

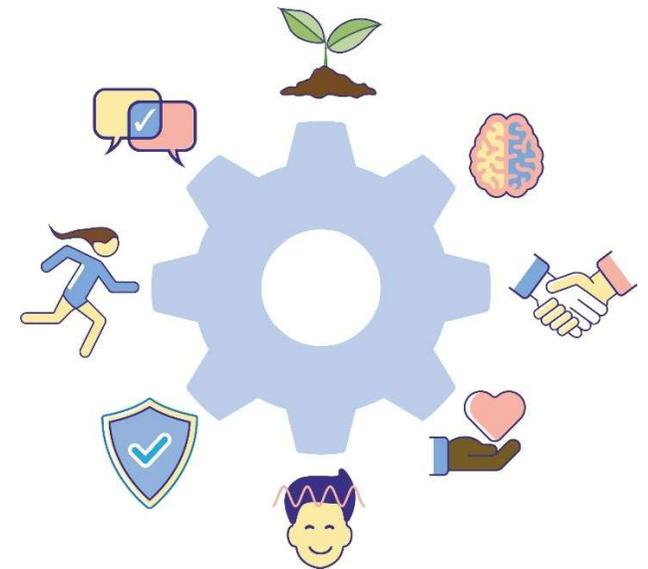
Scheme of Work

Cambridge Primary

Wellbeing 0034

Stages 4 to 6

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 4 to 6.

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 4 to 6. 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 4 to 6.

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 4 to 6. 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 4 to 6

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.

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 4 to 6

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 this strand, Understanding myself, are divided into three sub-strands.

Identifying emotions

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

Managing emotions

In this sub-strand, learners will explore triggers for different emotions, evaluate behaviour, practise emotional self-care and self-management strategies, explore their identities, and understand the importance of a positive self-image.

Healthy habits

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

Sub-strand: Identifying emotions

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

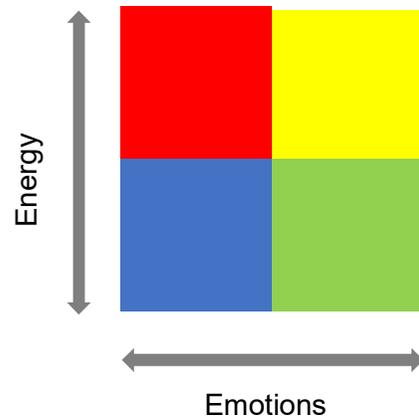
456Ui.01 Identify a wide range of emotions in themselves and others using a wide range of vocabulary.

456Ui.02 Understand how emotion can physically affect their bodies.

456Ui.03 Understand that emotions can change over time due to planned and unplanned external factors.

456Ui.04 Explore emotions related to loss and bereavement.

Learning objective	456Ui.01 Identify a wide range of emotions in themselves and others using a wide range of vocabulary.	
Suggested teaching activities	Key vocabulary	Links
<p>Show learners a range of images of landscapes. Ask learners to say what they might see, hear and smell and the physical sensations (e.g. warmth, coldness, wetness, wind or breeze) they might feel in these landscapes.</p> <p>Focus on one of the images, and ask learners to ‘step into the environment’. Ask:</p> <ul style="list-style-type: none"> • <i>How do you feel in this environment?</i> • <i>What physical feelings and responses do you have when you imagine yourself here?</i> • <i>What words describe the emotions you feel?</i> <p>You may want to use music to support the exploration. Play a piece of music to accompany the image. Ask:</p> <ul style="list-style-type: none"> • <i>How does the music make you feel?</i> • <i>Have your feelings about the environment changed?</i> • <i>What words describe the emotions you feel now?</i> <p>Write the words that learners use to describe their emotions on the board. Ask: <i>Do you all feel the same emotions?</i>. Learners may feel different emotions or different intensities of emotion. If possible, group or rank words to show this. Explain that memories evoke emotions, so if they have been to somewhere like the place in the image, they may have different emotions from someone who has not. Draw the conclusion that in every situation, their experiences and their associations with places, people and events evoke emotions in them.</p> <p>Now share a mood meter, or a similar resource. You may find an image or app online, or create your own. Draw an table with four quadrants. The vertical axis (top to bottom) is high to low energy. The horizontal axis (left to right) is unpleasant to pleasant emotions. Top left quadrant is red (high energy, unpleasant emotions), top right quadrant is yellow (high energy, pleasant emotions), bottom left quadrant is blue (low energy, unpleasant emotions), and bottom right is green (low energy, pleasant emotions).</p>	<p>Feeling Emotion Physical Mental Sensation Perception Pleasantness Energy</p> <p>A range of vocabulary related to key emotions, e.g. happiness, joy, sadness, excitement, frustration, irritation, anger, calmness, joy, fear, loneliness, disgust, surprise</p>	<p>Other Wellbeing</p> <p>456Um.01 Explore triggers for different emotions.</p> <p>456Nd.01 Describe the physical and emotional impact that changes can have on people.</p> <p>Cross-curricular</p> <p><u>English</u></p> <p>456Wv.01 Use specialised vocabulary accurately to match a familiar topic.</p> <p>5Wv.03 Choose and use words and phrases carefully to convey feeling and mood.</p> <p><u>English as a Second Language</u></p> <p>4Sc.01 Give basic information about themselves and others using a short sequence of sentences.</p> <p>5Sc.01 Give more detailed information about themselves and others using a sequence of sentences.</p> <p>6Sc.01 Give detailed information about themselves and others.</p>



Explain that when they experience an emotion and notice, or name, a feeling, they are experiencing emotions on an energetic level (low to high energy) and in terms of unpleasantness to pleasantness.

Use a range of cards or images depicting different emotions to explore the dynamics of emotions that use low and high energy and lower and higher degrees of pleasantness that they experience with these emotions. For example, 'excited' is high energy and high pleasantness, 'lonely' is low energy and low pleasantness, 'angry' is high energy but low pleasantness, and 'serene' is low energy but high pleasantness. Encourage learners to use a wide range of key vocabulary to express their emotions.

Encourage learners to role-play a range of these emotions, and consider how their bodies demonstrate low and high energy, and unpleasantness and pleasantness. You could also use scenarios or stories and ask learners to describe a character's emotions using the mood meter.

Ask:

- *How does the body respond to less and more pleasant emotions?*
- *How does it make us feel?*

Reinforce the point that no emotion is bad. Emotions may be less or more pleasant, but all the feelings they experience enable their brain to help them decide how to respond to and manage their emotions.

Explore any emotion words that are new to learners, model a range of sentences and situations when these may be valid and relate them to the quadrants of the mood meter.

4So.01 Express, with support, opinions and feelings.

5So.01 Express, with little or no support, opinions and feelings.

6So.01 Express opinions, feelings and reactions.

4Wc.03 Express, with support, opinions and feelings.

5Wc.03 Express, with little or no support, opinions and feelings.

6Wc.03 Express opinions and feelings.

Physical Education

456MC.04 Identify and demonstrate a range of compositional ideas in order to express a selected theme, mood or emotion.

<p>Make sure learners use a wide range of vocabulary, as well as happy, sad, angry, calm, etc., and different physical responses to enable them to consider the levels they are experiencing. This helps them to choose specific words to help them understand and describe their emotions.</p> <p>Invite learners to name any emotions that fit the quadrants. Use the words on the board related to the landscape image. Examples may include:</p> <ul style="list-style-type: none"> • Yellow – happy, excited, cheerful, enthusiastic, joyful. • Red – angry, irritated, frustrated, scared, shocked. • Green – calm, peaceful, thankful, at ease, steady. • Blue – sad, down, lonely, glum, tired. <p>Ask learners to reflect on their current emotions. Ask:</p> <ul style="list-style-type: none"> • <i>Can you describe how energetic your emotion is?</i> • <i>Can you describe how pleasant your emotion is?</i> • <i>Can you explain how this feels physically?</i> • <i>What word would you choose to describe this feeling?</i> 		
<p>Spontaneous teachable moments</p>	<p>When you have a class event or trip, you can extend learners' ability to describe their emotions in relation to the event or trip.</p> <p>You can support and consolidate awareness with check-in points in the day, feelings diaries, or mindful moments.</p>	
<p>Key points to consider</p>	<p>Emotional awareness can raise trigger points for specific events. Consider scenarios and stories that offer a third-party view of an issue, rather than expecting learners to reflect on their own lived experiences, as this is a safer means of exploring a range of emotions, especially low energy and unpleasant (blue) emotions. Consider context carefully in light of your learners' specific experiences, and have a clear plan for safeguarding needs when required, e.g. a family argument. Use a scenario of imagined characters to remove the need for learners to share their own experiences.</p> <p>People have a physical response, an emotional sensation and a mental response. These perceptions link to how someone is feeling and how they express this. When the brain considers a sensation, it sends chemical messages through the body, and this becomes an emotional reaction. Being able to recognise</p>	

Theory	<p>and name these helps learners to recognise their feelings, understand them and start to make decisions about how to manage their reactions.</p> <p>Everyone experiences emotions, but the word that each person selects for that feeling is a judgement. This needs to be considered carefully as we cannot judge the emotions and sensations of others. For example, a learner may have stomach flutters and a raised heartbeat, and think they're nervous, when this may be excitement. Another learner may have low energy and think they are tired, when in fact, they are bored.</p>
	<p>Mood meter: David Caruso, Marc Brackett and others.</p> <p>Emotional intelligence and emotional literacy.</p>

