be healthy.</p> <p>2Bs.02 Identify the different types of human teeth, explain how they are suited to their functions and describe how to care for teeth.</p>

<ul style="list-style-type: none"> • <i>When should I do this routine?</i> • <i>Why should I do this routine?</i> <p>Encourage peer feedback and reflection.</p>		
Spontaneous teachable moments	Praise good hygiene practices when demonstrated in the class. For example, when a learner uses a tissue to blow their nose and then disposes it into the bin, comment on how they are preventing the spread of germs and illnesses.	
Key points to consider	Some learners may not have good hygiene practices. Be aware of the safeguarding and warning signs this highlights and inform the appropriate members of staff.	
Theory		

Learning objective	123Uh.08 Understand the importance of rest for their bodies and minds.	
Suggested teaching activities	Key vocabulary	Links
<p>Ask learners to produce two tables: 1. activities that provide rest for their body; and 2. activities that provide rest for their mind. Explain that screen time is debatable (depending on what is on the screen), but is often not associated with rest for their mind. Being fully present on the task at hand can help rest their mind (stops them thinking about the past or future), so this can include playing outside, being in nature, doing slow exercise, reading, etc. There will be lots of activities that are in both tables. Sleep can be added and will be discussed in more detail during the activities for 123Uh.09.</p> <p>Discuss with the class how they feel when doing their chosen rest activity, including what changes in their body, e.g. slower heartbeat, less tense, relaxed muscles, breath slower. Link this to their emotions, e.g. “I feel relaxed”, “I feel calm”, “I feel gratitude”. Use the mood meter (123Ui.03) to prompt learners to describe their emotions. Discuss what happens if they only did one activity. (They would not be healthy as this requires a balance of rest and physical and mental activity.)</p> <p>Invite learners to put the different activities in their personal order of preference and present as a poster.</p>	Body Mind Rest Tense Relaxed Gratitude Preference	<p>Other Wellbeing</p> <p>123Uh.06 *Identify at least one physical activity they enjoy and practise regularly.</p> <p>123Uh.01 Understand what ‘being healthy’ means.</p>

<p>Conclude by drawing out the benefits of resting their body and mind each day, e.g. “Rest helps me sleep better at night”, “I can concentrate for longer”, “I can put more energy into the active activities”, “I am calmer and happier”. Explain that these benefits make rest for their body and mind very important.</p>		
<p>Spontaneous teachable moments</p>	<p>Be conscious of our bias to being active versus being mindful. Some societies value productivity and place a large emphasis on active work and often associate rest with laziness and being weak. By being aware of these biases, be more conscious of how you speak about rest. Noticing and encouraging learners to reflect on activities they engage in to rest their body and mind can help address this bias.</p>	
<p>Key points to consider</p>	<p>Screen time is a difficult issue. There are different types of screen time (e.g. active versus passive) and some can be more restful than others. It is hard to gain balance so quality is very important.</p>	
<p>Theory</p>	<p>The Canadian Society for Exercise Physiology (CSEP). Children aged 5 to 17 should limit their screen time to a maximum of two hours per day. The Oxford Internet Institute disagree as they could not find any correlation between screen time and children’s wellbeing. Ensure a balance of screen time so that children live a healthy, social lifestyle overall.</p>	

<p>Learning objective</p>	<p>123Uh.09 Understand the importance of sleep for their bodies and minds.</p>	
<p>Suggested teaching activities</p>	<p>Key vocabulary</p>	<p>Links</p>
<p>Put the following ideas into a worksheet or write them on the board:</p> <ul style="list-style-type: none"> • Tiredness • Feeling alert and ready for the day • Rested and peaceful • Difficulty in listening and following instructions • Changes in how hungry I feel • A usual appetite • Recharges our brain and helps us learn • Gives us energy • Difficulty coping in new situations 	<p>Tired Lack of Sleep</p>	<p>Other Wellbeing 123Uh.01 Understand what ‘being healthy’ means.</p>

<ul style="list-style-type: none"> • Difficulty with friends • More emotional and easily upset • Able to cope with difficult challenges • More likely to get ill • Strong and able to fight illness <p>Invite learners to separate the points into a table with two columns headed 'Lack of sleep leads to...' and 'Good sleep leads to...'.</p> <p>Conclude that lack of sleep has many negative effects and how a good sleep can lead to many positive factors. Explain that 9 to 12 hours of sleep is what they are aiming for.</p>						
Spontaneous teachable moments	Use the mood meter (123Ui.03) to acknowledge when a learner is feeling blue emotions and check how they slept the night before.					
Key points to consider	Some learners will have poor sleep routines based on their family lifestyle and habits.					
Theory	<p>The American Academy of Sleep Medicine recommends the following hours of sleep:</p> <table border="1" data-bbox="734 815 1344 927"> <thead> <tr> <th data-bbox="734 815 1003 871">Age range</th> <th data-bbox="1003 815 1344 871">Recommended sleep</th> </tr> </thead> <tbody> <tr> <td data-bbox="734 871 1003 927">6 to 12 years</td> <td data-bbox="1003 871 1344 927">9 to 12 hours</td> </tr> </tbody> </table>		Age range	Recommended sleep	6 to 12 years	9 to 12 hours
Age range	Recommended sleep					
6 to 12 years	9 to 12 hours					
Learning objective	123Uh.10 Explore the benefits of spending time outside and in nature.					
Suggested teaching activities	Key vocabulary	Links				
<p>Encourage learners to do a mood meter (123Ui.03) reading of how they feel right now. Then take the class outside, preferably in nature (feeling the weather, hearing birdsong and seeing a tree or plant), to do a walk using their five senses. If this is not possible, set this activity for homework over a weekend. Provide them with a worksheet with a circle split into five sections. Label each section: I can see; I can feel; I can smell; I can taste; I can hear. Instruct learners not to taste anything other than the objects placed in a specific area prepared by you. Place some seasonal fruit, herbs or vegetables in little bowls. If this activity is set for homework, change, 'I can taste' to 'I would like to taste' and instruct learners not to</p>	<p>Five senses See Hear Taste Smell Touch</p>	<p>Other Wellbeing 123Um.01 Know why it is important to talk about their emotions. 123Uh.01 Understand what 'being healthy' means.</p>				

<p>taste anything. Instruct learners to go and explore and fill in their worksheets. Give them a set amount of time and ask them to draw or write the name of the objects they find.</p> <p>As a group, ask how they are feeling right now using the mood meter. Then extend this using curiosity as to why they are feeling those feelings without judging whether it is right or wrong. For example, you can say “You are feeling yellow emotions, excited – OK, thank you for sharing this with us. Anyone else?” or “You are feeling relaxed, as you are being allowed to explore and wonder around. Thank you for sharing this.” Link to the hand model of the brain, by suggesting that being outdoors and in nature helps to ‘close the lid’ and regulate our emotions. It also helps us stay present in our thoughts (focuses our attention). Ask whether learners found it easier or harder to focus on the task when outdoors.</p> <p>Then discuss with learners what they discovered about using their senses. Ask:</p> <ul style="list-style-type: none"> • <i>How did it feel to use all your senses?</i> • <i>Which senses were easier and which were more difficult?</i> <p>Conclude that being outside is really good for their body and mind as it encourages them to move their body and improves their mood.</p>		
Spontaneous teachable moments	Whenever possible, consider taking learners outside when they have become disengaged or as part of a regular routine to improve wellbeing.	
Key points to consider	If you don’t have green spaces like parks, think about having green plants in the classroom.	
Theory	Roger Ulrich’s stress reduction theory. Rachel and Stephen Kaplan’s attention restoration theory.	
Learning objective	123Uh.11 Understand the purpose of medicines.	
Suggested teaching activities	Key vocabulary	Links
Provide learners with lots of images of medicines, household products and sweets and ask them to sort them into these categories. Invite learners to notice the similarities and differences. Establish that sweets can look similar to medicines like vitamins and household products can be dangerous like medicines.	Similarities Differences Poisonous Dangerous	Other Wellbeing 123Uh.01 Understand what ‘being healthy’ means.

<p>Ask learners why they take medicines. (To make them better when they are ill or to help them stay healthy.)</p> <p>Ask learners: <i>Is it OK for you to give your friend or sibling medicine when they are not feeling well?</i></p> <p>Explain that medicine can be dangerous if not taken correctly and can only be given by a medical professional or trusted adult.</p> <p>Write a list of safety rules for taking medicine so that learners are fully aware of their purpose. For example:</p> <ul style="list-style-type: none"> • Only take medicine when they are sick or if they are taking a daily vitamin. • Only trusted adults give medicine. • Medicines should always be stored out of the reach of children. • Throw away old medicines or leftover medicines carefully so that young children and animals can't eat them. <p>Invite learners to turn this list into a poster.</p>		
Spontaneous teachable moments	Recap safety around medicines when a parent or carer brings in medicine for the teacher to administer.	
Key points to consider	Some children may have had an accident with medicine or household products already, so sensitivity around this topic is advised.	
Theory		
Learning objective	123Uh.12 Understand how allergies can be managed.	
Suggested teaching activities	Key vocabulary	Links
<p>Ask learners what they think an 'allergy' is. (Allergies occur when a person's body has a reaction to something.) Introduce a story of an individual with an allergy. For example, introduce Kate who has a milk allergy. Describe that a milk allergy can be dangerous (e.g. it can cause some people to have skin irritations, or problems breathing) and what precautions must be taken. Explain the important difference between not liking milk and being allergic to it.</p>	Allergy Reaction	<p>Other Wellbeing</p> <p>123Uh.01 Understand what 'being healthy' means.</p> <p>123Uh.11 Understand the purpose of medicines.</p>

Provide learners with a list of foods and ask them to sort them into two groups: Dangerous for Kate; and Not dangerous for Kate. Ask learners what Kate can do to manage her allergy and how her class can help. For example, ask: <i>Should Kate's friends offer her snacks without checking with an adult to see if they contain milk?</i>		
Spontaneous teachable moments	When eating together, highlight the difference between disliking foods and having an allergy. Link to school policies and rules about not sharing food.	
Key points to consider	Know who has an allergy and check with learners and parents or carers before the activity if it is OK for them to share their story.	
Theory		

Learning objective	123Uh.13 *Offer help and suggestions to others to help them manage their wellbeing.		
Suggested teaching activities	Key vocabulary	Links	
<p>Introduce a well-known character (soft toy or popular icon) who is really struggling to manage their wellbeing, e.g. Elsa is really struggling with a number of things and needs their help to feel healthier and happier. She is going to bed at 10pm and is always tired, she eats mostly one type of food, she only drinks orange squash, she doesn't have any hobbies and she spends each evening after school watching television. Her teeth are starting to hurt and her hair is greasy. She is looking for advice on what she can do.</p> <p>Invite learners to make a short video or poster to provide advice to Elsa to help her feel healthier and happier. You may wish to split the topics to give small groups ownership.</p> <p>There may be an opportunity to create an assembly or class presentation to younger learners on giving advice to manage wellbeing. Encourage learners to dress as 'experts' giving advice on wellbeing.</p>	Wellbeing Habits Self-care Heathy Lifestyle	<p>Other Wellbeing All of 123.Uh</p> <p>Cross-curricular <u>Global Perspectives</u></p> <p>2A.03 Talk about simple, personal consequences of own actions on others.</p> <p>34A.03 Talk about simple causes of personal actions and consequences on others.</p> <p>34A.04 Suggest personal actions that could make a positive difference to an issue affecting others.</p>	

		<p><u>Music</u> 2MS.02 Offer and accept suggestions for improvement to work.</p> <p><u>Physical Education</u> 123TR.05 Give supportive feedback partner/small group activities. Show appreciation of and respect for contributions and motivation to improve.</p>
Spontaneous teachable moments	Invite learners to support each other and offer advice when someone is struggling with an unhealthy habit. Invite learners to give advice to story characters when they struggle with their wellbeing.	
Key points to consider	It is important to consider and reiterate that sometimes people don't want their advice. In the above scenario, for example, acknowledge that Elsa has asked for their advice. Learners should check if the person prefers to be listened to or offered advice before offering advice. Ensure that learners understand the concept of choice.	
Theory		

Strand: My relationships

Outline of strand

The learning objectives in the strand, My relationships, are organised in one sub-strand.

Healthy relationships

In this sub-strand, learners will explore types of relationships, making and maintaining friendships, and understanding and respecting boundaries. They will learn communication skills, recognise bullying, and consider the importance of community and respect for diversity.

Sub-strand: Healthy relationships

The learning objectives covered in the sub-strand Healthy relationships are:

123Rh.01 Identify different types of people who are a part of their lives.

123Rh.02 Understand how to make friends and how to be a good friend.

123Rh.03 Experience positive interactions with their peers.

123Rh.04 Know how to resolve an argument.

123Rh.05 Understand that friendships can change.

123Rh.06 Discuss why it is important to include people in activities and how they might feel if they are not included.

123Rh.07 Identify situations that show bullying behaviours and suggest how it makes people feel.

123Rh.08 Know the difference between encouraging someone to do something which has positive effects and pressuring them to do something which has negative effects.