Learning objective	456Ui.02 Understand how emotion can physically affect their bodies.		
Suggested teaching activities	Key vocabulary	Links	
<p>Explore a range of cards and images depicting a range of emotions. Encourage learners to show you physically the feeling they identify. Capture a range of words to describe this. You can differentiate between the feelings words and the physical reactions words.</p> <p>Draw out the understanding that the sensations their body feels are the signals to their brains to decide what they are feeling.</p> <p>Explain that this is linked to the messages that nerves send to the brain and helps someone to respond and survive. If learners experience fear, their brain can help them react, to keep them safe. One person might remain still until the threat disappears, another might move quickly out of the way, or might freeze with fear.</p> <p>Explore a scenario, using a passage from a book or a scenario example of a character linking emotions and actions, e.g. crying or shouting. Ask about the character's physical signs and internal feelings, and then consider their emotions using the mood meter. You may want to map these on an emotions graph.</p> <p>Draw a line graph. Label the x axis 'Time', and the y axis '0 to 10'.</p> <p>Ask learners to consider the emotions the character experiences through the story and plot the episodes across the Time axis, encouraging learners to think how pleasant the emotions</p>	<p>Nervous system</p> <p>Physical</p> <p>Sensation</p> <p>Feeling</p> <p>Reactions</p> <p>Response</p>	<p>Other Wellbeing</p> <p>456Ui.03 Understand that emotions can change over time due to planned and unplanned external factors.</p> <p>456Uh.06 *Identify at least one physical activity they enjoy and practise regularly.</p> <p>456Uh.02 Recognise signs of physical and mental ill health and know who to tell.</p> <p>456Um.04 Practise a range of strategies they can use when self-managing unpleasant or intense emotions and identify which strategies they find most useful.</p> <p>Cross-curricular</p>	

<p>the character felt were and decide where on the y axis this would place the character. This should plot a line graph mirroring the range of feelings felt within the chronology of the story.</p> <p>Ask learners:</p> <ul style="list-style-type: none"> • <i>At this point, when the character feels X, what sensations do they feel in their bodies? Can you show me?</i> • <i>What emotions might they be feeling?</i> • <i>How pleasant is this?</i> • <i>Where between 0 and 10 would you rate this?</i> <p>Draw attention to the differences in emotional levels, e.g. happy, ecstatic</p> <p>Take four key emotions: fear, anger or excitement, sadness and happiness. Ask learners what physical responses they can describe in relation to these. Using the mood meter, invite learners to show you their emotional responses at low energy and high energy. You may wish to link this to specific characters or situations from stories. There is an opportunity to incorporate this activity in dance, response to music, or physical exercise.</p> <p>Draw out the physical responses to these emotions, e.g. they may feel something in their stomach, breathing changes, pulse changes, they may sweat, feel clammy, feel sensations in the mouth, and hairs on their arms and neck may prickle. They might cry, or laugh. These are all natural responses to sensations that the nervous system uses. It can also be useful to use physical actions and activity to release energetic feelings, but learners also need to know that they may have less helpful physical reactions, e.g. when they are upset or angry and want to hit someone.</p> <p>Invite learners to walk around the classroom at the level of energy for happiness. Ask:</p> <ul style="list-style-type: none"> • <i>How energetic is this on a scale of 1 to 10?</i> • <i>What words describe this emotion?</i> <p>Ask learners to walk at the level of energy for sadness and repeat the questions. You may also ask:</p> <ul style="list-style-type: none"> • <i>What has changed from the previous emotion?</i> • <i>What do you notice about how you hold your body?</i> • <i>What is your face doing?</i> • <i>How does it feel inside?</i> 	<p><u>Science</u></p> <p>6Bp.01 Describe the physical changes that take place during puberty in humans.</p>
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<p>Ask learners to walk around at the level of energy for anger. Ask the questions above. Refer to the mood meter and note that this is a high energy but unpleasant feeling. Ask learners to look at their peers walking around and describe how it makes them feel to see someone who is angry. Note that they can manage and change their emotions by changing their physical responses to them.</p> <p>Explore a range of strategies linked to managing emotions. These may include slow breathing strategies, focused activity such as drawing or reading, physical calming and exercise or find a safe space, or a trusted adult to provide support.</p> <p>Review learning by creating a checklist of the range of physical sensations that signal emotions (learners may apply their own scales to these) and a strategy checklist or poster. Check the following:</p> <ul style="list-style-type: none"> • Can learners describe a range of physical responses to emotions? • Can they consider the feelings they associate with these? • Do they recognise that there may be a range of feelings with the same physical responses and consider ways to notice and decide what they are actually feeling? • Can they recognise appropriate ways they physically express feelings? • Can they use strategies to manage emotions and keep safe? 		
<p>Spontaneous teachable moments</p>	<p>Create check-in moments during the day, e.g. after playtime, or in response to key events as they arise. When learners demonstrate emotional responses, you can help them notice the physical effects using key vocabulary. This will enable them to express and understand their feelings and help calm anxiety. There may be opportunities to explore this concept within class challenges, or experiences, performance and sports events. Keep a class copy of the mood meter to refer to, or emotional vocabulary cards.</p>	
<p>Key points to consider</p>	<p>In this activity, learners explore a range of physical sensations that help them recognise their feelings, and how their bodies demonstrate them to others.</p> <p>Set clear ground rules for physical activities, with opt-out strategies for any learner who may feel uncomfortable.</p> <p>It is important that learners have awareness of nervous system responses and recognise that everyone is unique. Experiences affect the way the body responds so the scales of response will be different.</p> <p>Learners who have experienced trauma will need support as they may be subject to heightened physical responses. It is important not to exclude them, but to consider approaches carefully.</p>	

Theory	Physical health and nervous system theories underpin these activities. Neuroscience and polyvagal theory. The five steps to wellbeing.		
Learning objective	456Ui.03 Understand that emotions can change over time due to planned and unplanned external factors.		
Suggested teaching activities	Key vocabulary	Links	
<p>Start with a check in. Using the mood meter, ask:</p> <ul style="list-style-type: none"> • <i>Where are your emotions right now?</i> • <i>Are they different from yesterday?</i> • <i>Why?</i> <p>Introduce the idea that emotions change over time.</p> <p>Create a timeline of key events in the life of an individual. This may be story of a fictional or historical character or someone who is popular with the learners, e.g. a sports person who has had successes and failures. If possible, include at least one planned and one unplanned event.</p> <p>Learners work in groups to build a model of, or draw, a different key events in the life of the chosen character. Encourage groups to consider their model or drawing and explain their choice of colours, positioning and shapes. Ask: <i>What does this tell you about emotions in relation to this character and event?</i></p> <p>In the same order that the events occur in the character's life, ask each group to present and explain their model or drawing to the whole class. Identify the emotions the character experiences in each event and how these change.</p> <p>Explain that details about people's emotions based are based on our own experiences because there is an emotional reaction to the character's experiences. Ask learners if they have experienced any events similar to the ones in the character's life and how they felt.</p> <p>There is an opportunity to link this activity to control and the range of emotions they feel when in control (e.g. planned factors) and when things are not planned. For example, if they know</p>	<p>Timeline</p> <p>Empathy</p> <p>Planned</p> <p>Unplanned</p>	<p>Other Wellbeing</p> <p>456Um.01 Explore triggers for different emotions.</p> <p>456Ui.01 Identify a wide range of emotions in themselves and others using a wide range of vocabulary.</p> <p>456Um.03 Practise a range of strategies to support emotional self-care and identify which they find most useful.</p> <p>Cross-curricular</p> <p><u>Science</u></p> <p>6Bp.01 Describe the physical changes that take place during puberty in humans.</p>	

<p>they are going to have a test they can prepare for it and this helps calm their nerves, whereas if there is a surprise test they may panic or get really worried.</p> <p>Review learning by asking:</p> <ul style="list-style-type: none"> • <i>What happens to your emotions when things change?</i> • <i>How do planned and unplanned events impact on feelings?</i> • <i>Can you give an example of when your emotions change?</i> • <i>What strategies do you find useful when something changes?</i> 		
<p>Spontaneous teachable moments</p>	<p>Any planned or unplanned changes in school offer the opportunity to explore this concept in context, e.g. unexpected changes to timetables or an unexpected visitor to the class. Reflecting on the emotions learners feel at these points will reinforce the learning objective.</p>	
<p>Key points to consider</p>	<p>Reactions to change may include: shock and disorientation, anger and other emotional responses, coming to terms with new situations, acceptance and moving forward. Everyone will respond differently and some of this is dependent on individual strategies for emotional regulation. Some of these will be automatic, but learners can also develop a toolkit of strategies to draw on these when they feel challenged, particularly when events are unplanned. They can learn how to control their emotions to help them cope and build resilience. Practicing strategies such as mindful breathing can help calm our emotional responses enough to help them think. You will find information and exercises on mindful breathing online.</p>	
<p>Theory</p>	<p>Dan Siegel's hand model of the brain is useful here. There are a number of change theory models and these may provide useful visual references.</p>	
<p>Learning objective</p>	<p>456Ui.04 Explore emotions related to loss and bereavement.</p>	
<p>Suggested teaching activities</p>	<p>Key vocabulary</p>	<p>Links</p>
<p>Use a key text about loss to support contextual exploration of this theme, e.g. <i>The Heart and the Bottle</i> by Oliver Jeffers, or <i>Badger's Parting Gifts</i> by Susan Varley. Michael Rosen's <i>Sad Book</i> may be suitable for older readers. Make sure that you know your chosen book well and consider its suitability for your learners.</p>	<p>Loss Grief Death</p>	<p>Other Wellbeing</p>

<p>Start by exploring what learners understand about losing things. Establish what it feels like to lose something and the range of emotions they might experience. For example, when they lose an item such as a key, bag or toy, they may be worried, angry, frustrated, sad or overwhelmed. They may blame someone and may not know what to do.</p> <p>Read the chosen story and consider the emotions they feel in response to the story. Map the emotions of the characters and encourage learners to develop their use of emotional vocabulary to discuss the variety and range of emotions different people experience in response to loss, e.g. when someone dies and they are bereaved. Explain that there is no right or wrong way to feel.</p> <p>Explore whether it is acceptable to experience happy moments when people grieve. Use character experiences, or scenarios, e.g. family and friends sharing happy memories of the person who died, or doing something together to celebrate the person's life, can be sad and happy.</p> <p>Using the Kübler-Ross stages of grief, or a similar model, show how people's emotions will change depending on different factors.</p>	<p>Bereaved Anger Frustration Overwhelm</p>	<p>456Ui.01 Identify a wide range of emotions in themselves and others using a wide range of vocabulary.</p> <p>456Ui.03 Understand that emotions can change over time due to planned and unplanned external factors.</p> <p>456Um.01 Explore triggers for different emotions.</p> <p>456Rh.16 Explain the importance of respecting others, even when they have different experiences, thoughts and emotions to their own.</p>
<p>Spontaneous teachable moments</p>	<p>When a well-known or popular person in society dies, in historical accounts or in the wider curriculum. Use these examples so learners can consider the feelings related to the loss of family, friends and community members.</p> <p>Learners may discuss loss of a pet, or family member, and this will be something to consider in terms of appropriate timing, provision and support.</p>	
<p>Key points to consider</p>	<p>There are a range of organisations that provide resources and book lists to support this subject area. Consider your context and learners.</p> <p>When exploring death and grief with learners, it is important to use key facts and language. Cultural representations and beliefs about death, and what happens when people die may be raised in discussion, so it is important to acknowledge and appreciate there is a range of beliefs around death. People die because either their body can no longer function (usually due to illness or old age) or, in extreme cases, due to a crisis event or accident. Keep your approach simple so that you can acknowledge that everyone has different beliefs and focus on how people feel when they lose someone.</p> <p>This topic must be handled sensitively, so maintaining a factually-based approach and clear language will help learners with a range of needs to understand the process Do not confuse them by using language</p>	

	<p>such as 'passed away'. This is particularly important for learners with specific needs. While you might want to acknowledge that there is a range of vocabulary used to describe death, they all mean that a person has died.</p> <p>Consider your local context and any cultural expectations and guidelines, and also consider timing of this activity in relation to your learners and their personal circumstances.</p> <p>Sharing the materials with parents and carers may be beneficial.</p> <p>When a learner experiences loss, it is important to acknowledge who they can seek support from. This will involve liaison with family and wider leadership on how the school will approach this.</p> <p>Remember that everyone has their own experience and that there are people that can help support emotions</p>
Theory	<p>There are various models, e.g. Kübler-Ross's five stages of grief, Lois Tonkin on growing around grief and J William Worden's four tasks of grief or mourning. It is important to acknowledge there is not one model, but a range of theories that explore how people experience and respond to grief.</p>

Sub-strand: Managing emotions

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

456Um.01 Explore triggers for different emotions.

456Um.02 Evaluate whether their behaviour is appropriate for a given situation.

456Um.03 Practise a range of strategies to support emotional self-care and identify which they find most useful.

456Um.04 Practise a range of strategies they can use when self-managing unpleasant or intense emotions and identify which strategies they find most useful.

456Um.05 Explore different facets that contribute to their identity and the importance of having a positive attitude towards themselves.

456Um.06 Understand that comparing themselves with others can contribute to an unhealthy mindset.

Learning objective	456Um.01 Explore triggers for different emotions.	
Suggested teaching activities	Key vocabulary	Links
<p>Set up safety expectations, revisit ground rules and strategies for learners who experience any triggers (i.e. something that makes them feel upset or frightened because they are made to remember something bad that happened in the past).</p> <p>Start with a story or some practical scenarios known to all learners. For example, use images of a range of common events that learners are familiar with that trigger different perceptions and emotions, e.g. not receiving a gift from someone, being tripped over in a game, winning a race, being left out of a game, or a friend telling someone something you told them in confidence.</p> <p>Introduce the key vocabulary and definitions of these triggers, provide sentence starters or writing frames where necessary.</p> <p>The key learning point is that an event triggers a perception, which prompts an emotional response. You may want to explore the energies of these feelings and the levels of pleasantness using the mood meter, e.g. winning the race may be a highly pleasant feeling, whereas being left out of a game will generate less pleasant emotions.</p> <p>Ask learners:</p> <ul style="list-style-type: none"> • <i>How does this feel when this happens?</i> • <i>How does your body react?</i> • <i>What might you feel if you have felt this before?</i> • <i>How might you react?</i> <p>Explain that when something feels unfair, or feels unpleasant or uncomfortable, learners may experience feelings that trigger a range of emotions and reactions.</p> <p>Encourage learners to make a triggers list of examples of events and the triggered emotions these might evoke. Explore the emotional vocabulary associated with this, reinforcing the degrees of unpleasantness. Consider the emotions that these scenarios trigger. Consider with learners that these may be different for different people, and may be influenced by things they have experienced in the past. Individuals create a story about not being liked, or not having friends, when in fact this may not always be the case, but their emotional reaction is</p>	<p>Trigger</p> <p>Anxiety</p> <p>Anger</p> <p>Relief</p> <p>Excitement</p>	<p>Other Wellbeing</p> <p>456Ui.01 Identify a wide range of emotions in themselves and others using a wide range of vocabulary.</p> <p>456Ui.02 Understand how emotion can physically affect their bodies.</p> <p>456Um.04 Practise a range of strategies they can use when self-managing unpleasant or intense emotions and identify which strategies they find most useful.</p>

<p>strong. Explain that how someone responds to events can be influenced by emotional triggers, e.g. if they get nervous about a test, it may be because they did not do very well in a previous test and now they are worried about criticism or failure. Noticing the triggers that learners experience can help them to communicate their feelings.</p> <p>Use the triggers list and the gathered examples from learners to ask how these triggers may feel physically and how this links with the emotions they experience.</p> <p>Explain that people have physical responses to triggers, such as a stomach ache, starting to sweat, dizziness or an increased heart rate. Draw attention to the fact that both anxiety, fear, anger and excitement can do this, even though they may be very different in terms of pleasantness. Noticing when triggers happen can help learners to understand their own triggers and this helps them to develop a range of strategies to control their emotions.</p>		
<p>Spontaneous teachable moments</p>	<p>Events may trigger perceptions or feelings of, for example, rejection, betrayal, unfair treatment, loss of control, exclusion, criticism, being unwanted, discomfort, insecurity, losing independence, uncertainty, being unheard, being disrespected, being ignored, being unsafe.</p> <p>The school calendar may have events, such as tests, transitions to a different group, class or school, and performing in public, that trigger emotional responses. There may be class disputes, or situations that do not seem fair. With individual learners, this will support recognition of triggers and gain a greater sense of their triggers and what influences them.</p>	
<p>Key points to consider</p>	<p>Emotional triggers are linked to prior experiences. Your knowledge of your learners is important in the selection of scenarios in order to minimise potential emotional effects on their mental health. Using stories and third-party experiences in generalised examples is helpful in supporting this. However, exploring issues in school, such as bullying, and how these may influence learners' emotional responses, may be pertinent. If someone displays an extreme reaction, it may be because of their previous experiences.</p>	
<p>Theory</p>	<p>James-Lange theory of emotion linked to physiological response. Cannon-Bard theory of emotion linked to response to stimulus and physiological response. Schachter-Singer theory of emotion linked to cognitive understanding of response and emotional labelling. This theory also recognises the same physical responses for a variety of emotions.</p>	

Learning objective	456Um.02 Evaluate whether their behaviour is appropriate for a given situation.	
Suggested teaching activities	Key vocabulary	Links
<p>Set up safety expectations, revisit ground rules and strategies for learners who experience any triggers.</p> <p>Use an imagined scenario or something happening to a character in a story that would prompt a range of emotions, e.g. an unfair situation. Ask: <i>What do you think they (or you) should do?</i></p> <p>Consider that there may be a range of options for how to behave linked to the situation.</p> <p>Explain to learners the links between a situation, an emotional response to a situation and how someone behaves. This is linked to a need or a trigger, that develops a reaction. e.g. if someone says something unkind, or someone snatches a pen. Give learners some scenarios and ask:</p> <ul style="list-style-type: none"> • <i>What is your likely response?</i> • <i>Why?</i> • <i>What emotions, triggers and needs might you be experiencing?</i> <p>Ask learners to list, or create a mind map of, all the possible responses, emotions and needs they identify.</p> <p>You may want to use Dan Siegel's hand model of the brain to explain how the brain reacts when fear is stimulated, and a fight, flight or freeze reaction is triggered.</p> <p>Learners should understand how they react in stressful situations so they know how to behave. Sometimes this depends on where they are, who they are with, and what is happening.</p> <p>Consider a range of emotional reactions and contexts (known and unknown) and develop a debate around judging degrees of appropriateness, e.g. in the school playground, with known adults and children, in a public space, at home.</p> <p>It is important to discuss how behaviour affects them and others, and to consider social norms. Refer to school rules and values and how these support appropriate behaviour. You may wish to explore how the rewards system in school reflects appropriate behaviours.</p>	<p>Self-regulation</p> <p>Managing emotions</p> <p>Empathy</p> <p>Appropriate</p> <p>Impulse</p> <p>Fight</p> <p>Flight</p> <p>Freeze</p> <p>Conditioning</p> <p>Consequences</p> <p>Rewards</p>	<p>Other Wellbeing</p> <p>456Ns.01 *Know how to respond safely in interactions with strangers.</p> <p>456Ns.07 Explore the different rules, regulations and restrictions that are in place to keep them safe.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p> <p>5SW.02 Understand that what a user does online can have positive and negative consequences for themselves and for others, both online and offline.</p> <p><u>Global Perspectives</u></p> <p>34A.04 Suggest personal actions that could make a positive difference to an issue affecting others.</p> <p>56A.04 Suggest and justify an action to make a positive difference to a local issue.</p>