123Rh.09 Recognise that other families can look similar or different to theirs.

123Rh.10 Identify activities they enjoy doing with their family.

123Rh.11 Understand the meaning of the word 'love' and identify people they love and who love them.

123Rh.12 Identify communities that they belong to and discuss what being part of those communities feels like.

123Rh.13 *Communicate their own boundaries to others.

123Rh.14 *Respect other people's boundaries.

123Rh.15 Understand that people can have different experiences, thoughts and emotions to their own.

123Rh.16 Demonstrate respectful behaviours with others who have different attitudes, experiences or traditions to their own.

123Rh.17 Agree how to behave in the classroom and consider why rules are important.

123Rh.18 *Understand and demonstrate why active listening skills are important.

123Rh.19 Demonstrate ways in which they communicate with others.

Learning objective	123Rh.01 Identify different types of people who are a part of their lives.		
Suggested teaching activities	Key vocabulary	Links	
<p>Brainstorm different types of people in learners' lives, e.g. family, friends, teachers, carers. Highlight how they see some people more regularly than others. Highlight how each person has different key people in their life. For example, some children have grandparents and some children do not.</p> <p>Provide learners with a template of a garden or outdoor space and some silhouettes of adults and children. Invite learners to cut, stick and label people in their outdoor space who are part of their lives. Challenge learners to place key people in their life (those who they see more regularly) closer to the centre and those they see less regularly further from the centre. Invite learners to share their drawing with other members of your class.</p>	<p>Family</p> <p>Friends</p> <p>Regularly</p>	<p>Other Wellbeing</p> <p>123Rh.11 Understand the meaning of the word 'love' and identify people they love and who love them.</p> <p>123Ns.02 Identify people in their lives who help to keep them safe.</p>	
Spontaneous teachable moments	Notice in stories or films how people have different types of people in their life.		
Key points to consider	Some learners may have lost important people in their lives, so be sensitive when teaching this topic.		
Theory	Circles of influence model.		

Learning objective	123Rh.02 Understand how to make friends and how to be a good friend.		
Suggested teaching activities	Key vocabulary	Links	
<p>Invite learners to share with a partner, their favourite story about friendship and their favourite page from a book. Ask them to describe why it is their favourite. Highlight any examples of what a good friend is and record them on the board.</p> <p>Invite learners to put the character who is a 'good friend' in their story in the middle of a page and then label around the outside why they are a good friend, e.g. helpful, thoughtful, supportive, generous, good listener. Learners share ideas on what the character in their story does to show they are a good friend.</p> <p>Share your own story about friendship (that includes how the characters become friends).</p>	<p>Friendship</p> <p>Values</p> <p>Respect</p>	<p>Other Wellbeing</p> <p>123Rh.03 Experience positive interactions with their peers.</p> <p>123Rh.04 Know how to resolve an argument.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p>	

<p>Ask learners: <i>How did the characters in my story make friends in the first place?</i></p> <p>Explain that they make friends with those that they see regularly and they often do this by playing together.</p> <p>Choose a learner to role-play alongside you how you might engage a new child that is sitting by themselves to be your friend. Ask:</p> <ul style="list-style-type: none"> • <i>What's your name?</i> • <i>Would you like to play X or Y?</i> (If you only suggest one game, they might say no because they don't like the game.) <p>Then invite another learner to join in. Explain how slowly you play more and more and enjoy each other's company.</p> <p>Invite learners to practise asking each other to join in a game and use the mood meter (123Ui.03) to check how they feel when they are included.</p>		<p>3SW.04 Understand that people can be upset by things said to, or about, them.</p>
<p>Spontaneous teachable moments</p>	<p>Notice and acknowledge friendship qualities in learners when they play together and in stories.</p>	
<p>Key points to consider</p>	<p>Some learners may have friendship issues or difficulty making friends so explain that this is a skill that can be improved, rather than something some of them have and some do not.</p>	
<p>Theory</p>	<p>Emotional intelligence theory.</p>	
<p>Learning objective</p>	<p>123Rh.03 Experience positive interactions with their peers.</p>	
<p>Suggested teaching activities</p>	<p>Key vocabulary</p>	<p>Links</p>
<p>In pairs, learners ask each other the following questions.</p> <ul style="list-style-type: none"> • <i>What is your favourite hobby and why?</i> • <i>Describe your favourite meal, toy or game.</i> <p>Invite learners to feed back their partners' answers to the class.</p> <p>Ask learners as a whole class:</p> <ul style="list-style-type: none"> • <i>How did it feel to be asked questions about yourself?</i> • <i>How did it feel to be listened to?</i> 	<p>Listen Respond Valued</p>	<p>Other Wellbeing</p> <p>123Ui.01 Identify a wide range of emotions in themselves and others.</p> <p>123Um.06 Identify their own strengths and what makes them unique.</p> <p>123Rh.02 Understand how to make friends and how to be a good friend.</p>

<ul style="list-style-type: none"> • <i>How did it feel to hear someone else talking about your favourite thing?</i> <p>Use the mood meter (123Ui.03) to help. There are no right or wrong emotions to feel. However, establish with learners that they often feel yellow emotions (high energy, positive emotions) when they are asked questions about themselves (because this shows that the other person is interested in them) and listened to (because it makes them feel seen and heard if the other person can explain what they said).</p> <p>Ask learners:</p> <ul style="list-style-type: none"> • <i>Can asking questions, listening and repeating back in your own words what you heard help you to make friends?</i> • <i>Does it help you to be a good friend?</i> <p>Conclude that they can ask questions and repeat what they have said in their own words to make friends and improve their relationships. This shows connection and interest.</p>		<p>123Rh.18 *Understand and demonstrate why active listening skills are important.</p> <p>Cross-curricular <u>Art & Design</u> R.01 Celebrate artistic experiences and learning.</p>
Spontaneous teachable moments	Invite learners to practise active listening (repeating back what they heard) when they do partner work.	
Key points to consider	Learners may want to write or draw what their partner said to help them (particularly those with additional needs).	
Theory		

Learning objective	123Rh.04 Know how to resolve an argument.	
Suggested teaching activities	Key vocabulary	Links
<p>Ask the class what they think 'an argument' is. Thank learners for their feedback and conclude that an argument is when they disagree with someone else and both people feel blue and red feelings (link to the mood meter, 123Ui.03). Establish that these feelings are the less pleasant ones. Consider that often people argue because they feel something is not fair. Remind learners about the hand model of the brain (123Um.01) and ask whether it is best to try and resolve an argument (talk to your friend) when your lid has been flipped (i.e. when experiencing some big emotions like anger or sadness) or when they are calm and their lid is closed? Remind learners that they first need to calm their bodies before they can think and</p>	<p>Argument Disagree Logical Effective Fair Equal Respect</p>	<p>Other Wellbeing 123Ui.03 Understand that experiencing a wide range of emotions is normal. 123Um.01 Know why it is important to talk about their emotions.</p>

<p>act or behave sensibly. They should first practise a calming strategy, then focus on making friends again.</p> <p>Introduce the scenario: ‘Two friends both want to choose what game to play. They start shouting at each other and then walk off and don’t speak to each other.’ Ask: <i>How can we help them resolve the argument?</i></p> <p>Invite learners to role-play what to do next in pairs. Praise learners for:</p> <ul style="list-style-type: none"> • truly listening to their partner’s side of the story (practicing active listening, 123Rh.03) • finding out how their partner feels • speaking to an adult about their issues. <p>Encourage them to continue speaking to an adult for support in solving arguments or listening to concerns.</p> <p>Invite learners to find a different partner and, using the same scenario, practise active listening. Set a timer for 1 minute intervals. One person speaks for 1 minute (without interruption). Their partner repeats back their understanding of what the learner said for 1 minute (without interruption). Change roles.</p> <p>Conclude and enable learners to understand that when they hear and understand the other person’s point of view, it helps them know how to make things fair and equal.</p>	<p>Consideration Resolve</p>	<p>123Rh.03 Experience positive interactions with their peers.</p> <p>123Rh.18 *Understand and demonstrate why active listening skills are important.</p>
<p>Spontaneous teachable moments</p>	<p>Using active listening in real-life conflict in the classroom.</p>	
<p>Key points to consider</p>	<p>The 1 minute active listening exercise may need to be modelled first, before learners do the activity.</p>	
<p>Theory</p>		
<p>Learning objective</p>	<p>123Rh.05 Understand that friendships can change.</p>	
<p>Suggested teaching activities</p>	<p>Key vocabulary</p>	<p>Links</p>
<p>Ask learners why and when friendships might start to change. Examples may include: when someone moves away; when another person comes into the group; if there’s an argument.</p>	<p>Change Friendship</p>	<p>Other Wellbeing</p>

<p>After gathering some ideas, give them the scenario and questions below to work on in groups.</p> <p>'Alex and Simran have been best friends since nursery. They have always been in the same class in school and spend lots of time together, out of school too. Rita joins the class and Alex and Rita become friends; however Simran doesn't get on well with Rita. Rita and Simran both want Alex for a friend, but don't want to be friends with each other.'</p> <p>Ask learners:</p> <ul style="list-style-type: none"> • <i>What do you think will happen next between Alex, Simran and Rita?</i> • <i>Can they stay friends?</i> • <i>What can they do to stay friends (if they want to)?</i> <p>Gather feedback from the groups.</p> <p>Discuss how change can have benefits and challenges. Recap 123Ui.04 (how loss is a change that can bring about challenges and benefits). Ask learners to think of the benefits and challenges to the following two scenarios:</p> <ul style="list-style-type: none"> • Kamal has five best friends and three of them will be in his new class at school. • Jubran and Ellie had an argument before the summer holidays and are now in the same class at the start of term. <p>To further extend this topic, ask: <i>What advice would you give these children to deal with the challenges they have?</i></p>	<p>Benefits Challenges</p>	<p>123Ui.04 Describe how they feel when they experience different types of loss.</p> <p>Cross-curricular <u>Digital Literacy</u></p> <p>3SW.04 Understand that people can be upset by things said to, or about, them.</p>
<p>Spontaneous teachable moments</p>	<p>When learners experience friendship difficulties, challenge them to think of the benefits and challenges of the situation and offer advice to themselves.</p>	
<p>Key points to consider</p>	<p>There may be some friendship issues within the class. Try and keep the learning contextualised to the scenarios but remind learners that the same advice applies to their own situations.</p>	
<p>Theory</p>		

Learning objective	123Rh.06 Discuss why it is important to include people in activities and how they might feel if they are not included.		
Suggested teaching activities	Key vocabulary	Links	
<p>Choose three learners to role-play a short scenario where two children play together and a third child is not included. Ask the rest of the class how the third child might feel. Prompt learners using the mood meter (123Ui.03). Remind learners that there is no right or wrong way to feel and that they are only imagining another child's feelings. The child may feel very happy playing alone, but may also feel lonely and sad, so it is always best to check and ask if they see others sitting out and not playing.</p> <p>Ask learners: <i>What could the two children playing say or do?</i> (e.g. Ask "Would you like to join us?").</p> <p>Ask learners: <i>What could the third child say or do?</i> (e.g. Say "Can I join you please?")</p> <p>Explain that it's good to have special friends, but they should be friendly to everyone in your class. They need to learn to work together with whoever is in their group.</p> <p>Introduce 'kindness' as a superpower. Noticing that another learner is not playing and may feel lonely and then asking them to play is a really kind thing to do and makes someone a superhero. Invite learners to make a superhero kindness badge and then role-play the scenario again, this time, awarding the superhero kindness badge.</p>	<p>Kindness Respect</p>	<p>Other Wellbeing</p> <p>123Ui.03 Understand that experiencing a wide range of emotions is normal.</p> <p>123Rh.02 Understand how to make friends and how to be a good friend.</p> <p>Cross-curricular</p> <p><u>Global Perspectives</u></p> <p>1A.03 Talk about simple, personal consequences of own actions.</p> <p>2A.03 Talk about simple, personal consequences of own actions on others.</p> <p>34A.03 Talk about simple causes of personal actions and consequences on others.</p>	
Spontaneous teachable moments	<p>Praise learners for asking others to join in with their games.</p> <p>When teaching about the values of the school, link to respectfully working together.</p>		
Key points to consider	<p>True empathy is not fully developed until children are 7 to 8 years old but it is often assumed that children understand empathy at an earlier age. This is therefore something that needs careful modelling.</p>		
Theory	<p>Theory of mind.</p>		

Learning objective	123Rh.07 Identify situations that show bullying behaviours and suggest how it makes people feel.		
Suggested teaching activities	Key vocabulary	Links	
<p>Play the whisper game. Ask the group to repeat a sentence by whispering it from one learner to the person next to them, and so on, until the last learner has to say the sentence aloud to the group. Use this game to demonstrate how rumours can spread and change and how this can be a form of bullying.</p> <p>Ask learners what they think 'bullying' is. Thank all learners for their responses and conclude that it is any behaviour that intends to hurt someone (their feelings or their body).</p> <p>Ask learners to suggest different situations that show bullying behaviour. Prompt using an example, e.g. playing tricks or jokes to embarrass someone.</p> <p>Take their ideas and ask how these situations may make someone feel using the mood meter (123Ui.03).</p> <p>Use the list below and ask how each one may make someone feel:</p> <ul style="list-style-type: none"> • deliberately not playing with someone • whispering to others in front of someone • calling someone bad names • spreading rumours about someone • being friends with someone one week and then turning against them the next week for no apparent reason • encouraging others to ignore or bully someone • hurting someone or encouraging others to hurt them • looking at someone in a way that is disapproving or mean • taking embarrassing photos. <p>Conclude that anything that involves purposeful harm or upset is unacceptable.</p>	<p>Bullying Intention (Vocabulary from the list of blue emotions on the mood meter)</p>	<p>Other Wellbeing</p> <p>123Ui.03 Understand that experiencing a wide range of emotions is normal.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p> <p>3SW.04 Understand that people can be upset by things said to or about them.</p>	
Spontaneous teachable moments	Noticing bullying behaviours in books and films used in other topics.		
Key points to consider	Learners may have had access to social media or technology way beyond their age and so reinforcing safe use of technology and how it can be used to bully may be appropriate.		