Spontaneous teachable moments	There will be a range of individual scenarios that arise within the school week that allow for reflection on the appropriateness of behaviour. You can also explore this when looking at a range of texts in English and across the curriculum.
Key points to consider	<p>Key considerations are embedded in the understanding of social norms, how school structures support learners to determine what is appropriate, but also recognise that sometimes physical reactions are difficult to control. Sensitivity around blame and judgement is essential, so that you encourage learners to reflect and develop awareness of their own responses and triggers to support them to respond appropriately.</p> <p>Some responses are less appropriate and linked to our defence systems, and are often linked to fear or anger, which are unpleasant emotions. However these reactions are valid, and may be unpleasant, being mindful can be helpful, taking time to stay calm before reacting. It is important not to label these emotions as bad, but rather to consider appropriate behaviours in terms of how learners communicate their emotions, and how these impact on others.</p>
Theory	Fear responses and the brain's response to threat. Skinner's behaviourist theory and conditioning. Bandura's social learning theory. Dan Siegel's hand model of the brain.

Learning objective	456Um.03 Practise a range of strategies to support emotional self-care and identify which they find most useful.	
Suggested teaching activities	Key vocabulary	Links
<p>Set up safety expectations, revisit ground rules and strategies for learners who experience any triggers.</p> <p>You may want to start with a mindful moment, such as a breathing exercise, yoga activity, or listening to restful music. If possible, spend a few minutes outside or, in the classroom, ask learners to use their five senses, e.g. identify five things they can see, four they can hear, three they can physically feel, two they can smell and one they can taste.</p> <p>Reflect on how this made them feel, the physical effect and the range of emotions they experienced. This enables you to highlight that taking time to take care of themselves is</p>	Positive Relationships Self-care Wellbeing Purpose Meaning	<p>Other Wellbeing</p> <p>456Ui.01 Identify a wide range of emotions in themselves and others using a wide range of vocabulary.</p> <p>456Um.01 Explore triggers for different emotions.</p> <p>456Rh.02 Explain the importance of friends and how they can support</p>

<p>important. Introduce the concept of ‘self-care’ and how enabling balanced emotional and physical health enables them to lead a healthy life and function well.</p> <p>Share self-care posters, e.g. the five steps to wellbeing, based on Seligman’s PERMA model:</p> <ol style="list-style-type: none"> 1. Positive Emotion: Be mindful and do something that brings you joy. 2. Engagement: Learn a new skill and find a purpose 3. (Positive) Relationships: Connect yourself to others. 4. Meaning: Do something to help others and gain some sense of purpose. Be kind. 5. Achievement: Get physically active and achieve something. <p>Encourage learners to give examples of things they can do in their lives to support each component of the model. Consider which ones work for the range of energetic emotions and levels of pleasantness, and refer to the mood meter if necessary. <i>Ask: Which examples most raise your energy levels and evoke pleasant emotions?</i></p> <p>Ask learners to create a list of things they could do to support their self-care, i.e. things they enjoy or that are relaxing. Share ideas as a class and consider how the timetable in school could provide opportunities for these things, e.g. assembly or class time for reflection time, playtime PE lessons and sports activities for physical activity, and school clubs to build connections and relationships.</p> <p>Ask learners to create posters or write journals to support this.</p> <p>Ask learners to try some of the ideas from the list over a specific period of time, e.g. one week, and to report back after this time on what they found most useful for them and why.</p>		<p>each other when they need help or are unhappy.</p>
<p>Spontaneous teachable moments</p>	<p>There may be moments in the day or week when emotional dynamics fluctuate. Refer back to key supportive strategies. Reflect on incidents and explore possible actions and impact on self and others.</p>	
<p>Key points to consider</p>	<p>Consider the needs of your learners in terms of choice of stimulus, as well as the environment. In terms of self-care, there may be physical soothing exercises and partner support. This needs to be considered and framed carefully. Learners should identify what works for them and adults model their own approaches. Using a model enables a structured approach, rather than experiential and subjective advice.</p> <p>Consider whole school initiatives and links with work around mindfulness and promoting resilience.</p>	

Theory	There are age-appropriate posters of the five steps (or ways) to wellbeing available online.	
	Seligman's PERMA model, five steps to wellbeing, Orem's self-care deficit theory.	
Learning objective	456Um.04 Practise a range of strategies they can use when self-managing unpleasant or intense emotions and identify which strategies they find most useful.	
Suggested teaching activities	Key vocabulary	Links
<p>Set up safety expectations, revisit ground rules and strategies for learners who experience triggers. The activities here follow on from the previous activity.</p> <p>Revisit activities related to identifying and describing emotions, e.g. using music or images and identifying the levels of pleasantness they evoke (using the mood meter). Ask for suggestions of words to describe the more unpleasant emotions and build up a list representing a range of intensities, e.g. devastated, furious, hopeless, terrified, scared, anxious, sad, frustrated.</p> <p>Give learners one of the words from the list and ask them to show you physically the feeling it describes. Ask:</p> <ul style="list-style-type: none"> • <i>How does your body feel?</i> • <i>How does this affect what you might say or do?</i> <p>Explain that the key to being able to manage intense or unpleasant emotions is to recognise and understand them. Learners can then take action to self-manage them.</p> <p>Consider key strategies based on creating the conditions or environment to be relaxed, calm and present, to recognise what is happening emotionally and physically, to know how they feel, and to further relax and ground ourselves. Then they can consider what they need, how they might take action and find a way to release and process their emotions. Learners can develop ways to express their emotions constructively and calmly, and take positive physical action. It is important to recognise that when they are upset, they may need to cry or may need to find a safe space or safe person to help them with intense emotions.</p> <p>Explore a range of strategies:</p>	Intense Strategy Mindful	<p>Other Wellbeing</p> <p>456Ui.01 Identify a wide range of emotions in themselves and others using a wide range of vocabulary.</p> <p>456Ui.02 Understand how emotion can physically affect their bodies.</p> <p>456Ui.03 Understand that emotions can change over time due to planned and unplanned external factors.</p> <p>456Um.02 Evaluate whether their behaviour is appropriate for a given situation.</p>

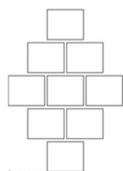
<ol style="list-style-type: none"> 1. Take time out. Find an appropriate space and calm themselves so that they can think clearly, e.g. by mindful breathing, counting, colouring, yoga, meditation. 2. Ask questions about your emotions. “How am I feeling right now?” “Where are my emotions on the mood meter?” “What do I need?” 3. Find the right words to describe and express your emotions. “How can I describe this emotion?” “What words can I use?” It may be helpful to provide sentence starters, e.g. “This has made me feel...”, “It would be helpful if...”, “Right now I need...”. This helps reinforce that sometimes they can self-manage their emotions and other times they may need assistance. 4. Consider the options and decide what action to take. “What do I need to do to deal with these emotions?” This may also involve seeking help, or doing something to stay calm until they feel safe. If the situation involves others, they may be experiencing a range of emotions and needs too. Actions may include taking gentle exercise, talking to someone, journalling or doing something pleasant. <p>Role-play the strategies so that learners rehearse them. Provide suitable scenarios for learners to role-play.</p>		
<p>Spontaneous teachable moments</p>	<p>Use incidents where individuals or groups experience feelings with different degrees of intensity. Model these strategies and revisit them to help learners to use them independently.</p>	
<p>Key points to consider</p>	<p>You will find information and exercises on mindful breathing online.</p> <p>Consider social and emotional security, as it is important to establish safe spaces and people that learners can go to for support. Consider how the school’s behaviour policies support these strategies as learners need time to process emotions and support to de-escalate intense emotions. Share key strategies with parents and carers, particularly if this is a key area of challenge for individual learners.</p> <p>Being emotionally overwhelmed can stop the brain being able to think clearly, and place the body in a state of stress, and that this is a physical and emotional response that everyone experiences at times. This is normal and learners can take action to address it. Recognise that intense emotions can be</p>	

Theory	pleasant and unpleasant. Physical responses signal when experiencing something intensely. If learners can recognise this and begin to take action, they can respond appropriately and support self-care as well as care of others.
	Rosenberg's nonviolent communication approach provides visual models relating to identifying feelings and needs and language models to support appropriate responses.