Theory		
Learning objective		
123Rh.08 Know the difference between encouraging someone to do something which has positive effects and pressuring them to do something which has negative effects.		
Suggested teaching activities	Key vocabulary	Links
<p>Discuss the following scenarios and conclude whether each has a positive or negative effect.</p> <ul style="list-style-type: none"> • encouraging a friend to call another friend bad names • disapproving of gossip • giving clues to an answer when a friend is unable to answer • pressuring someone to play instead of doing their homework • encouraging someone to join in when they are sitting alone • continually asking someone to join in when they have said “No thanks” • encouraging someone to talk to an adult when they feel uncomfortable • pressuring someone to tell you something they don’t want to talk about • suggesting to someone to do something that is risky and dangerous • offering to hold someone’s hand when they are doing something that they find difficult. <p>Conclude and explain that they can encourage people to do things which have a positive effect and which encourage them to grow in a beneficial way. They can also pressure someone to do something which has a negative effect and which will not help them grow in a beneficial way. Remind learners that it is the intention behind the behaviour that is important. For example, if they encourage their friend to play instead of doing their homework they may really believe this is best for them. However, pressuring them to play because they want them to get in trouble with a teacher is a form of bullying.</p> <p>Revisit the scenarios above and invite learners to think about the feelings people may experience.</p>	<p>Positive effect Negative effect Pressure Encourage Suggest Offer</p>	<p>Other Wellbeing</p> <p>123Rh.06 Discuss why it is important to include people in activities and how they might feel if they are not included.</p> <p>123Ui.03 Understand that experiencing a wide range of emotions is normal.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p> <p>1SW.02 Know how to report digital content, or activity, that makes them feel unsafe or uncomfortable.</p> <p><u>Global Perspectives</u></p> <p>1A.04 Choose a possible solution to an issue from a range of actions given.</p> <p>2A.04 Suggest a personal action that could make a positive difference to an issue affecting self.</p>

Spontaneous teachable moments	Praise learners for encouraging each other.
Key points to consider	The difference between encouraging and pressuring can be subjective, so focus on thinking about whether the effects are positive or negative.
Theory	

Learning objective	123Rh.09 Recognise that other families can look similar or different to theirs.	
Suggested teaching activities	Key vocabulary	Links
<p>Show learners images of a wide range of families. These should exemplify that families may look different to theirs. For example, the images could include families with one parent; two parents, grandparents, extended relatives, a couple with no children, parents with many children.</p> <p>Ask learners to notice which families look similar to theirs and which look different. Ask them to give examples of the ways in which they are the same or different. Encourage learners to notice differences without judgement. For example, you can explain that that all these different family structures are valid and that they should only focused on noticing similarities and differences.</p> <p>Show some family tree examples. Demonstrate how to draw a family tree using examples from the images you shared with learners. You may want to use story characters or characters learners are familiar with.</p> <p>Ask learners to draw their family tree. Once they have done so, ask learners to share their family trees with each other and discuss similarities and differences. If necessary, you can provide support by using targeted questions to guide learners, e.g.:</p> <ul style="list-style-type: none"> • <i>You both have siblings, but do you have the same number?</i> • <i>Are you both the eldest child in your family?</i> <p>Compile a list of similarities and differences from learners' ideas.</p>	<p>Family tree</p> <p>Similar</p> <p>Different</p>	<p>Other Wellbeing</p> <p>123Rh.01 Identify different types of people who are a part of their lives.</p> <p>123Nb.05 Recognise and celebrate the ways they are the same as, and different from, other people.</p>

Spontaneous teachable moments	You can reiterate the similarities and differences between families when reading stories that contain examples of family structures.
Key points to consider	<p>Adopted, fostered or cared-for children, children who have lost a relative recently or children who have family issues may find this activity difficult. Make sure that you are aware of each child's situation before starting this activity.</p> <p>Information about family tree formats can be found on the internet. Learners may draw or write the names of family members on their family tree.</p> <p>There is an opportunity to engage parents and other family members in this activity by learners asking them about distant and past family members.</p>
Theory	

Learning objective	123Rh.10 Identify activities they enjoy doing with their family.		
Suggested teaching activities	Key vocabulary	Links	
<p>Provide pictures of lots of different activities learners may or may not enjoy doing with their families, e.g. going to a place of worship, eating in restaurants or at home, going to the park, swimming, reading. Invite learners to put the pictures into three groups: 'Activities I enjoy doing with my friends'; 'Activities I enjoy doing on my own'; and 'Activities I enjoy doing with my family'. Learners could present their groups in a Venn diagram if this is something they have used in Mathematics. Drawing a Venn diagram will enable them to show activities that fit into one, two or all three categories.</p> <p>Invite learners to create a story, write or draw a picture about the activities they enjoy doing with their family and to add any activities that were missing from the pictures provided.</p> <p>Invite learners to share their output with the rest of the class and invite the class to make one positive comment about each.</p>	<p>Enjoy Family</p>	<p>Other Wellbeing 123Um.02 Explore what makes them feel happy or sad.</p> <p>Cross-curricular <u>Digital Literacy</u> 1DW.04 Identify the tasks that devices are used for at home.</p> <p><u>English</u> 1SLr.01 Talk about own activities, including what they enjoyed.</p>	
Spontaneous teachable moments	Opportunity for learners to share enjoyable experiences they have with their family over the weekend.		

Key points to consider	There may be activities that learners enjoy doing with their families, on their own and with friends. Highlight activities that they most often enjoy with their families.		
Theory			
Learning objective	123Rh.11 Understand the meaning of the word 'love' and identify people they love and who love them.		
Suggested teaching activities	Key vocabulary	Links	
<p>Write 'Love is...' on the board and ask learners to finish this sentence. Record each response without judgement of their responses as good or bad.</p> <p>Ask learners if there are different kinds of love. Learners may conclude that there is the love between brothers and sisters and other family members, love between friends, romantic love, love you have for your favourite food or the love you feel for your pets. Invite learners to rank the different kinds of love in order of importance to them. This is subjective so there is no right or wrong response here.</p> <p>Introduce the concept of unconditional love as love without conditions, e.g. a parent still loves a child even if the child behaves in a way that is not appropriate. Share examples of unconditional love through poems, famous quotations or stories and highlight how the love in these examples is love without any conditions.</p> <p>Invite learners to suggest examples from films, TV programmes, cartoons or stories that demonstrate unconditional love.</p> <p>Instruct learners to draw a heart shape and write the names of people they love and who love them inside. This can be family or friends. Tell them to use this as a reminder of people that they love and who love them.</p> <p>Rewrite 'Love is...' on the board and see if learners change any of their answers after completing the activity. Record their responses and use as a class display or to send home to parents or carers.</p>	<p>Love</p> <p>Unconditional</p>	<p>Other Wellbeing</p> <p>123Rh.01 Identify different types of people who are a part of their lives.</p>	
Spontaneous teachable moments	Using other literature or lessons that describe love in some way and questioning whether the love had conditions or not.		

Key points to consider	Some learners may experience very conditional love at home but it is important to consider balance, mutual respect and intention here.		
Theory			
Learning objective	123Rh.12 Identify communities that they belong to and discuss what being part of those communities feels like.		
Suggested teaching activities	Key vocabulary	Links	
<p>Introduce learners to the concept that they are all part of different groups and that these groups are called 'communities'. Use the example that all learners are part of the school community. This means they have something in common with the people in this community as they all attend the same school. Describe your feelings about being part of the school community as a teacher, e.g. sense of pride, belonging, united. Ask learners to raise their hand if they feel the same things as you. Explore any other feelings they might have even if they are negative.</p> <p>Invite learners to think of other communities they belong to by putting clues (e.g. pictures or objects) around the tables. Examples may include their class, friendship groups, clubs and activities (sports, hobbies, choirs), religious or cultural groups, country. Invite learners to use the mood meter (123Ui.03) to suggest other vocabulary that describes a feeling of belonging, e.g. safe, secure, wanted, loved.</p> <p>Ask learners to choose one community that they belong to, think about it and then complete the sentence "I like belonging to X community because...". Learners share and discuss their sentences in small groups, taking turns to say their sentences and answer questions about their chosen community from the rest of the group.</p>	<p>Community Proud Belonging United</p>	<p>Other Wellbeing</p> <p>123Ui.03 Understand that experiencing a wide range of emotions is normal.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p> <p>2DW.03 Understand that technology can be used to communicate locally and globally.</p>	
Spontaneous teachable moments	There is an opportunity to share special events that take place in learners' communities with the rest of the class, e.g. religious festivals, cultural events, sporting victories.		

Key points to consider	Our sense of belonging to a community is often demonstrated by adopting a 'uniform' or representing our community on our clothes with badges, etc. Be mindful that this can sometimes lead to 'othering' of some communities for being 'different' and be prepared to address this issue should it arise.
Theory	

Learning objective	123Rh.13 *Communicate their own boundaries to others.	
Suggested teaching activities	Key vocabulary	Links
<p>Instruct learners to make two cards, one card that says, "I don't like this, NO!" and another card that says, "I like this, YES!"</p> <p>Provide learners with scenario cards. For example:</p> <ul style="list-style-type: none"> • a hug from mother • a hug from a friend • a hug from a stranger • kisses from other adults • holding hands with other children • eating food they do not like • drinking water • going down a big slide • being tickled • standing very close to someone. <p>Ask learners to hold up one of their cards in the air when each scenario is introduced.</p> <p>Invite learners to notice their different answers and draw out that everyone may have different boundaries and this boundary depends on whether the thing makes them feel safe and comfortable or unsafe and uncomfortable.</p> <p>Using a picture of a person who feels safe, invite learners to place words describing the bodily sensations they may feel, e.g. rested, relaxed, untight, warm or cool, unclenched.</p> <p>Using the picture of the person feeling unsafe, ask learners to write the bodily sensations we may experience, e.g. hot, nervous, uncomfortable, tense, sick, tummy ache, tight. You may</p>	<p>Boundary</p> <p>Safe</p> <p>Unsafe</p> <p>Bodily sensations</p>	<p>Other Wellbeing</p> <p>123Um.05 Practise strategies they can use when self-managing unpleasant or intense emotions.</p>

<p>want to use the mood meter (123Ui.03) as a prompt. Acknowledge that these uncomfortable feelings are OK and normal and it is their body giving them signals and signs that they do not like something and they do not want it to continue.</p> <p>Invite learners to draw themselves and then a bubble around themselves. Explain that they all have an invisible bubble around them and that this is their personal space. When someone gets too close, or they do something that may harm or invade this bubble, their body sends signals to tell them to communicate that they do not like it. They can use the words on the cards they made to express when they do not like something and that they do not feel comfortable. They can also ask an adult to help when they feel unsafe or uncomfortable. This is a healthy way of expressing their boundaries (what their body is saying feels safe or unsafe).</p> <p>Invite learners to practise saying the words on the cards with another learner as they revisit the scenario cards.</p>		
Spontaneous teachable moments	Notice when someone may not have communicated their boundary and hence is doing something they do not feel comfortable doing and helping them to communicate this boundary.	
Key points to consider	Discussions about feeling unsafe may result in disclosures that have safeguarding implications. This activity can extend to teach learners that their private parts are private and that they must tell an adult in their safety network if anyone suggests or acts otherwise.	
Theory		

Learning objective	123Rh.14 *Respect other people's boundaries.	
Suggested teaching activities	Key vocabulary	Links
<p>Introduce learners to the concept of asking for 'permission' and check their understanding of the word.</p> <p>Provide the following scenario and ask learners to practise how Ryan would ask Kemal for permission:</p> <ul style="list-style-type: none"> Kemal is cutting out figures. Ryan reaches over to use the scissors. 	<p>Permission</p> <p>Choice</p> <p>Decision</p>	<p>Other Wellbeing</p> <p>123Rh.13 *Communicate their own boundaries to others.</p> <p>123Rh.03 Experience positive interactions with their peers.</p>

<ul style="list-style-type: none"> Ryan tries to hold Kemal's hand in the playground. Kemal pulls away. <p>Ask learners why they think it is important to ask for permission. Remind learners of the invisible bubble from 123Rh.13. This is their personal space and they need to ask if they want to enter someone's personal space, or use or borrow something that belongs to another person.</p> <p>Use the same scenarios as above, but this time Kemal responds with, "No, not now" or "No, thank you".</p> <p>Ask learners: <i>What do you think that Ryan should say in reply to Kemal?</i></p> <p>Establish learners' understanding that they must respect other people's decisions and say something like "OK, maybe later or another time", and then move away from the situation. Invite learners to role-play this in pairs.</p>		
Spontaneous teachable moments	Revisit this activity when learners disrespect each other's boundaries, or to pre-empt issues, e.g. during Physical Education lessons.	
Key points to consider	Changing partners a number of times can ensure that all learners get an opportunity to hear different responses.	
Theory	Emotional intelligence.	