Learning objective	456Um.05 Explore different facets that contribute to their identity and the importance of having a positive attitude towards themselves.		
Suggested teaching activities	Key vocabulary	Links	
<p>Set up safety expectations, revisit ground rules and strategies for learners who experience any triggers.</p> <p>Show learners images of people and ask them for ideas on who these people may be, what they do, where they live and identify their strengths. You could use people from history, stories, films, works of art, current key figures, etc. Establish expectations around respect and valuing the unique characteristics of everyone. Draw out that what they see, e.g. in these images, is only one part of the person's identity (their appearance) and they make assumptions things based on this. What they think, value, believe and do is also part of their identity.</p> <p>There are a range of ways for learners to explore their sense of self. You may ask them to look in the mirror, or take photographs or create profiles or portraits of each other in order to explore and discuss this, or ask them to create a personal profile by asking themselves:</p> <ul style="list-style-type: none"> • "Who is important to me?" • "Where am I from?" • "What do I care about?" • "What do I enjoy doing?" • "What am I good at?" • "What would I like to do in the world?" 	<p>Identity</p> <p>Unique</p> <p>Belonging</p> <p>Trust</p> <p>Values</p> <p>Respect</p>	<p>Other Wellbeing</p> <p>456Rh.01 Describe the role of different types of relationships in their life.</p> <p>456Rh.16 Explain the importance of respecting others, even when they have different experiences, thoughts and emotions to their own.</p> <p>Cross-curricular</p> <p><u>Art & Design</u></p> <p>TWA.02 Embrace challenges and opportunities, working with growing independence.</p>	

Using a diamond nine activity to support learners to identify and prioritise who and what is important to them, e.g. playing with friends, pet, sport, reading, dancing, drawing, family:

- Give each learner nine sticky notes or pieces of paper.
- Ask them to write one thing that is important to them on each note.
- Learners arrange their notes in a diamond nine shape (see below – you may want to draw this on the board), placing the thing they value most at the top and least at the bottom of the diamond.



- Ask learners to walk around and look at each other's diamond nines.

Discuss what they learned. Recognise with learners that they are all unique in what they value and regard as their strengths and that it is important to celebrate their uniqueness and feel positive about themselves.

In further activities offer a range of challenges enabling learners to support each other to succeed, e.g. building bridges or paper towers, or, with a partner, find five things they have in common and five things that they do not share. After these activities, ask learners to comment on what they and others contributed or what strengths they and others have.

Spontaneous teachable moments

Throughout the year, recognise that the cultural celebrations of learners can develop a sense of identity and belonging. Reflect on learning, key strengths and challenges, and preferences to provide an opportunity to strengthen and promote self-esteem. Effective use of assessment for learning and feedback, and developing accurate self-assessment, peer assessment and constructive approaches to teacher feedback and talk will all support a positive attitude to self.

Key points to consider

Identity, at this age, centres around building trust, will, purpose, competency, and considering their aspirations. Key aspects of identity can include cultural factors, beliefs and values.

It is important to recognise diversity and create a culture of belonging in the classroom, where Maslow's hierarchy of needs are supported and positive relationships are supported by mutual ground rules, recognition of key boundaries and safety systems.

Theory	Positive self-esteem activities should be carefully chosen to support interaction for all learners. Knowledge of learners who have experienced adverse childhood experiences or trauma is essential when exploring their own identity.
	Maslow's hierarchy of needs. Erikson's stages of psychosocial development. Marcia's theory of identity development. Assessment for learning. Dweck's motivational theory and growth mindset.

Learning objective	456Um.06 Understand that comparing themselves with others can contribute to an unhealthy mindset.		
Suggested teaching activities	Key vocabulary	Links	
<p>Set up safety expectations, revisit ground rules and strategies for learners who experience any triggers. If relevant, establish the key factors learners celebrated about themselves in the previous activity.</p> <p>Show learners a diverse range of images of similarly-aged children who are active in a range of activities.</p> <p><i>Ask: What stories are you telling yourself about these children?</i> Remind learners how their identity impacts on how they infer details about others by comparing others to them. Note that this is natural behaviour. <i>Ask: How helpful is this?</i></p> <p>Collate a list of disadvantages (less helpful) and benefits (more helpful) of comparing themselves to others. Consider:</p> <p>Less helpful:</p> <ul style="list-style-type: none"> • People tend to focus on what they lack or are not good at, e.g. a sport. • There is a negative impact on confidence if they feel less able than someone else or not good enough. • They may feel unpleasant emotions, e.g. jealousy or envy. • Sometimes they may have an unrealistic view of someone, e.g. from social media profiles, internet images and websites. Images may be photoshopped, but they are also chosen and presented to make the best impression. • They may over-exaggerate their own imperfections in relation to those they see as more perfect. This is often physical, but can be if someone is perceived as more clever, etc. <p>Helpful:</p>	<p>Comparison</p> <p>Self-image</p> <p>Self-confidence</p> <p>Realistic</p> <p>Gratitude</p>	<p>Other Wellbeing</p> <p>456Rh.09 Explore how stereotypes can have a negative effect.</p> <p>456Rh.16 Explain the importance of respecting others, even when they have different experiences, thoughts and emotions to their own.</p> <p>456Um.05 Explore different facets that contribute to their identity and the importance of having a positive attitude towards themselves.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p> <p>4DW.01 Recognise that online content may provide false information with the intent to deceive.</p>	

<ul style="list-style-type: none"> • They may develop aspirations that help them develop purpose. • If they are realistic, feedback may help them. • They may reflect on the qualities they like in someone and want to improve in themselves. • They may recognise their own strengths or identify with a role model. • They may gain insights and accept their imperfections or challenges as part of their uniqueness. <p>Share autobiographical details of key individuals (or role models), appropriately chosen to encompass a range of areas, e.g. sport, science, the arts, or do research for themselves.</p> <p>Learners choose an individual and create a profile of them, e.g. appearance, age, country of birth, strengths, hobbies, family, interesting quotations, key facts or events in their lives. Note the language they use to describe them. Focus on how they use insights, accept imperfections, focus on their strengths, use kind language and celebrate them. Use a class display or book of unique talents and strengths to acknowledge this.</p> <p>Encourage learners to create a profile of themselves. Ask them to apply the same focus to their profile and include their unique strengths. Learners share their profiles with each other.</p>		
Spontaneous teachable moments	Take regular opportunities to reflect realistically on strengths, appreciate different qualities and how these are valued in the class. Practise gratitude in the classroom, and acknowledge and be kind about each others' strengths.	
Key points to consider	Social comparison is a natural human behaviour. Key to this is acceptance, and developing positive strategies to address any imbalanced views. It is important to highlight if someone is displaying low self-esteem or self-confidence. This may be linked to introversion and extroversion. If it is linked to a low sense of self-worth, they may need support, so you may want to seek advice.	
Theory	Social comparison theory: Upward (comparison to those perceived to be 'better' or of a higher status than others), Downward (comparison to those perceived to be of a lower status than others), Lateral (comparison to those perceived to be of the same status as others).	

Sub-strand: Healthy habits

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

- 456Uh.01** Explore the impact of habits on wellbeing.
- 456Uh.02** Recognise signs of physical and mental ill health and know who to tell.
- 456Uh.03** Understand why a balanced diet may be different for different individuals.
- 456Uh.04** Understand how food and drink can affect their oral health.
- 456Uh.05** Explore the benefits of movement for both body and mind.
- 456Uh.06** *Identify at least one physical activity they enjoy and practise regularly.
- 456Uh.07** Know why personal hygiene is important.
- 456Uh.08** Explore factors that affect their ability to rest.
- 456Uh.09** Explore factors that affect their ability to sleep.
- 456Uh.10** Identify a personal sleep routine that promotes good sleep.
- 456Uh.11** Explore the benefits of natural light on wellbeing.
- 456Uh.12** Understand the effects of medicines and when to use them.
- 456Uh.13** Understand how vaccinations protect us from diseases.
- 456Uh.14** *Offer help and suggestions to others to help them manage their wellbeing.

Learning objective	456Uh.01 Explore the impact of habits on wellbeing.		
Suggested teaching activities	Key vocabulary	Links	
<p>Set up safety expectations, revisit ground rules and strategies for learners who experience any triggers.</p> <p>Ask learners to create a visual timetable of their week, the activities they usually or regularly do each day.</p> <p>Explore what makes them feel well, drawing out the key aspects of physical and mental wellbeing covered in previous learning objectives, e.g. Seligman’s PERMA model (456Um.03), Maslow and Erikson’s theories (456Um.05) and the aspects of emotional, physical, social, purposeful, societal wellbeing. Share these key aspects of wellbeing and reflect on the habits learners already have that support this, prompted by their visual timetables.</p> <p>Create a series of activities that allow learners to explore options to develop new habits to promote wellbeing, individually or in groups. The activities may include a series of physical tasks, mindful exercises, yoga, kindness activities, collaborative challenges or talk topics, and some focused challenges. Invite learners to generate their own list and identify new habits they might develop.</p> <p>Encourage learners to keep a journal or diary over a number of days in which they practise both existing and new habits and record what they did, how long they spent doing it, and what impact it had on their wellbeing. At the end of the time given, ask for feedback. Ask what worked and did not work for them, why, and what they will continue doing because it has a positive impact on their wellbeing.</p> <p>Unhealthy habits (e.g. use of drugs and alcohol, lack of physical exercise, overuse of devices) can be integrated here. You may have policies around the teaching of key subjects and this should be thought through carefully in terms of your school’s culture and frameworks.</p>	Habits Emotional Physical Social Purpose Motivation Society	<p>Other Wellbeing</p> <p>456Um.03 Practise a range of strategies to support emotional self-care and identify which they find most useful.</p> <p>456Um.05 Explore different facets that contribute to their identity and the importance of having a positive attitude towards themselves.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p> <p>5SW.06 Recognise the implications of overusing devices.</p>	
Spontaneous teachable moments	Links to other curriculum areas, opportunities to integrate activity, mindfulness, social interaction and focus, purpose and agency can be explored in terms of sense of wellbeing.		
Key points to consider	Wellbeing centres around: <ul style="list-style-type: none"> Emotional –mindfulness, positive mindset, resilience, happiness 		

Theory	<ul style="list-style-type: none"> • Physical – diet and exercise, which ensure good health and body function, as well as having an impact on mental wellbeing • Social – gratitude, kindness, communication and connection • Purpose – motivation, focus and meaning • Societal – connection and belonging in the wider world, respect, fairness, compassion.
	Wellbeing theories from Seligman, Erikson, Maslow.