Learning objective	123Rh.15 Understand that people can have different experiences, thoughts and emotions to their own.	
Suggested teaching activities	Key vocabulary	Links
<p>Provide the following scenario:</p> <ul style="list-style-type: none"> It's your birthday. You open a present and it is the latest..." (choose something you think some of the class will think is amazing and some will not like at all, e.g. a popular toy). <p>Ask learners: <i>What do you think and how do you feel?</i></p> <p>Ask learners to express their thoughts in sentences, e.g. "This is so amazing. It is what I asked for." Use the mood meter (123Ui.03) to draw out emotions. Highlight how different learners think and feel different things.</p>	<p>Think</p> <p>Thought</p> <p>Emotion</p> <p>Feeling</p> <p>Experience</p>	<p>Other Wellbeing</p> <p>123Rh.16 Demonstrate respectful behaviours with others who have different attitudes, experiences or traditions to their own.</p> <p>Cross-curricular</p>

<p>Provide the following scenario:</p> <ul style="list-style-type: none"> • Freddie wants a toy, but Anjite is playing with it. Freddie takes the toy. Anjite starts to cry. Invite learners to tell the story from Anjite's point of view (i.e. to imagine that they are Anjite). Prompt by asking them: <ul style="list-style-type: none"> • <i>What happened?</i> • <i>What does Anjite think?</i> • <i>How does she feel?</i> <p>Invite learners tell the story from Freddie's point of view (i.e. to imagine that they are Freddie), asking the same questions. Prompt learners to think, for example, that Freddie may have been involved in another game and did not see Anjite playing with the toy. He may be thinking, "I really want that toy and I need it now." He may be feeling really happy that he now has the toy in his hand.</p> <p>Explain that Freddie made a mistake as he was thinking different things, but he is not a mean or bad person. Everyone makes mistakes as they are often thinking and feeling different things to other people and that is OK. Invite learners to think of ways to help Freddie understand that other people think and feel different things to himself. Role-play the following scenario to demonstrate how an adult could step in to help Freddie understand how another child may be thinking and feeling different things to him.</p> <ul style="list-style-type: none"> • Role-play with two learners acting as Anjite (learner 1) and Freddie (learner 2), e.g.: <ul style="list-style-type: none"> Teacher: Anjite, I can see you are upset and I saw that Freddie took the toy away from you. Is that why you are upset? Learner 1: Yes. Teacher: Anjite, can you tell Freddie why you are upset? Learner 1: Because Freddie took my toy while I was playing with it. Teacher: Freddie, can you look at Anjite? She just told you she is upset. Why is she upset? Learner 2: Because I took her toy without asking. <p>Conclude by establishing that there is a link between how we think and how we feel and behave.</p>	<p><u>Digital Literacy</u></p> <p>3SW.04 Understand that people can be upset by things said to, or about, them.</p> <p><u>Global Perspectives</u></p> <p>2A.01 Recognise that different people know different things about an issue.</p> <p>34A.01 Recognise that people think different things about an issue.</p>
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Spontaneous teachable moments	Use the role-play script in difficult peer relations to help each learner understand that the other learner is thinking and feeling different thoughts and emotions to their own.
Key points to consider	Research suggests that understanding another child has a different perspective to their own is developed around 6 to 8 years old, so this suggests that learners find sharing difficult at this stage.
Theory	Full perspective taking and empathy is thought to be fully developed around 6 to 8 years old according to the latest neuroscience. See the 'theory of mind' and 'perceptual access reasoning' research.

Learning objective	123Rh.16 Demonstrate respectful behaviours with others who have different attitudes, experiences or traditions to their own.		
Suggested teaching activities	Key vocabulary	Links	
<p>Prepare enough letters for each learner to have one, plus any left-over letters to complete the word 'RESPECT' if the class size does not divide by seven. So, for a class of 24, have 28 letters (respect x 4). Keep the four left-over letters.</p> <p>Write the word 'RESPECT' on the board. Give each learner a letter. Learners decorate their letters, then find other learners with the required letters to form the word on the board. Learners who cannot find enough letters can form a group and use the left-over letters.</p> <p>Ask learners what they think 'respect' means, e.g. considerate, accepting, caring, kind towards others, good manners. If they do not know, this is OK. Explain or summarise that it is a combination of how we act towards others and how this makes them feel.</p> <p>Provide learners with the following statements and invite learners to sort them into 'What respect looks like' and 'What respect sounds like'.</p> <ul style="list-style-type: none"> • They show interest in what I am saying by listening to me. • They ask me for my opinion, e.g. "What do you think?" • They say "Please" and "Thank you" when they are talking to me. • They recognise when I've done something good, e.g. they say, "Well done." • They accept me for who I am and don't try to change me. • They include me in a game if I look lonely. 	<p>Respect</p> <p>Fair</p> <p>Rights</p> <p>Beliefs</p> <p>Traditions</p>	<p>Other Wellbeing</p> <p>123Rh.09 Recognise that other families can look similar or different to theirs.</p> <p>123Rh.10 Identify activities they enjoy doing with their family.</p> <p>123Rh.15 Understand that people can have different experiences, thoughts and emotions to their own.</p> <p>Cross-curricular</p> <p><u>Art & Design</u></p> <p>R.02 Analyse, critique and connect own and others' work as part of the artistic process.</p> <p><u>English</u></p>	

<ul style="list-style-type: none"> • They ask me, “How are you doing?” • They keep out of my personal space. • They do not gossip or whisper about me. • They show interest in me. <p>Introduce the debate topic of ‘School should ban playtime’ and ask learners to role-play or describe how they would show respect to people who agreed or disagreed with this statement.</p> <p>Explain that respectful behaviour is important in their face-to-face AND online relationships with others. Also, they all have a responsibility to behave respectfully and to expect to be treated with respect by others.</p> <p>Challenge learners to think of a mnemonic using RESPECT to remind them of what it means and display as a poster in the classroom, e.g. R is for Recognising strengths in others, E is for Eye contact when talking to others, S is for Smiling when appropriate, P is for Personal space and remembering to keep out of the personal space of others, E is for Encouraging others, C is for Consideration and caring and T is for Treating others as you wish to be treated.</p>		<p>3SLg.02 Respond politely to another point of view with a personal point of view.</p> <p><u>Global Perspectives</u></p> <p>34A.01 Recognise that people think different things about an issue.</p>
<p>Spontaneous teachable moments</p>	<p>Remind learners about respectful behaviours within different spaces around the school. Refer to the poster of the RESPECT mnemonic when appropriate.</p>	
<p>Key points to consider</p>		
<p>Theory</p>		
<p>Learning objective</p>	<p>123Rh.17 Agree how to behave in the classroom and consider why rules are important.</p>	
<p>Suggested teaching activities</p>	<p>Key vocabulary</p>	<p>Links</p>
<p>Show learners an image of misbehaviour in the classroom, e.g. throwing items, running, excluding others. Invite learners to describe what they see and ask them why they think this has happened, e.g. because there are no rules.</p> <p>Ask learners why they think rules are important. Draw out that rules help us understand the boundaries (what is OK and what is not OK) so they know how to behave. When they have</p>	<p>Rules Behaviour Respect Safety</p>	<p>Other Wellbeing</p> <p>123Rh.12 Identify communities that they belong to and discuss what being part of those communities feels like.</p>

<p>rules, it is clear what is expected of everyone, what behaviours are OK and what behaviours are not OK.</p> <p>Invite learners to discuss in pairs how they should behave in your classroom. Receive feedback from the class. Ensure that cultural, social and religious beliefs are considered. Draw upon the rules of the school and include rules around online safety, inclusion and diversity.</p> <p>Using a democratic vote, agree a list of rules based on how we should behave in the classroom.</p> <p>Ask learners: <i>Do you think this rule is important?</i></p> <p>If the majority vote is 'yes', add it to the class list of rules.</p> <p>Write the rules in the positive way, e.g. 'Treat others with respect' not 'Do not disrespect others', 'Always walk' not 'Don't run'.</p>	Boundaries	<p>123Rh.07 Identify situations that show bullying behaviours and suggest how it makes people feel.</p> <p>Cross-curricular <u>English as a Second Language</u> 1Sc.03 Ask simple questions about classroom routines and to find out a limited range of personal information and respond accordingly.</p>
Spontaneous teachable moments	Ongoing consideration of classroom expectations, ground rules.	
Key points to consider	You may want to use the school rules, ethos or values to align to the class rules. If you already have class rules, focus on each rule and why it is important.	
Theory	Democracy.	
Learning objective	123Rh.18 *Understand and demonstrate why active listening skills are important.	
Suggested teaching activities	Key vocabulary	Links
<p>Revise any previous knowledge of active listening (see 123Rh.03 and 123Rh.04) and how it is used to experience positive interactions with peers and how to resolve an argument.</p> <p>Sit learners in pairs, back to back, so that they are not looking at each other. Invite learners to decide who is Partner A and who is Partner B.</p> <p>Provide the following instructions:</p> <p style="padding-left: 40px;">I am going to set you an active listening exercise. I will ring the bell every three minutes.</p>	Active listening Respect Respond	<p>Other Wellbeing</p> <p>123Rh.03 Experience positive interactions with their peers.</p> <p>123Rh.04 Know how to resolve an argument.</p> <p>Cross-curricular</p>

<p>Partner A, you will talk for three minutes. Partner B, you must sit in silence and listen. Partner A, if you run out of things to say in your three minutes, you sit in silence until I ring the bell. Partner B, when I ring the bell, you have three minutes to recall and tell Partner A what you heard them say. If you run out of things to say, you sit in silence until I ring the bell again. Partner A, when I ring the bell again, you have three minutes to respond to anything you have heard. You can comment or add more information. If you run out of things to say, you sit in silence. At the bell, you swap over and repeat with Partner B being the speaker and Partner A being the listener.</p> <p>Ring the bell every three minutes six times.</p> <p>When learners are ready to start, invite them to talk about ‘Things I enjoy’.</p> <p>Ask learners for feedback on how it felt and why they think active listening is important. Draw out that not interrupting and giving people time to talk allows them to really talk and feel heard. Having someone paraphrase (repeat back in their own words) what they said makes a person feel heard and improves their relationships. Acknowledge that it is difficult to remember everything their partner said and it is OK to forget some things. This is normal.</p> <p>Repeat with new partners and another topic, e.g. ‘If I had a magic wand, I would...’.</p> <p>Conclude by reminding learners of the importance of active listening in resolving arguments and its importance in our relationships.</p>		<p><u>English</u></p> <p>1SLs.01 Listen and respond appropriately, including following a sequence of simple instructions.</p> <p>2SLs.01 Listen and respond appropriately, including recalling the main points.</p> <p>3SLs.01 Listen and respond appropriately, including following a sequence of instructions to carry out an activity.</p> <p><u>Global Perspectives</u></p> <p>1Cm.02 Listen to others in class discussions and respond with simple questions.</p> <p>2Cm.02 Listen to others in class discussions and respond with simple and relevant questions.</p> <p>34Cm.02 Listen to others in class discussions and respond with relevant ideas and questions.</p>
<p>Spontaneous teachable moments</p>	<p>You may wish to use these instructions to deal with disputes between friends.</p>	
<p>Key points to consider</p>	<p>It will be noisy, so going outside of the classroom for this activity may help.</p>	
<p>Theory</p>		

Learning objective	123Rh.19 Demonstrate ways in which they communicate with others.		
Suggested teaching activities	Key vocabulary	Links	
<p>Invite learners to brainstorm what they think ‘communication’ means. Ask:</p> <ul style="list-style-type: none"> • <i>Did you communicate before you could talk?</i> • <i>Do animals communicate? How?</i> <p>Conclude that everyone communicates to make others understand their needs, wants and desires.</p> <p>Ask for ideas of different ways they can communicate. Prompt learners to think about gestures, body language, texts, writing, chat, eye contact, sharing an activity or paying attention to a shared activity, turn-taking, picking up on and reacting to non-verbal cues (e.g. moving away if someone looks uncomfortable).</p> <p>Provide learners with the following scenarios and invite them to communicate them with their partner in as many different ways they can think of:</p> <ul style="list-style-type: none"> • I am upset with you. • I love you. • I am scared. • I am hungry. 	<p>Communicate</p> <p>Non-verbal</p> <p>Verbal</p> <p>Physical</p> <p>Body language</p>	<p>Other Wellbeing</p> <p>123Rh.03 Experience positive interactions with their peers.</p> <p>123Rh.04 Know how to resolve an argument.</p> <p>123Rh.18 *Understand and demonstrate why active listening skills are important.</p> <p>Cross-curricular</p> <p><u>English</u></p> <p>123SLm.04 Show some use of non-verbal communication techniques.</p>	
Spontaneous teachable moments	Recognise different ways of communicating when they occur during teaching and learning.		
Key points to consider	It is important to consider the diverse range of skills involved in communication and to remember that communication skills can be improved. Learners with specific communication issues may need support here.		
Theory	The majority of human communication is non-verbal.		