Learning objective	456Uh.02 Recognise signs of physical and mental ill health and know who to tell.	
Suggested teaching activities	Key vocabulary	Links
<p>Set up safety expectations, revisit ground rules and strategies for learners who experience any triggers.</p> <p>Recall moments when learners last felt ill. Ask:</p> <ul style="list-style-type: none"> • <i>What signs did your body give you?</i> • <i>How did you feel physically?</i> • <i>What emotions did you feel?</i> <p>With the learners, compile a list of the physical signs of possible ill health, e.g. ache, pain, temperature change, sweating, shaking, shivering, heart rate change, breathing difficulty, vomiting, diarrhoea. Note that these are usually signs that our body is responding to protect us, e.g. sweating to bring down our temperature, vomiting when we have eaten something harmful. They do not necessarily mean that we are ill, but they may do, especially if they are severe, continuous or combined with other signs, e.g. sweating continuously or alternating between sweating and shivering may not just mean that we are hot or cold, but may mean that we are ill with a fever.</p> <p>Establish that our body physically responds when something is wrong. These responses may have physical or emotional causes, e.g. shaking because we have a fever or because we are anxious or afraid. They may be signs of physical or mental ill health, and physical and mental ill health are interrelated.</p> <p>Show learners age-appropriate video clips, or share stories, that explain the signs of physical and mental ill health. There is a range of stories available, e.g. <i>The Colour Thief</i> by Andrew</p>	<p>Mental health</p> <p>Physical health</p>	<p>Other Wellbeing</p> <p>456Ui.02 Understand how emotion can physically affect their bodies.</p> <p>456Um.04 Practise a range of strategies they can use when self-managing unpleasant or intense emotions and identify which strategies they find most useful.</p>

<p>Fusek and Polly Peters Peters or, for older readers, <i>Where the Watermelons Grow</i> by Cindy Baldwin. Ask:</p> <ul style="list-style-type: none"> • <i>Did the ill person seek help from anyone?</i> • <i>Who?</i> • <i>Who would you tell if you, or someone you know, had signs of physical or mental ill health?</i> <p>Link this to any previous activities related to who they trust. It may be relevant to practise the language used to tell someone and ask for help.</p> <p>Also identify key agencies that are available to your community, and the resources they have that provide support in this area.</p> <p>Ask learners to create posters with key advice for seeking help when feeling physically and mentally ill. Make sure they include key signposts and strategies, e.g. talk to a trusted adult, contact relevant helplines or key professionals.</p>		
Spontaneous teachable moments	There may be times when there is an infectious virus in your community. You may want to look at hygiene and ways to mitigate risks.	
Key points to consider	It is important to recognise that mental illness may be challenging, in terms of treatment, and different to overcoming a virus or infection, when people are physically ill, but there are strategies to support recovery and support from professionals, family and friends.	
Theory		
Learning objective	456Uh.03 Understand why a balanced diet may be different for different individuals.	
Suggested teaching activities	Key vocabulary	Links
Establish what we mean by a 'balanced diet' by showing learners a healthy eating plate (e.g. Harvard University's 'Kid's Healthy Eating Plate'). Give them each a blank healthy eating template, divided into the same sections as your example (e.g. vegetables, fruits, whole grains, protein, oils), and ask them to write the foods that they eat and enjoy in each section	Balance Proteins Vitamins Minerals	Other Wellbeing 456Uh.01 Explore the impact of habits on wellbeing. Cross-curricular

<p>of their plate. In groups, learners then share their plates and discuss similarities and differences.</p> <p>Ask:</p> <ul style="list-style-type: none"> • <i>Does your plate represent a balanced diet?</i> • <i>Are there foods that you eat that are not shown on your plate?</i> <p>Note that a balanced diet may be different for different people, but it includes a balance of different food types, and that a healthy balanced diet includes healthy options of these food types. However, they can eat other food types as part of a balanced diet, as long as they do not eat too much of them. Explain that, in terms of quantity, they need to eat food that provides the energy that their bodies need.</p> <p>Display a human life timeline, e.g. baby; infant; child; teenager; adult; older person.</p> <p>Ask learners what is different about the types and amounts of food a person eats in each stage on the human life timeline and why, e.g. babies' food includes milk and non-solids because their stomachs are developing and they do not have teeth to chew solid food, older people may eat smaller portions of food because they are not as active as younger adults and use less energy.</p> <p>In groups, give learners an example of a person with specific dietary requirements and ask them to research what they require for a balanced diet and why, e.g.</p> <ul style="list-style-type: none"> • professional athlete (e.g. require more energy-giving grains, which is why runners eat pasta the night before a long-distance race) • pregnant woman (e.g. may eat more of some foods to support the development of their baby) • someone who is sick or in hospital (e.g. may eat more vitamin-rich foods to support recovery) • someone with a medical or allergic condition (e.g. diabetes, gluten intolerance, allergy to peanuts) • someone making religious, cultural or ethical food choices (e.g. vegetarian, vegan). <p>Groups present their finding to the class. Highlight any references to key minerals and vitamins and their function, e.g. calcium for the development of teeth and bones.</p> <p>Consider the importance of water as part a diet. You may want to include a daily recommendation for water consumption, although there are different recommendations. Make sure that any guideline given is age appropriate.</p>	<p><u>Physical Education</u></p> <p>456HB.06 Demonstrate understanding that a varied balanced diet contributes to a healthy and active lifestyle.</p> <p><u>Science</u></p> <p>4Bp.03 Know that plants and animals need energy to grow, live and be healthy, and plants get their energy from light while animals get their energy from eating plants or other animals.</p> <p>5Bp.01 Know that animals, including humans, need and adequate, balanced diet in order to be healthy.</p>
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<p>There are also opportunities to explore the range of foods that offer options and alternatives for a balanced diet. You may want to use real food examples here (with consideration of hygiene and safety issues), with opportunities to taste different foods, and research and create menus. This could include a cooking project focused on preparing a balanced meal. Groups of learners could create different examples, e.g. for different people, and the class could compare these.</p>		
<p>Spontaneous teachable moments</p>	<p>Opportunities to cook, explore and value cultural variations, try food during key festivals, share new menus, and visit food providers may be key opportunities, including any on-site food preparation.</p>	
<p>Key points to consider</p>	<p>Key understanding is the link between a balanced diet and physical and mental health and wellbeing. It is important to acknowledge that some foods may be perceived as less nutritionally useful, but if we consider them within our wider diet, they can still be integrated in terms of balance. The key to maintaining a healthy approach to food is balance. Avoid labelling foods as 'good' or 'bad', or linking food to weight. The emphasis here is on a healthy, balanced diet.</p> <p>Sugar and grains give us energy. (Sugars give us a quick burst of energy, whereas grains, e.g. in bread, pasta and porridge, release energy more slowly.)</p> <p>Proteins (e.g. fish, meat, eggs, nuts, pulses) help our bodies to repair themselves.</p> <p>Fats help store energy for our bodies.</p> <p>You may also want to include key vitamins (e.g. vitamins C and D) and minerals (e.g. calcium).</p> <p>If you are offering tasting experiences, seek permission from parents and carers and ascertain dietary requirements.</p>	
<p>Theory</p>	<p>The World Health Organisation offers guidelines and support.</p>	

<p>Learning objective</p>	<p>456Uh.04 Understand how food and drink can affect their oral health.</p>	
<p>Suggested teaching activities</p>	<p>Key vocabulary</p>	<p>Links</p>
<p>Look at the structure of a tooth and how it is formed. This links to the previous learning objective in terms of the foods that support our healthy growth, including the formation of teeth and bones.</p>	<p>Sugar Oral health Dissolve</p>	<p>Other Wellbeing</p>