Strand: Navigating my world

Outline of strand

The learning objectives in this strand, Navigating my world, are divided into three sub-strands.

Staying safe

In this sub-strand, learners will know how to stay safe, identify hazards, ask for help, make emergency calls, and protect personal information. They will understand rules for road, water and weather safety.

Dealing with change

In this sub-strand, learners will understand the emotional impact of change, and identify positive changes and strategies for managing changes. They will also develop metacognitive strategies to handle mistakes as positive learning experiences.

Making a difference

In this sub-strand, learners will understand waste reduction, sustainability, product journeys, natural habitats, human rights, and diversity. They will explore ways to live sustainably and respect diversity.

Sub-strand: Staying safe

The learning objectives covered in the sub-strand Staying safe are:

123Ns.01 *Know how to respond safely in interactions with strangers.

123Ns.02 Identify people in their lives who help to keep them safe.

123Ns.03 *Identify who they can ask for help if they feel unsafe or uncomfortable in some situations.

123Ns.04 Know how to make a call to emergency services and what information to tell them.

123Ns.05 Know their personal information and when it is safe to share it with others.

123Ns.06 Identify possible hazards or risks at home and in school, and how to manage them.

123Ns.07 Know how to cross roads safely and be able to discuss road safety rules.

123Ns.08 Know how to stay safe when in or near water.

123Ns.09 Know how to keep safe in both hot and cold environments.

123Ns.10 Build confidence in taking responsibility for their own safety.

Learning objective	123Ns.01 *Know how to respond safely in interactions with strangers.		
Suggested teaching activities	Key vocabulary	Links	
<p>Recap 123Rh.13 where learners learnt about communicating their own boundaries. Check understanding of feeling safe and unsafe by inviting learners to draw themselves feeling safe on one side of a sheet of paper and unsafe on the other side of the paper. Use the mood meter (123Ui.03) to add emotions to the drawing. Remind learners to include the bodily sensations they may experience when they feel unsafe (123.Rh.13).</p> <p>Invite learners to draw the first thing that comes to their mind when you say ‘stranger’ and discuss the reasons why they drew this. Remind learners that strangers are people they do not know or trust and that they can meet strangers in person and online.</p> <p>Provide a number of scenarios and invite learners to identify whether this interaction feels safe or unsafe to them. For example:</p> <ul style="list-style-type: none"> • A stranger (someone we do not know or trust) hugs us. • A stranger says “Hello”. • A stranger steps into our personal space. • A stranger asks us to go somewhere with them. • A stranger offers us food or drink. <p>Explain that, as a stranger is unknown and not trusted, potentially all interactions may raise their bodily sensations to make them feel unsafe. This is OK and normal and whenever their body signals to them a feeling of being unsafe, they must tell a trusted adult (123Ns.02 and 123Ns.03). Conclude that children of their age should not have any interactions with strangers, in person or online, without a trusted adult being present.</p>	<p>Safe Unsafe Stranger</p>	<p>Other Wellbeing</p> <p>123Rh.13 *Communicate their own boundaries to others.</p> <p>123Ui.03 Understand that experiencing a wide range of emotions is normal.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p> <p>2SW.02 Understand that there is a risk people online are not who they say they are.</p>	
Spontaneous teachable moments	Remind learners of this activity when doing off-site visits and using the internet.		
Key points to consider	Always praise and thank a learner for coming to you to tell you when they feel unsafe. Then invite them to think about how they may deal with the situation differently next time before giving your opinion.		
Theory			

Learning objective	123Ns.02 Identify people in their lives who help to keep them safe.		
Suggested teaching activities	Key vocabulary	Links	
<p>Check that learners know the bodily sensations and any other emotions that arise when they feel safe (often green emotions). Recap from 123Rh.13.</p> <p>Ask learners what they think the police do. Check they understand that the police help to keep them safe by enforcing the rules.</p> <p>Provide a large outline drawing of a community building like a police station, with a school outline inside and then a house outline inside the school. Invite learners to name all the people in their lives who help to keep them safe by starting with their family, then friends, then at school and finally in their community. Put names of the people in their life that help keep them safe inside the relevant outline drawings.</p> <p>Explain that there are many jobs that involve keeping people safe, e.g. hospital staff, emergency services staff, school staff, as well as family, and friends who they love and who love them.</p>	<p>Police</p> <p>Teachers</p> <p>Family</p> <p>Safe</p>	<p>Other Wellbeing</p> <p>123Rh.01 Identify different types of people who are a part of their lives.</p> <p>123Rh.13 *Communicate their own boundaries to others.</p> <p>123Rh.11 Understand the meaning of the word 'love' and identify people they love and who love them.</p> <p>123Ui.03 Understand that experiencing a wide range of emotions is normal.</p> <p>123Rh.17 Agree how to behave in the classroom and consider why rules are important.</p> <p>123Ns.09 Know how to keep safe in both hot and cold environments.</p>	
Spontaneous teachable moments	When you set a boundary or a rule, remind learners that it is your job as a teacher to keep them safe in school. During off-site visits, remind learners ways to stay safe, and who can help them to stay safe.		
Key points to consider	Check the school policy on safeguarding, as potential disclosures of feeling unsafe may arise from this activity.		
Theory			

Learning objective	123Ns.03 *Identify who they can ask for help if they feel unsafe or uncomfortable in some situations.		
Suggested teaching activities	Key vocabulary	Links	
<p>Ask learners: <i>If I feel unsafe, uncomfortable or scared, what can I do?</i></p> <p>Take all responses from learners and, if necessary, guide the discussion to include talking about their feelings with a trusted adult. For example, you can use open questions such as:</p> <ul style="list-style-type: none"> • <i>Should you keep these feelings to yourself?</i> • <i>Who should you tell?</i> <p>Display a large silhouette of a body. Ask learners to think of a trusted adult they know, and ask them to share words or phrases that describe what a trusted adult is like and how they behave, e.g. a good listener, kind, caring, loving. Write their words and phrases on or around the silhouette of a body.</p> <p>Introduce the concept of having a safety network, e.g. “A safety network is made up of adults who I trust. Anytime I feel unsafe, worried or scared, I can tell one of the adults in my safety network.”</p> <p>Ask learners to draw around their hand and write the name of five adult they trust on the digits of their safety network hand. If learners do not have five adults they trust, this is OK, but encourage all learners to have at least one person in their network who is not in their family. If they have more than five, try to encourage them to choose their top five by drawing on the qualities above.</p> <p>If learners are struggling with who to choose, you can ask targeted questions such as:</p> <ul style="list-style-type: none"> • <i>If you were worried about something, who would you tell?</i> • <i>If you couldn't find this person, who would be the next person?</i> <p>Encourage learners to choose people who are close by and can be easily contacted. Explain that everyone's safety network will be different and it is the learners' choice.</p>	<p>Safe</p> <p>Unsafe</p> <p>Trust</p> <p>Safety network</p>	<p>Other Wellbeing</p> <p>123Ns.01 *Know how to respond safely in interactions with strangers.</p> <p>123Ui.03 Understand that experiencing a wide range of emotions is normal.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p> <p>1SW.02 Know how to report digital content, or activity, that makes them feel unsafe or uncomfortable.</p>	
Spontaneous teachable moments	Encourage learners to speak to someone in their safety network when they experience bodily sensations that signal the feeling of being unsafe.		
Key points to consider	Learners may disclose that they feel unsafe. Remind learners of your role in keeping them safe and any key school policies involved in keeping children safe.		

Theory	The concept of creating a 'safety network' comes from work on abuse prevention.		
Learning objective	123Ns.04 Know how to make a call to emergency services and what information to tell them.		
Suggested teaching activities	Key vocabulary	Links	
<p>Start by asking what the word 'emergency' means, and explain that an emergency is a situation where someone needs help quickly.</p> <p>Introduce learners to the emergency services and the relevant number to call. Show a video or poster of how to make an emergency call.</p> <p>Show learners a number of pictures and ask them to stand on the right of the classroom if they think the picture warrants an emergency call (state the phone number), and on the left if the picture does not need an emergency call:</p> <ul style="list-style-type: none"> • a person lying on the wall not moving • a grazed elbow • a cat stuck up a tree • two cars colliding • a small fire in a field • a nosebleed • an adult who is lost and can't find the shops in town • a small child without an adult • a tummy ache. <p>Ask learners to think of some more scenarios for their peers to decide if it needs an emergency call or not.</p> <p>Role-play making the call to the emergency services for one of the emergencies identified. Include how to call from the phones available to learners. For example:</p> <ul style="list-style-type: none"> • Pick up the telephone. • Dial the number of the emergency service. • Wait for the call handler to respond. • Tell the call handler which service you require (e.g. police, ambulance or fire service). 	Emergency Emergency services	<p>Other Wellbeing</p> <p>123Ns.02 Identify people in their lives who help to keep them safe.</p> <p>123Uh.12 Understand how allergies can be managed.</p> <p>123Ns.06 Identify possible hazards or risks at home and in school, and how to manage them.</p> <p>123Ns.07 Know how to cross roads safely and be able to discuss road safety rules.</p> <p>123Ns.08 Know how to stay safe when in or near water.</p>	

<ul style="list-style-type: none"> • Give any information required, e.g. your name, address and telephone number. • Tell the call handler what the emergency is. • Listen to what they tell you to do. <p>Invite learners to role-play in pairs calling an emergency service.</p>		
Spontaneous teachable moments	Recap how to make an emergency call when scenarios in stories warrant an emergency call.	
Key points to consider	<p>Some learners may have made an emergency phone call and it may be a sensitive topic. You may wish to consider the emotions related to these situations, and how calling for help will also help them deal with these.</p> <p>Ensure that you follow local emergency services advice and procedures.</p>	
Theory		
Learning objective	123Ns.05 Know their personal information and when it is safe to share it with others.	
Suggested teaching activities	Key vocabulary	Links
<p>Invite learners to write their personal information. Provide learners with template, such as:</p> <p>First Name: Surname: Address: Country: Date of Birth:</p> <p>Explain to learners that they need to know their name and address to keep them safe if they ever get lost. However they must keep their personal information private as much as possible. Highlight how their personal information can be stolen and used in unsafe activities.</p> <p>Present scenarios of, or find a video showing, personal information being shared, e.g. a stranger in the park asking someone where they live and they give their address, sending a picture of themselves to someone online who they have never met.</p>	<p>Personal information Safe</p>	<p>Other Wellbeing</p> <p>123Ns.01 *Know how to respond safely in interactions with strangers.</p> <p>Cross-curricular</p> <p><u>Computing</u></p> <p>2DC.05 Know that network connected devices share information with each other and that there are risks associated with this.</p> <p><u>Digital Literacy</u></p>

<p>Invite learners to discuss the risks involved in these situations and what information, if any, is safe to share. Inform learners that personal information is not to be shared with strangers (except trusted adults, e.g. emergency services personnel, 123Ns.04).</p> <p>Conclude and ensure learners are able to say their full name, address and telephone number for use in any situation that will keep them safer. Learners must be aware that this information is personal information which should not be shared if they are in a situation which gives them a 'no' or 'I'm not sure' feeling. Learners should be discouraged from sharing this information online.</p>		<p>1SW.01 Know what a password is and describe why passwords are useful.</p> <p>3SW.01 Know that their information is personal and identify the risks of sharing that information online.</p> <p>3SW.02 Safely engage in online spaces, including in group chats, being aware that personal information and identifying photographs and/or videos should not be shared.</p> <p>3SW.03 Know that device use can be monitored.</p> <p><u>English as a Second Language</u></p> <p>1Sc.03 Ask simple questions about classroom routines and to find out a limited range of personal information and respond accordingly.</p> <p>2Sc.03 Ask questions to find out an increasing range of personal information and respond accordingly.</p>
<p>Spontaneous teachable moments</p>	<p>When using any internet resource, remind learners not to share personal information and check this with them.</p>	
<p>Key points to consider</p>	<p>Some learners at this age may have access to a phone or tablet and it may not have the privacy or child-appropriate restrictions set up. Make sure parents and carers are aware of how they can help their child stay safe online.</p>	
<p>Theory</p>		

Learning objective	123Ns.06 Identify possible hazards or risks at home and in school, and how to manage them.	
Suggested teaching activities	Key vocabulary	Links
<p>Share pictures of items around the school and home that include hazards or risks. Teach the difference between a hazard (something with the potential to be dangerous or cause harm) and a risk (the possibility of something bad happening). So an oven is a potential hazard with the risk of someone using it being burned.</p> <p>Ask learners to identify the items which are hazards. For example, possible hazards are:</p> <ul style="list-style-type: none"> • oven • stove • electrical items • fire • knives • water and electricity • tools and equipment (e.g. saw, hammer, screwdriver, nails) • shower or bath • science laboratory equipment (Bunsen burner etc) <p>Invite learners to group the possible hazards into risk categories:</p> <ul style="list-style-type: none"> • Burns • Electrical shock • Cuts • Falls <p>e.g. “The oven is a possible hazard because of the risk of burns.”</p> <p>Put learners into groups, allocate them a hazard and instruct them to provide advice to the class on how to manage this hazard by making a poster. Scaffold this project by providing scrambled sentences to use and printed pictures.</p> <p>Groups then present their poster to the rest of the class to inform them on how to manage the hazard.</p>	<p>Hazard Risk</p>	<p>Other Wellbeing</p> <p>123Ns.04 Know how to make a call to emergency services and what information to tell them.</p> <p>Cross-curricular</p> <p><u>Art & Design</u></p> <p>M.01 Learn to use a range of media, materials, tools, technologies and processes with increasing skill, independence and confidence.</p> <p><u>Digital Literacy</u></p> <p>1DW.03 Identify the visible components of computing systems, including; computer, keyboard, mouse, screen, touch pad, headphones, speaker, camera and microphone.</p> <p><u>Global Perspectives</u></p> <p>1A.04 Choose a possible solution to an issue from a range of actions given.</p>

		<p>2A.04 Suggest a personal action that could make a positive difference to an issue affecting self.</p> <p><u>Science</u></p> <p>1TWSc.04 Follow instructions safely when doing practical work.</p> <p>2TWSc.04 Follow instructions safely when doing practical work.</p> <p>3TWSc.04 Carry out practical work safely.</p>
Spontaneous teachable moments	Refer back to the posters in any situation involving possible hazards or risks in the classroom.	
Key points to consider	You can incorporate local safety messages, e.g. related to fire, railways, roads and car parks, and recap how to call the emergency services.	
Theory		

Learning objective	123Ns.07 Know how to cross roads safely and be able to discuss road safety rules.	
Suggested teaching activities	Key vocabulary	Links
<p>Introduce the idea of ‘road safety’ and find learners’ prior knowledge of this topic. Ask learners to think about familiar journeys, e.g. to school, to the shops, to the park, and how and where they walk across a road.</p> <p>Show learners a local road safety video or poster and ask learners what the safety rules are. These can include crossing the road using the ‘Stop Look Listen Think’ sequence:</p> <ul style="list-style-type: none"> • Stop – When you approach a crossing, STOP before you come to the edge of the pavement. • Look – LOOK for cars, bikes, lorries and other vehicles, by looking both ways. 	<p>Stop</p> <p>Look</p> <p>Listen</p> <p>Think</p> <p>Puffin, toucan crossing (or local name for</p>	<p>123Ns.06 Identify possible hazards or risks at home and in school, and how to manage them.</p>

<ul style="list-style-type: none"> • Listen – LISTEN for vehicles too. You may be able to hear them before you see them. • Think – Ask yourself, “Is there enough time for me to walk across the road safely?” <p>Show learners pictures of safe ways to walk across a road, e.g. using a pedestrian crossing, tunnel or underpass, footbridge.</p> <p>Ask learners: <i>Can you think of anywhere locally where you have used these types of crossing?</i></p> <p>Ask learners if they can remember some of the places where it is not as safe to cross, e.g. on a bend in the road or between two cars where you cannot see clearly in both directions.</p> <p>Ask learner volunteers to come to the front of the classroom to model how they would use their road skills when crossing the road near a large vehicle. Some learners may identify that crossing near large vehicles is not safe as they cannot see approaching vehicles, and that they should move away to find a safe crossing point.</p>	<p>safe pedestrian crossings)</p> <p>Underpass</p> <p>Footbridge</p> <p>Vehicles</p>	
<p>Spontaneous teachable moments</p>	<p>When learning outside the classroom, remind learners of the safety rules when walking across a road.</p>	
<p>Key points to consider</p>	<p>There may be other methods to teach road safety, other than ‘Stop, Look, Listen, Think’. Use the method promoted by local road safety organisations if applicable. Take into account whether you are in an urban or rural area and include road hazards specific to your location.</p>	
<p>Theory</p>		

<p>Learning objective</p>	<p>123Ns.08 Know how to stay safe when in or near water.</p>	
<p>Suggested teaching activities</p>	<p>Key vocabulary</p>	<p>Links</p>
<p>Show learners pictures of scenes near water, e.g. canal, lake, river, swimming pool, ponds, the sea. Invite learners to notice any dangers in the pictures. Draw learners attention to hazards like:</p> <ul style="list-style-type: none"> • being too close to the water’s edge • broken bottles floating on surface • a cyclist riding too close to the water’s edge • fast currents 	<p>Safe</p> <p>Water</p> <p>Canal</p> <p>River</p> <p>Lake</p> <p>Sea</p>	<p>Other Wellbeing</p> <p>123Ns.04 Know how to make a call to emergency services and what information to tell them.</p> <p>123Ns.02 Identify people in their lives who help to keep them safe.</p>

<ul style="list-style-type: none"> • unknown depth of water • fishing rods (can be a trip hazard) • hidden and slippery edges • ice cold or frozen water • jumping into deep, dirty water • leaning over the edge, e.g. to feed ducks or fish • overhanging trees • being alone near water • sharp objects in the water • untreated water or water near a sewerage outlet (e.g. can cause infection or illness) • vegetation on the water's surface. <p>To be safe, people should choose to swim at a swimming pool, beach or water with a lifeguard or adult supervision. Recap 123Ns.04 on calling for emergency services if they see someone in trouble in the water.</p> <p>Invite learners to draw a cartoon strip with their top six tips on keeping safe in and near water.</p>	Swimming pool Pond	123Ns.03 *Identify who they can ask for help if they feel unsafe or uncomfortable in some situations.
Spontaneous teachable moments	Remind learners how to stay safe when visiting areas near water.	
Key points to consider	Dealing with peer pressure (e.g. their friends are jumping into dirty water) and checking in with their bodily sensations to see if it feels safe.	
Theory		
Learning objective	123Ns.09 Know how to keep safe in both hot and cold environments.	
Suggested teaching activities	Key vocabulary	Links
<p>Ask learners to place their hands in cold water and imagine what it would feel like if they had to stay in this water. Explain that their body cannot function well if it is too cold and they have to do certain things to keep safe when they are in cold environments.</p> <p>Ask learners: <i>What can you do to warm up your hands?</i></p>	Hot Cold Sweat Safe	Other Wellbeing 123Ns.02 Identify people in their lives who help to keep them safe.

<p>Notice how some learners will naturally shake their hands or rub them together, so moving their body helps to make it warmer. They can also wrap their hands up in layers of blankets. Show learners a picture of one big coat and a picture of lots of layers of clothing and ask them which they think will keep them warmer. Explain that the layers trap heat between each layer and so work better at keeping them warm.</p> <p>Provide learners with an outline of a person in the snow and ask learners to dress the person appropriately. Explain how wearing a hat, scarf and gloves is an effective way to stay warm.</p> <p>Ask learners to jump up and down 10 times and then enquire what happens to their body when they get hot. Explain that sweating is a way the body cools down and they can stay safe by taking off layers.</p> <p>Provide learners with an outline of a person in the sunshine and ask learners to dress the person appropriately. Discuss the risk of being burnt by the sun and explain the importance of a sun hat and sun cream to protect their body from sunburn. Recognise that drinking water and staying indoors or in the shade are other ways to stay safe in hot environments. Inform learners of the power of the sun and how they can become very sick if we are not careful to avoid overheating.</p>		<p>123Ns.10 Build confidence in taking responsibility for their own safety.</p>
<p>Spontaneous teachable moments</p>	<p>In warm weather, remind learners to drink plenty of fluid, apply sun cream and wear a sun hat. In cold weather, remind learners to wear lots of layers of clothing.</p>	
<p>Key points to consider</p>	<p>Some learners may have already experienced being burnt by the sun and may wish to share their experience with the class. Some learners may have health conditions that deteriorate in hot or cold environments.</p>	
<p>Theory</p>		
<p>Learning objective</p>	<p>123Ns.10 Build confidence in taking responsibility for their own safety.</p>	
<p>Suggested teaching activities</p>	<p>Key vocabulary</p>	<p>Links</p>
<p>Introduce the following scenarios and explain that, in both cases, the child needs to speak to someone. Invite learners to consider who they should have told in each of the cases:</p>	<p>Safe Unsafe</p>	<p>Other Wellbeing</p>

- Yesterday, Jo was watching a movie with their sister. It had scary robots in it and Jo was really frightened. Jo didn't know what to do.
- When Ed was at the park with their mum, a big child came over and shouted very loudly close to Ed's face.
- When Sanjay went to the toilet at playtime, two children were giggling outside the door and then started to shake the door and look under it. Sanjay was really upset.

Ask what bodily sensations each person may have felt and recap the safe and unsafe bodily sensations they can feel.

Build learners' confidence by checking they know who to speak to in each case. Remind learners about their safety network and trusted adults.

Explain how to practise saying "No" and meaning it.

Demonstrate a "No, I mean it" response by showing that the body should be drawn up to its full height and eye contact should be made with the person concerned. Emphasise that they should not step backwards when they say "No" because this could make them look as though they are frightened. In fact, sometimes a small step forward can help. Explain that a shouting voice is not often necessary but could be used if they needed to attract the attention of people around them. Emphasise that sometimes it is hard to say "No" when they are frightened or upset and if they cannot manage to do so, it is not their fault. However, practice will make it easier. Learners should always tell an adult from their safety network if anyone has upset or hurt them in a way that has given them a 'no' or 'I'm not sure' feeling.

Read out the following scenarios, one by one, and instruct learners to practise in pairs how to respond.

- Your parent or carer starts a tickling game which feels fun to start with but then it begins to make you feel uncomfortable and you want it to stop.
- Your parent or carer offers you an extra portion of potatoes but you are full.
- Your grandparent asks if you would like to go into town but your favourite TV programme is about to start.
- A group of children from your street ask you if they can take your new ball to the park. You know they don't take care of things that they borrow because last week, they lost your friend's ball.
- The babysitter puts their arm around you when they are telling you a story and you don't feel happy about the touch.

123Ns.01 *Know how to respond safely in interactions with strangers.

123Ns.03 *Identify who they can ask for help if they feel unsafe or uncomfortable in some situations.

123Ns.09 Know how to keep safe in both hot and cold environments.

123Rh.13 *Communicate their own boundaries to others.

123Ui.03 Understand that experiencing a wide range of emotions is normal.

Cross-curricular

Digital Literacy

2SW.01 Understand that users can have many accounts and can choose what information to put into each one.

Global Perspectives

2A.04 Suggest a personal action that could make a positive difference to an issue affecting self.

<p>Discuss with learners ways in which they could say “No” in each situation. For example, a “No, thank you” to someone offering you a sweet is not the same kind of ‘no’ you would use when someone is trying to make you do something you do not want to do, or is touching you in a way that you do not like.</p> <p>Invite learners to share their ‘no’ response to each scenario.</p>		
Spontaneous teachable moments	Model assertive communication (speaking politely but firmly) when learners are not expressing their boundaries correctly.	
Key points to consider	This activity recaps a number of previous activities and builds on assertive communication to keep them safe.	
Theory		

Sub-strand: Dealing with change

The learning objectives covered in the sub-strand Dealing with change are:

123Nd.01 Discuss times when they experienced change and the emotions associated with change.

123Nd.02 Identify changes in life which are positive and they can look forward to.

123Nd.03 Identify ways in which they can prepare for a change they know will happen.

123Nd.04 *Explore how mistakes can become positive learning experiences.

123Nd.05 *Demonstrate metacognitive strategies in their learning.

Learning objective	123Nd.01 Discuss times when they experienced change and the emotions associated with change.		
Suggested teaching activities	Key vocabulary	Links	
<p>As a class, make a list on the board of things learners can do now that they could not do when they first started school or were a baby (depending on the age of the class). They may wish to bring in a photo of themselves when they were smaller to help. Ask them why they think they can do these things now, e.g. “I’m bigger”, “I have more skills with my hands”, “I have been to school to learn”, “I can talk now”, “I’m better at looking after myself”.</p> <p>Highlight that these are all changes and that our bodies, minds and skills are always changing and this helps us to do the things we want to do.</p> <p>Invite learners to share any likes or dislikes that have changed since they were small (e.g. in food and clothes preferences), and add these to the list.</p> <p>Ask learners to think about any big changes they might have experienced and to make their own personal list of changes using the examples from the board and any others they might have had, e.g. moving house, the birth of a new sibling, loss, new pet, new school. Next to each change, challenge learners to consider how it felt using the mood meter (123Ui.03) to support them. It is normal to experience a number of different emotions at the same time, so acknowledge all responses. Emphasise the fact that change is normal, and that although they do not know all the changes that will happen, they do know that things will not stay the same for anyone, and that they will all experience a lot of different changes in their lives.</p>	Change	<p>Other Wellbeing</p> <p>123Ui.04 Describe how they feel when they experience different types of loss.</p> <p>123Rh.05 Understand that friendships can change.</p>	
Spontaneous teachable moments	At appropriate moments, notice how learners are changing and developing.		
Key points to consider	Some learners may have experienced a difficult change that might instigate a disclosure or big emotions. Acknowledge that change is difficult because it brings up emotions around uncertainty.		
Theory	The change curve model.		