<p>Give examples of different kinds of food and drinks, and ask learners to say if they think these are 'good for teeth' or 'potentially harmful to teeth'.</p> <p>Explain that sugary food and drinks can dissolve the tooth surface, which is the first stage of tooth decay. Share a list of sugary food and drinks, and explain that we may make choices about how often we choose to eat or drink them. Again, it is about balance and making informed choices. Many of the foods that bodies need to function will have an impact on teeth, but we should still eat them.</p> <p>Note that water is important in a balanced diet and for physical health, also supports oral health.</p> <p>Explain to learners that brushing teeth is recommended at least twice a day, including last thing at night before bed. If you brush your teeth after consuming sugary food and drinks, this can help protect the surface of the teeth. Advice now suggests that it is best not to brush your teeth until at least one hour after eating.</p> <p>Revisit the foods that are good for and potentially harmful to teeth, and consider recommended frequency of consumption.</p> <p>Encourage learners to keep a tooth health diary for the next week and review this.</p>	Decay	<p>456Uh.03 Understand why a balanced diet may be different for different individuals.</p> <p>Cross-curricular <u>Science</u></p> <p>5Bs.04 Describe the human digestive system, including the functions of the organs involved (limited to mouth, oesophagus, stomach, small intestine, large intestine and anus), and know that many vertebrates have a similar digestive system.</p>
Spontaneous teachable moments	When a learner visits the dentist, or loses a tooth, this might offer a teachable moment to share the experience.	
Key points to consider	<p>Consider that some families may face economic, physical or cultural barriers when accessing dental care. Focusing on physical health and diet is key and ensuring that they understand that choosing foods as well as the timing and frequency of eating certain foods may be particularly important.</p> <p>Local health organisations may have a range of recommendations regarding brushing guidelines, but generally it is considered that brushing teeth with a fluoride toothpaste for two minutes or longer, at least twice a day, is the minimum recommendation. Make sure that teeth are brushed on the inside and outside.</p>	
Theory		

Learning objective	456Uh.05 Explore the benefits of movement for both body and mind.	
Suggested teaching activities	Key vocabulary	Links
<p>Start with a mindful reflection on how the mind and body feels at this moment. You may want to do a body mapping or sense check exercise, e.g.</p> <ul style="list-style-type: none"> Learners breath in and out slowly through the nose while focusing on relaxing, in turn, their head, face, lips and jaw, shoulders, arms, hands, chest, stomach, thighs, knees, legs, ankles, toes, and then in reverse. Learners breathe in and out slowly, noticing five things they can hear, four they can see, three they can feel, two they can smell, and one they can taste. <p>Give learners a quick warm-up exercise, taking time to stop and notice how their body feels. Plan a range of short exercise bursts, e.g. sprinting across a short distance, touching a marker and sprinting back, skipping for a minute, stand up and sit down repeatedly for two minutes, jumping jacks for a minute, basic lunges for two minutes.</p> <p>Ask questions relating to the effect:</p> <ul style="list-style-type: none"> <i>How did you body feel before, during and after exercise?</i> <i>What do you notice about the physical effect of movement?</i> <i>What did you enjoy?</i> <i>What was more challenging?</i> <i>What emotions were you feeling before, during and after exercise?</i> <p>Take time to cool down and stretch, then revisit the questions.</p> <p>Linking to the PERMA (or similar) model and the five steps or ways to wellbeing (see 456Um.03), explore how physical activity and moving more benefits physical and mental wellbeing. Draw out the key benefits and link to importance of self-care to support and build their strengths.</p> <p>Explain that physical exercise and movement keeps bodies healthy. Regular exercise, has many benefits:</p> <ul style="list-style-type: none"> stronger and healthier muscles boosting stamina (the body's ability to keep going) 		<p>Other Wellbeing</p> <p>456Ui.02 Understand how emotion can physically affect their bodies.</p> <p>456Um.03 Practise a range of strategies to support emotional self-care and identify which they find most useful.</p> <p>456Um.04 Practise a range of strategies they can use when self-managing unpleasant or intense emotions and identify which strategies they find most useful.</p> <p>456Um.05 Explore different facets that contribute to their identity and the importance of having a positive attitude towards themselves.</p> <p>Cross-curricular</p> <p><u>Physical Education</u></p> <p>456HB.01 Demonstrate understanding of the importance of physical activity in relation to health, fitness and wellbeing.</p> <p>456Uh.01 Explore the impact of habits on wellbeing.</p> <p><u>Science</u></p>

<ul style="list-style-type: none"> • helping the heart and blood systems to work more efficiently • increasing energy levels • reducing the risk of developing diseases, including diabetes • helping maintain a healthy body weight. <p>When someone is healthy physically, it also helps them to feel more healthy mentally. Link this to previous activities on moving the body to redirect or calm the mind and manage emotions.</p> <p>Ask learners to suggest other types of movement that are not regarded as ‘physical exercise’, e.g. walking, gardening, cleaning the house, stretching, yoga, dancing. Encourage learners to make plans to increase their movement, keep a movement journal and record how they feel in body and mind after movement, or research a new sport or exercise they are interested in. There is an opportunity for learners to produce presentations to share their findings in terms of exercise and movement they enjoy and how these make them feel.</p>		<p>4Bp.04 Describe the importance of movement in maintaining human health.</p>
<p>Spontaneous teachable moments</p>	<p>Physical Education lessons offer opportunities to reflect on how learners feel and reflect on their emotional wellbeing in relation to movement. Any initiatives or activities, e.g. walk to school, sports challenges.</p>	
<p>Key points to consider</p>	<p>It is also important to acknowledge that this is not about physical prowess or being the best, but responding to the needs of their body, and developing physical and mental awareness.</p>	
<p>Theory</p>	<p>Public Health England report: Change4Life Evidence Review, ‘Rapid evidence review on the effect of physical activity participation among children aged 5–11 years’.</p>	

<p>Learning objective</p>	<p>456Uh.06 *Identify at least one physical activity they enjoy and practise regularly.</p>	
<p>Suggested teaching activities</p>	<p>Key vocabulary</p>	<p>Links</p>
<p>Use video clips and images of people engaging in a wide range of physical activities. Consider what might have attracted them to their chosen activity and why they enjoy it. Learners brainstorm (i.e. suggest lots of ideas quickly without thinking too much about them, with all ideas welcome) a list of physical activities. Prompt them to ensure that these include non-sporting activities. Write the list on the board or on a large sheet of paper. Learners tick</p>	<p>Regular Physical activity</p>	<p>Other Wellbeing 456Ui.02 Understand how emotion can physically affect their bodies. 456Um.03 Practise a range of strategies to support emotional self-</p>

<p>the ones they have tried (e.g. with a black pen) and the ones they practise regularly (e.g. with a red pen), then add the ticks and rank the physical activities in two columns, 'We have tried...' and 'We regularly practise...'. Acknowledge that everyone will have different preferences and opportunities. There will be activities that each learners prefers, or need more of, depending on their physical and emotional needs. For example, one person may love running, another may enjoy swimming, and another may prefer playing a team game. They may have to take part in an activity that they do not enjoy to help them find ones that they do enjoy. You may wish to introduce or revisit an activity diary or movement journal (see 456Uh.05), and explore options for daily physical activity in school and outside of school. Ask learners who already practise a physical activity regularly to present their activity to the class, either individually or in groups, explaining what they do, when they do it, what they enjoy about it and how it makes them feel. Invite other learners to ask questions to the presenters about their chosen activities. Encourage learners to choose one new physical activity to try and report back on their experiences later. Ensure that learners will have the opportunity to try their chosen activity and support them to make another choice if the activity they have identified is not an option at the moment. There is an opportunity for learners to present their experiences to each other, or share them with the wider school community. This could include creating digital records and presentations and recognising particular milestones or achievements.</p>		<p>care and identify which they find most useful. 456Um.04 Practise a range of strategies they can use when self-managing unpleasant or intense emotions and identify which strategies they find most useful. 456Um.05 Explore different facets that contribute to their identity and the importance of having a positive attitude towards themselves.</p> <p>Cross-curricular <u>Physical Education</u> 456HB.03 Engage in and plan for a range of physical activities, evaluating and comparing the required level of intensity within each of these.</p>
<p>Spontaneous teachable moments</p>	<p>There are opportunities to integrate activity into the school day. Extra-curricular activity, events or trips offer opportunities to develop this further. In terms of individuals, consider provision in free play opportunities, and handing ownership to learners to lead some activities. There may also be opportunities to celebrate achievements in physical activity, e.g. dancing, martial arts, team successes.</p>	
<p>Key points to consider</p>	<p>This objective links to preferences and opportunity. Consider context and affordability. Family circumstances may be an issue. Consider this carefully in terms of feasibility and provision in school.</p>	
<p>Theory</p>	<p>This links with choice and preference, as well as key medical evidence in terms of regular activity and the benefits of regular physical activity.</p>	

Learning objective	456Uh.07 Know why personal hygiene is important.		
Suggested teaching activities	Key vocabulary	Links	
<p>Explain that personal hygiene is important for two main reasons: to prevent and protect the spread of disease and for self-care linked to how people feel about themselves (see 456Um.03). Note that it is normal for the body to produce sweat, oil and odour, but they can prevent this becoming a problem through keeping clean.</p> <p>This links with science and transmission of disease, and a demonstration will illustrate transmission from person to person. Coat an object such as a pencil in either hand gel, glitter (non-toxic, bio-degradable) or paint. Learners pass the object from one to another, observing the transmission of the substance from hand to hand. Note that this is how germs and bacteria can spread easily, e.g. when your hand then touches your nose, mouth, or a cut in your skin. This also offers the opportunity to demonstrate the importance of handwashing, and recommended strategies for effective handwashing.</p> <p>There is a range of video clips available online on disease transmission, keeping clean, using anti-bacterial products, effective handwashing and covering our mouth or nose when we cough or sneeze. Share appropriate clips with learners.</p> <p>With learners, draw up a personal hygiene routine, including when and how often they wash their hands and bodies, clean their teeth and change their clothes.</p> <p>Ask learners if they can think of places where personal hygiene is particularly important, e.g. in the kitchen (preparing food), public toilets and washrooms, areas where insect bites may be an issue, changing rooms, swimming pools.</p> <p>Encourage learners to create posters for areas around school where hygiene is important, ensuring that relevant facts and images are included, as well as key strategies for good hygiene.</p> <p>You may extend this to the creation of a factfile or presentation for another age group of learners.</p>	<p>Odour Bacteria Clean Hygiene Health Disease Transmission</p>	<p>Other Wellbeing</p> <p>456Um.03 Practise a range of strategies to support emotional self-care and identify which they find most useful.</p> <p>Cross-curricular</p> <p><u>Science</u></p> <p>6Bp.03 Describe how good hygiene can control the spread of diseases transmitted in water, food and body fluids, and describe ways to avoid being bitten by insect vectors.</p>	
Spontaneous teachable moments	<p>Building routines during the day to support personal hygiene, e.g. before eating, after being outside, before preparing food, after physical exercise. Drawing attention to the need for a clean environment. Checking in with learners who face personal hygiene challenges. When a virus is prevalent.</p>		

Key points to consider	<p>Context and culture are key considerations, particularly when exploring issues around washing and puberty (i.e. when hormonal changes can increase the amount of sweat, oil and odour the body produces).</p> <p>Be aware of any learner facing personal hygiene challenges and address this directly with them, or with their parents or carers, ideally before introducing this learning objective to the whole class.</p>
Theory	Scientific theory about viruses and bacteria.