Learning objective	123Nd.02 Identify changes in life which are positive and they can look forward to.	
Suggested teaching activities	Key vocabulary	Links
<p>In pairs, instruct learners to think of something they would like to be able to do when they are older that they haven't yet mastered, e.g. play the piano, dance in a show, sing in a concert, play a full game of tennis, earn money, drive a car. Emphasise that these goals are changes too as you have to work at something to see a change.</p> <p>Set the scene of next year or in a few years' time when learners will change class, school or teacher. Invite learners to suggest ideas about how this change might be welcome and wanted (e.g. they might look forward to being with the new teacher) or less wanted and difficult (e.g. they might be worried about the work expected of them or about being with different friends in a new school). Highlight that change brings emotions of uncertainty, which can feel both daunting and exciting.</p> <p>Provide a list of changes in life and ask learners to highlight which ones they are looking forward to and which ones they are more nervous about:</p> <ul style="list-style-type: none"> • becoming a teenager • being able to drive • learning new skills • getting better at mathematics • changing school or class • making new friends • having their own children • falling in love • leaving home. <p>Emphasise that all change brings feelings of uncertainty and that this is normal but uncertainty can also bring about feelings of being excited and nervous at the same time. Use the mood meter (123Ui.03) to help to explain how these two emotions are closely related. Draw on strategies from 123Um.05 that will help learners when they experience difficult emotions caused by change.</p>	<p>Change Excited Nervous Uncertainty</p>	<p>Other Wellbeing</p> <p>123Nd.01 Discuss times when they experienced change and the emotions associated with change.</p> <p>123Um.05 Practise strategies they can use when self-managing unpleasant or intense emotions.</p>

Spontaneous teachable moments	Recognise how nervousness can also feel exciting (depending on how they think about it) and thinking about the positive things associated with a change.
Key points to consider	Some learners may be experiencing a change in their life and may not be coping well with the change.
Theory	The change curve, motivational theory and theories of emotional intelligence.

Learning objective	123Nd.03 Identify ways in which they can prepare for a change they know will happen.	
Suggested teaching activities	Key vocabulary	Links
<p>Tell learners that they are going to prepare for a change in friendships by planning for it.</p> <p>Tell learners that they are going to move to a new class or school. Ask them: <i>Thinking about friends, what is the worst thing that may happen?</i> You may need to give them the first point, e.g. I will not be with my best friends anymore. Then ask: <i>And then what happens?</i> Repeat this question after each response and write responses on one side of the board, e.g.:</p> <ul style="list-style-type: none"> • I will not be with my best friends anymore. • They will not want to play with me anymore. • I will be lonely. • I will have to play with children I do not like. • I will not be happy at school. • I will not want to come to school. • My parents will force me to do things I don't want to do. <p>Then do the same thing on the other side of the board for the best case scenario, e.g.:</p> <ul style="list-style-type: none"> • I will be with all my friends in the new class. • We will continue to be best friends and play all the time. • I will be so happy in my new class. • I will sit next to my friends, do my work with my friends, eat with my friends and be with them all the time. • I will do so well at school as all my friends are there. • I will wake up excited each morning to come to school. 	<p>Worst case scenario</p> <p>Best case scenario</p>	<p>Other Wellbeing</p> <p>123Rh.05 Understand that friendships can change.</p> <p>123Nd.02 Identify changes in life which are positive and they can look forward to.</p> <p>123Ns.03 *Identify who they can ask for help if they feel unsafe or uncomfortable in some situations.</p>

<ul style="list-style-type: none"> • My parents will be proud of me. • I will always be smiling. <p>Invite learners to comment on how it feels to do this exercise. Creating laughter or smiles helps the brain to regulate and then they can plan for the change.</p> <p>Ask learners: <i>What is the most likely scenario?</i></p> <p>Go through the following example, asking learners ‘<i>And then what happens?</i>’ after each thought, e.g.:</p> <ul style="list-style-type: none"> • I will be in a class with some peers I know. • I will continue to play with my best friends at break and lunch times. • I will slowly make new friends in my class. • It may feel lonely sometimes. • My best friends will also make new friends that I may or may not like. • School will feel different to how it feels now. • I will have good days and bad days. • I have a safety network of people I trust that I can talk to if I need support. • I will feel nervous and excited at the same time. <p>Then invite learners to think of any actions they can do to prepare for this change, e.g.:</p> <ul style="list-style-type: none"> • Ask the teachers to tell you about the new class for next year so you can think about who will be in your class before the change happens. • Ask your parents or carers to plan some play dates with children in your new class. • Talk to your friends about how you feel. • Talk to someone in your safety network if you feel uncomfortable. • Notice how nervousness can also be a feeling of excitement, depending on how you think about it. <p>Conclude that writing or thinking about worst and best case scenarios helps the brain plan what action they can take. Explain that all feelings of uncertainty are normal and that expressing them to others helps them process them and work out what actions to take.</p>		
Spontaneous teachable moments	When a learner displays anxious behaviour, this method can help reduce anxiety.	

Key points to consider	You may wish to come up with your own example as it may feel more authentic to describe. Write worst and best case scenarios, it helps to prepare for change as it provides a perspective on what the most likely situation and what action they can take to plan ahead.
Theory	

Learning objective	123Nd.04 *Explore how mistakes can become positive learning experiences.	
Suggested teaching activities	Key vocabulary	Links
<p>Set up a building block activity and instruct learners to build the tallest tower they can. Give them 20 minutes to work in groups.</p> <p>Record some of the 'mistakes' that you observe learners making as they progress to a better idea. For example, they might start to build straight up but then realise it didn't hold the weight and so started to build a more solid base. Invite learners to comment on what ideas they started with and then how these changed. Highlight how at first they made mistakes, but that they used their mistakes to learn from and to help them find their next idea. Use examples that you observed to support their understanding.</p> <p>Without warning, instruct learners to spell a very tricky word (i.e. set them up to 'fail'). Invite learners to express how it feels to fail. Acknowledge that the uncomfortable feeling is part of learning something new and that we cannot learn without going from a struggle (red feelings on mood meter, 123Ui.03) to a feeling of pleasure (yellow feelings on the mood meter).</p> <p>Explain that getting something wrong is not something to be embarrassed about, but is an opportunity to learn. Invite learners to review the strategies they used to spell the word and highlight strategies that are effective. Demonstrate by scaffolding the challenge so learners can witness the process of failing and then understanding how to spell the word.</p> <p>Challenge learners to reflect on their 'mistakes' in their workbook and demonstrate how they have their mistakes as a learning experience to identify and practise what they were unsure about.</p>	Mistake Learning	<p>Other Wellbeing</p> <p>123Ui.03 Understand that experiencing a wide range of emotions is normal.</p> <p>123Um.05 Practise strategies they can use when self-managing unpleasant or intense emotions.</p> <p>Cross-curricular</p> <p><u>Art & Design</u></p> <p>R.01 Celebrate artistic experiences and learning.</p> <p>R.02 Analyse, critique and connect own and others' work as part of the artistic process.</p> <p>TWA.01 Generate, develop, create, innovate and communicate ideas by using and connecting the artistic processes of experiencing, making and reflecting.</p>

	<p>TWA.02 Embrace challenges and opportunities, working with growing independence.</p> <p><u>Computing</u></p> <p>3P.08 Understand that programmers use their mistakes to inform the programs that they create.</p> <p><u>Global Perspectives</u></p> <p>1A.03 Talk about simple, personal consequences of own actions.</p> <p>2A.03 Talk about simple, personal consequences of own actions on others.</p> <p>34A.03 Talk about simple causes of personal actions and consequences on others.</p> <p><u>Music</u></p> <p>2MS.02 Offer and accept suggestions for improvement to work.</p>
<p>Spontaneous teachable moments</p>	<p>Use Carol Dweck’s ‘process praise’ to develop a growth mindset. Praise the process the learner went through to get to the outcome, not the traits of the person (for example, “You are matching all the pieces around the edge of the jigsaw first. Well done” rather than “Good work, puzzle genius”).</p>
<p>Key points to consider</p>	<p>Some learners may already have a very fixed mindset (Carol Dweck) and so need a lot of support and process praise to shift this mindset.</p> <p>Learners must be challenged and must struggle with new concepts to transfer them to their long-term memory. If the work is too hard, they are likely to hit cognitive overload. Cognitive overload is where</p>

	<p>learners try to hold too much information in working memory at one time and thinking fails. Therefore, teachers endeavour to plan work that is beyond learners' current capability but within their reach. Learners should struggle but they must also be able to overcome the challenge with time, effort and support.</p>
Theory	Carol Dweck's work on growth mindset.

Learning objective	123Nd.05 *Demonstrate metacognitive strategies in their learning.	
Suggested teaching activities	Key vocabulary	Links
<p>Introduce learners to learning about their learning. Invite them to draw a flower. Ask learners:</p> <ul style="list-style-type: none"> • <i>How did you know how to start doing this?</i> (e.g. they know what a flower looks like so know what they are aiming to draw) • <i>How do you know it is a good drawing of a flower?</i> (e.g. they know that flowers have stems, leaves, a colourful head and grow in the ground) <p>Link this to knowing the success criteria and the steps they need to follow in order to achieve the goal.</p> <p>Introduce a new instruction, e.g. write a sentence, complete a mathematics problem, read a page. Invite learners to use the following tips to help them understand how they learn and what they can do to improve their learning.</p> <ul style="list-style-type: none"> • Ask yourself questions. Always ask yourself at the end of a piece of work, "Did I miss something?" and then check your answers. • Reflect. Come up with two things you did well and two things you could do better. Then do the two things you could do better and show your teacher. • Write your working out. Show the process you went through to get there, e.g. planning the sequence for a cartoon before drawing the cartoon, using a mind map or showing your calculations in mathematics. <p>Instruct learners to go back to a previous piece of work and reflect on it. See if they can use the tips to improve their work, and share the results with a partner.</p> <p>Engage learners to notice how it feels to have improved a previous piece of work.</p>	<p>Reflect</p> <p>Working out</p> <p>Checking</p> <p>Mind map</p>	<p>Other Wellbeing</p> <p>123Nd.04 *Explore how mistakes can become positive learning experiences.</p> <p>Cross-curricular</p> <p><u>Global Perspectives</u></p> <p>1Rf.04 Talk about something liked in a particular activity.</p> <p>2Rf.04 Talk about a particular activity that supported learning.</p> <p>34Rf.04 Identify which types of activities support learning.</p> <p><u>Music</u></p> <p>34MS.02 Demonstrate an understanding of how work can be improved to suit intentions.</p>

<p>Invite learners to do this activity once a week on a piece of work of their choice. Plan time in the curriculum to do this.</p>		<p><u>Physical Education</u> 123UM.03 Use simple criteria to evaluate success and identify the need for improvement in basic movement tasks and challenges.</p>
<p>Spontaneous teachable moments</p>	<p>A teacher's role is paramount in learning metacognition skills. The more the teacher can explain their thoughts on the process they use to get to an answer, the better. Ensure that you make mistakes and model how you reflect and improve so learners can see that everyone makes mistakes.</p>	
<p>Key points to consider</p>	<p>Metacognition is actively monitoring one's own learning and, based on this monitoring, making changes to one's own learning behaviours and strategies. This is an ongoing activity that needs constant discussion and reinforcement.</p>	
<p>Theory</p>	<p>You can learn more about metacognition and implementing it with your learners in Cambridge's Getting started with Metacognition: https://cambridge-community.org.uk/professional-development/gswmeta/index.html</p>	

Sub-strand: Making a difference

The learning objectives covered in the sub-strand Making a difference are:

123Nb.01 Understand the four Rs of waste reduction: refuse, reduce, reuse and recycle.

123Nb.02 Understand what sustainability means in different contexts.

123Nb.03 Explore the impact of a product's journey.

123Nb.04 Understand the importance of creating or maintaining natural habitats or environments for animals and insects.

123Nb.05 Recognise and celebrate the ways they are the same as, and different from, other people.

123Nb.06 Understand what human rights are.

Learning objective	123Nb.01 Understand the four Rs of waste reduction: refuse, reduce, reuse and recycle.		
Suggested teaching activities	Key vocabulary	Links	
<p>Tell learners that they are going to plan a party for the class (make it a pretend or real party). Provide lots of pictures of different items for a party, e.g. foods, cups, drinks, tablecloth, cleaning products, decorations, that have lots of packaging and plastic. Ask learners what would happen when they finish the party to all the different items that they used?</p> <p>Explain how waste can either be reused, recycled or thrown away (usually ending up in a landfill site) by using imaginary of the three different options. Show pictures or videos of plastic items being reused, recycled or thrown away, including a landfill site. Ask learners which options would be best for their planet?</p> <p>Show learners pictures of the same party items but this time the more eco-friendly option, e.g. reusable cups, not disposable cups. Make reference to the four Rs:</p> <ul style="list-style-type: none"> • You can REFUSE to buy items that contain single-use plastics or items that are individually packaged. • REDUCE is to limit the amount of waste you create in the first place. This includes buying products with less packaging and choosing the most sustainable options. • REUSE means to use something again that you would normally throw away. When you reuse, you use fewer natural resources and also save the energy that is needed to make a replacement. • RECYCLE means the product goes through a mechanical process to change its form. Recycling saves energy, resources and materials from creating brand new products. <p>Invite learners to make a poster with the four Rs to teach others.</p>	<p>Refuse Reduce Reuse Recycle</p>	<p>Other Wellbeing</p> <p>123Nb.02 Understand what sustainability means in different contexts.</p> <p>123Nb.03 Explore the impact of a product's journey.</p> <p>Cross-curricular</p> <p><u>Global Perspectives</u></p> <p>1A.01 Say something known about an issue.</p> <p>1Cm.01 Answer questions with relevant information about a given issue.</p> <p>2Cm.01 Talk about a given issue, giving relevant information.</p> <p><u>Science</u></p> <p>1-3 SIC.04 Talk about how science helps us understand our effect on the world around us.</p>	
Spontaneous teachable moments	Notice the choices made and encourage learners to follow the four Rs (e.g. notice when a learner draws on both sides of a piece of paper rather than using two sheets) and scaffold opportunities to research and investigate making better choices. Widen this to the class or school as appropriate.		
Key points to consider	You can agree with learners on how your class will change one thing to follow advice from the four Rs. Consider how this learning relates to climate change and sustainability.		

Theory		
Learning objective	123Nb.02 Understand what sustainability means in different contexts.	
Suggested teaching activities	Key vocabulary	Links
<p>Introduce the word ‘sustainability’ and ask for ideas on its meaning. Conclude that it means people living today looking after the world’s resources so that there are some left for those who live after us. To sustain something simply means to keep it going.</p> <p>Explain that people need food, water and somewhere to live. All of these needs have to be met by what is available on the planet. If they use things that cannot be replaced, or they carry out practices that harm the planet faster than it can recover, this is not sustainable. Show a video or other depiction of a fossil fuel and how it runs out. Explain that they are going to explore a few ways we can be sustainability champions. Put the following sustainability headings on the board and ask learners to record how they could be achieved.</p> <ul style="list-style-type: none"> • Reduce waste (recap 123Nb.01) • Reduce energy consumption (e.g. turn off lights, turn off switches on sockets, turn off anything you are not using) • Reduce fuel consumption (e.g. walk or cycle) • Reuse or reduce water consumption (e.g. collecting rainwater to water plants, turning off the tap when brushing teeth, using less water to bath or shower) • Eat more plants (e.g. chose vegetarian option on school menu) • Look after the environment (e.g. pick up litter) <p>Ask learners to commit to one sustainable change. Consider using a carbon footprint calculator (available online) to show learners how the actions of individuals has a collective impact. Instruct learners to make a commitment card that states “For one week, I will...” and report back to the class on how this challenge goes.</p>	Sustainability	<p>Other Wellbeing</p> <p>123Nb.01 Understand the four Rs of waste reduction: refuse, reduce, reuse and recycle</p> <p>123Nb.04 Understand the importance of creating or maintaining natural habitats or environments for animals and insects.</p> <p>Cross-curricular</p> <p><u>Global Perspectives</u></p> <p>1A.01 Say something known about an issue.</p> <p>1Cm.01 Answer questions with relevant information about a given issue.</p> <p>2Cm.01 Talk about a given issue, giving relevant information.</p> <p><u>Science</u></p> <p>1-3 SIC.04 Talk about how science helps us understand our effect on the world around us.</p>

Spontaneous teachable moments	Notice and praise sustainable actions made by learners.
Key points to consider	Some learners may need support to choose a sustainable change. Acknowledge that some children may be challenged at home, but look at actions that they can action in school.
Theory	

Learning objective	123Nb.03 Explore the impact of a product's journey.	
Suggested teaching activities	Key vocabulary	Links
<p>Tell learners that they will be exploring the journey of different products today. Place a picture of a wristwatch on the board.</p> <p>Ask learners: <i>How did this product get to my wrist?</i></p> <p>Invite learners to shout out all the different workers, machines and materials involved in making this product, e.g. the workers finding the metals, the machines to dig them from the earth, the transportation to a factory, the workers in the factory, the designers drawing the details, the jewellers putting the pieces together, the food and water needed to feed everyone involved, the shops selling the watches and workers working in the shops or online stores, the vans and people involved in distributing the products.</p> <p>Then put a picture of three different products on three tables around the room. Make one product a locally produced product and the other two globally produced products. e.g. drinks can, TV, ornament. Next to each product, place a large poster paper and pens. Invite learners to go around in groups to the different tables and write down or draw anyone who has been involved in the product's journey.</p> <p>Conclude that all products involve hundreds of different people and therefore have a large impact on our planet. When we shop locally, we will reduce this impact.</p>	<p>Factory Workers Transportation Shipping Products</p>	<p>Other Wellbeing</p> <p>123Nb.02 Understand what sustainability means in different contexts.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p> <p>3DW.02 Know that computers and their use has changed over time.</p> <p><u>Global Perspectives</u></p> <p>1A.01 Say something known about an issue.</p> <p>1Cm.01 Answer questions with relevant information about a given issue.</p> <p>2Cm.01 Talk about a given issue, giving relevant information.</p>

		<p><u>Science</u></p> <p>2Cm.01 Understand that some materials occur naturally and others are manufactured.</p> <p>2Cp.02 Explain why materials are chosen for specific purposes on the basis of their properties.</p> <p>1-3 SIC.04 Talk about how science helps us understand our effect on the world around us.</p>
Spontaneous teachable moments	Remind learners not to waste or misuse things; they have the impact of hundreds of people's lives. Geography topics. Planning for events.	
Key points to consider	Think about how the impact of a product's journey can help them to reduce waste and misuse.	
Theory		
Learning objective	123Nb.04 Understand the importance of creating or maintaining natural habitats or environments for animals and insects.	
Suggested teaching activities	Key vocabulary	Links
<p>Introduce learners to the word 'habitat'. (They may have been introduced to the word in Science, 2Be.01.) Zookeepers need to study where a specific animal lives, so they can replicate the animal's natural habitat. Explain the following:</p> <ul style="list-style-type: none"> Natural habitats are land and water areas that contain certain environmental conditions (e.g. dry, wet) and types of plant and animal species. These habitats are naturally occurring, meaning that they have not been created by humans. Types of natural habitats include forests, wetlands, deserts and Arctic tundra. <p>Using bug collectors or pots, explore a green area for insects. Invite learners to safely collect a sample of insects for inspection. If possible, use microscopes to examine their features. Ask</p>	<p>Natural habitats</p> <p>Extinct</p> <p>Habitat classifications</p>	<p>Other Wellbeing</p> <p>123Nb.02 Understand what sustainability means in different contexts.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p>

<p>learners what would happen to the insects if we cut down all the trees and built houses instead? (They would lose their homes). Challenge learners to draw the natural habitat for an insect, labelling the conditions the insect was found in (e.g. wet or dry, grassy, soil, warm or cold).</p> <p>Take the example of the rainforests by showing learners the variety of animals and insects that live in this habitat. Provide a fact sheet about the orangutan and introduce the concept of deforestation (cutting down forests to make farmland or to build factories). Ask learners what would happen to the orangutans if this occurred. Draw out that they would not have anywhere to live and slowly would become 'extinct'. Explain this term.</p> <p>Invite learners to create a poster to save the orangutans (or any other rainforest animal or insect) by explaining that they will become extinct if we do not look after natural habitat.</p>		<p>1A.01 Say something known about an issue.</p> <p>1Cm.01 Answer questions with relevant information about a given issue.</p> <p>2Cm.01 Talk about a given issue, giving relevant information.</p> <p><u>Science</u></p> <p>2Be.01 Know that an environment in which a plant or animal naturally lives is its habitat.</p> <p>2Be.02 Know that different habitats contain different plants and animals.</p>
Spontaneous teachable moments	Notice natural habitats in stories and draw out the conditions of this habitat that help living things live and grow. There may be opportunities to a visit a natural habitat.	
Key points to consider	This is a huge topic and can be a project. Use local agencies, global resources and TV programmes for information about this topic.	
Theory		

Learning objective	123Nb.05 Recognise and celebrate the ways they are the same as, and different from, other people.	
Suggested teaching activities	Key vocabulary	Links
Show pictures of different human noses. Ask learners what is similar about human noses and what is different. Draw out that they all have noses to breath and smell, but there are many different shapes, sizes and colours.	Celebrate Same Different	Other Wellbeing 123Rh.09 Recognise that other families can look similar or different to theirs.

<p>Show pictures of different human eyes. Ask learners what is similar about human eyes and what is different. Draw out that most humans have eyes to see, which they can wink, blink and close, but there are many different shapes, sizes and colours.</p> <p>Show pictures of different human mouths. Ask learners what is similar about human mouths and what is different. Draw out that we all have mouths to eat, drink, taste and cough, but there are many different shapes, sizes and colours.</p> <p>Invite learners to think about what other things we share with other humans and things that are different. Learners may stick to physical features but you could develop the conversation to include traits and suggest that we all have a heart that can love but some people do not always show this. Conclude that each one of us is totally unique and there is no one like us in the whole world. Use a poem or story to represent how each one of us is unique. Challenge learners to write a poem titled “Me” and allow it to take any form or shape that learners wish.</p> <p>Hold a ‘world culture day’. Invite learners to bring in food, dress and present to their peers the culture they belong to or a culture of their choice. Share similarities and differences with the class.</p>		<p>123Rh.12 Identify communities that they belong to and discuss what being part of those communities feels like.</p> <p>Cross-curricular <u>Art & Design</u> R.01 Celebrate artistic experiences and learning.</p> <p><u>Global Perspectives</u> 2A.01 Recognise that different people know different things about an issue. 34A.01 Recognise that people think different things about an issue.</p>
Spontaneous teachable moments	Emphasise our common humanity to improve compassion amongst learners.	
Key points to consider	Remind learners that all differences are beautiful and that everyone has different ways of displaying and expressing emotions.	
Theory		
Learning objective	123Nb.06 Understand what human rights are.	
Suggested teaching activities	Key vocabulary	Links
Ask learners what they think human rights are. Watch a video to help them understand that they all have human rights.	Human rights	<p>Other Wellbeing 123Rh.13 *Communicate their own boundaries to others.</p>

<p>Download and display a simplified version of the Universal Declaration of Human Rights. Go through a few human rights and make them applicable to learners. Use the following as a guide:</p> <ul style="list-style-type: none"> • It's OK to have feelings and I can name them. Article 1 We are all born free. We all have our own thoughts and ideas. • We should all be treated in the same way. I understand when something isn't fair. Article 7 The law is the same for everyone. • They must treat us all fairly. I know it's kind to share, take turns and let everyone play. Article 17 Everyone has the right to own things and to share them. Nobody should take our things from us without good reason. • My ideas are important and I am listened to. Article 19 We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people. • I belong to a group, and I can name the special people in my life. Article 15 We all have the right to belong to a country. • I can marry and have my own children. Article 16 Every grown up has the right to marry and have a family if they want to. • I can make and be friends. We can play together or on our own. Article 20 We all have the right to meet our friends and to work together in peace to defend our rights. • Nobody can make us join a group if we don't want to. I try to look after and listen to my friends and make sure they are happy. Article 29 We all have a duty to other people, and we should protect their rights and freedoms. <p>Use examples to show a few of the human rights. For example, to demonstrate what is 'equal', cut a pizza or cake into uneven slices and share it out. Ask learners:</p> <ul style="list-style-type: none"> • <i>Is this a fair distribution?</i> • <i>If not, why not?</i> • <i>How do we make it fair?</i> <p>Help learners to understand that 'equal' means shared fairly for all. Ask them to talk about any times they felt something was not fair (or not shared equally).</p>		<p>Cross-curricular <u>Global Perspectives</u></p> <p>1A.01 Say something known about an issue.</p> <p>1Cm.01 Answer questions with relevant information about a given issue.</p> <p>2Cm.01 Talk about a given issue, giving relevant information.</p>
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<p>Watch a video on the United Nations Convention on the Rights of the Child to explain that children have rights too. Explain they have a right to be heard and listened to. Display some on the rights on the board. Ask learners to pick their favourite one and make a poster to display this right.</p>		
<p>Spontaneous teachable moments</p>	<p>Acknowledge learners' right to be heard and listened to by validating their experiences and emotions without judgement. Links to ensuring belonging.</p>	
<p>Key points to consider</p>	<p>The legal element of these rights is a difficult topic to navigate, so reinforcing that our governments help to maintain to these rights with the support of the police may be as far as you want to take this conversation. Be mindful of school policies.</p>	
<p>Theory</p>		

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