Learning objective	456Uh.08 Explore factors that affect their ability to rest.	
Suggested teaching activities	Key vocabulary	Links
<p>Discuss the similarities and differences between ‘rest’ and ‘sleep’ (e.g. sleep is deeper rest, when they close their eyes and their bodies are not active; when they rest, they are not working but they may still be moving). Establish that everyone needs rest in addition to sleep. It does not mean doing nothing, but relates to relaxing, taking time to re-energise and refresh away from the work and activities of the school day. Explain the importance of rest and sleep for their health and wellbeing.</p> <p>Learners create a list, or collage, of all the activities and occasions that enable them to rest, e.g. spending time outside, reading a book for enjoyment, listening to music. Encourage them to consider the impact these activities have on them both physically and emotionally.</p> <p>Some learners may find some gentle exercise restful. Establish that being busy all the time does not give the body and mind time to switch off, and that many restful activities involve taking time for themselves. Consider when in the school day learners are able to take a rest.</p> <p>Enable learners to experience resting, e.g. taking a few minutes to close their eyes and breathe slowly. Ask: <i>How did this make you feel?</i></p> <p>It is key to consider that it may take time for the body to settle, so have some strategies and routines to support preparing for rest.</p> <p>Ask: <i>What stops you from being able to rest?</i> Draw up a list and ask learners to discuss in groups what they can do in these situations. Take feedback from the groups.</p> <p>Recognise some limitations, e.g. space or timetables.</p>	<p>Sleep</p> <p>Rest</p> <p>Routine</p> <p>Relax</p> <p>Re-energise</p> <p>Refresh</p>	<p>Other Wellbeing</p> <p>456Uh.01 Explore the impact of habits on wellbeing.</p> <p>456Uh.09 Explore factors that affect their ability to sleep.</p> <p>456Um.03 Practise a range of strategies to support emotional self-care and identify which they find most useful.</p> <p>456Uh.09 Explore factors that affect their ability to sleep.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p> <p>5SW.06 Recognise the implications of overusing devices.</p>

Learners could create a 'box of rest' in the classroom. Ask: <i>What would you put in a box of rest?</i> Examples may include books, a blanket, a favourite soft toy, a photograph, music, something that smells nice, or even a favourite item of clothing that makes them feel relaxed and comfortable.		
Spontaneous teachable moments	Take moments in the day to be mindful, model relaxation, build in restful moments when school is busy, or after playtime.	
Key points to consider	<p>Rest and sleep are important to children's growth and health. Developing restful habits can support learners' ability to calm themselves.</p> <p>Discuss using devices and the impact of blue light on the brain, and consider the need for healthy brains, as well as bodies, to take a break and rest. Remind them to be present in the moment, noticing and mindfulness, and the benefits to mental wellbeing.</p> <p>For some children, inability to rest can be linked to issues around safety, relationships, stress and disturbance at home, physical space, key events such as bereavement, or more wide-ranging anxieties, mental illness.</p>	
Theory	Mindfulness.	

Learning objective	456Uh.09 Explore factors that affect their ability to sleep.	
Suggested teaching activities	Key vocabulary	Links
<p>Revisit the comparisons made between rest and sleep (see 456Uh.08). Invite learners to share how they feel when they have had a good sleep.</p> <p>Explain that sleep is necessary for brain development and healthy growth. Share any age-appropriate recommendation on the amount of sleep required per night.</p> <p>Provide resources that support learners to identify factors that might affect their ability to sleep, e.g. picture books, images and scenario cards. Factors may include environmental noise, temperature (too hot, too cold), being worried about something, restless legs, a busy mind, distractions (e.g. mobile phone or other device). Learners identify which factors affect their ability to sleep.</p>	Rhythm Factor	<p>Other Wellbeing</p> <p>456Uh.01 Explore the impact of habits on wellbeing.</p> <p>456Uh.02 Recognise signs of physical and mental ill health and know who to tell.</p> <p>456Uh.08 Explore factors that affect their ability to rest.</p>

<p>Ask:</p> <ul style="list-style-type: none"> • <i>How does your body feel when you do not have enough sleep?</i> (e.g. tired, lacking energy) • <i>What emotions do you experience?</i> (e.g. feel irritable, more likely to get annoyed or angry) • <i>Which factors can you control?</i> • <i>Which factors can't you control?</i> <p>There is a distinction between external and internal factors. For example, if there is a dog barking outside they cannot control this, whereas if someone in the house is making a noise, they can seek help. If they are physically restless, they can have a routine to calm their body, or consider the amount of activity they plan in each day.</p>		<p>456Um.04 Practise a range of strategies they can use when self-managing unpleasant or intense emotions and identify which strategies they find most useful.</p> <p>456Um.06 Understand that comparing themselves with others can contribute to an unhealthy mindset.</p> <p>Cross-curricular <u>Digital Literacy</u></p> <p>5SW.06 Recognise the implications of overusing devices.</p>
<p>Spontaneous teachable moments</p> <p>Key points to consider</p>	<p>There may be events that impact on sleep, e.g. sporting events, school visits. Working with individual learners may be necessary in terms of liaising with parents or carers if there is an identified need.</p> <p>Sleep can also be impacted by events like a new sibling, teething, an illness, change of location, a new carer, change in schedule, or minor illnesses like allergies, colds, and ear infections, or toileting issues. For some children, lack of routines, or use of devices before bed, can impact on sleep quality, as well as key environmental factors. Consider learners' family situations e.g. child carers, extended family, lack of space at home.</p> <p>It is recognised that many children (around 50%) suffer from sleep a disorder at some point. Sleep disorders can be complex and related to mental and physical health issues, with one exacerbating the other in a cycle that can be hard to break. Some sleep disorders may mirror other conditions such as epilepsy, making them difficult to diagnose. Some of the most common sleep disorders in children are night terrors and nightmares, sleep-talking and sleep-walking, snoring and restless legs.</p> <p>Exploring this objective may raise key issues so liaise with parents or carers, and possibly wider professional services.</p> <p>Some drinks, e.g. coffee and some fizzy drinks, contain caffeine and stimulants. The size and timing of meals may impact on ability to sleep. Certain foods are better for bedtimes, e.g. a milky drink.</p>	

Theory	Screens on electronic devices produce light that interrupts sleep hormones and should be avoided before bedtime.			
	Child development and sleep science theories. The American Academy of Sleep Medicine recommends the following hours of sleep:			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Age range</th> <th style="text-align: center;">Recommended sleep</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6 to 12 years</td> <td style="text-align: center;">9 to 12 hours</td> </tr> </tbody> </table>	Age range	Recommended sleep	6 to 12 years
Age range	Recommended sleep			
6 to 12 years	9 to 12 hours			

Learning objective	456Uh.10 Identify a personal sleep routine that promotes good sleep.		
Suggested teaching activities	Key vocabulary	Links	
<p>Ask:</p> <ul style="list-style-type: none"> Which strategies will help you if you find it difficult to go to sleep? What would you put in your personal sleep toolkit? <p>Learners draw or create a personal sleep toolkit.</p> <p>Revisit (see 456Uh.0) or introduce the age-appropriate healthy amount of sleep recommendation. Encourage learners to reflect individually on their sleep times (what time they go to bed and get up, how much of this time are they asleep) and whether these enable them to get enough sleep. Avoid comparison with others if possible, focus on facts and individual needs and circumstances.</p> <p>Brainstorm ideas for a sleep routine that promotes good sleep. These may include: turning off electronic devices, taking a warm bath, reading or listening to a story, writing a journal or diary, making the room dark. Ask each learner to produce their own 'Countdown to Sleep' poster. They choose four things that will help them go to sleep and put them in descending order on the poster, counting down from 5 (e.g. switch off my mobile phone) down to 1 (go to sleep). Encourage them to share their posters with other learners and their parents or carers.</p>	<p>Routine</p> <p>Diary</p>	<p>Other Wellbeing</p> <p>456Uh.01 Explore the impact of habits on wellbeing.</p> <p>456Uh.02 Recognise signs of physical and mental ill health and know who to tell.</p> <p>456Uh.09 Explore factors that affect their ability to sleep.</p> <p>456Um.04 Practise a range of strategies they can use when self-managing unpleasant or intense emotions and identify which strategies they find most useful.</p> <p>456Um.06 Understand that comparing themselves with others can contribute to an unhealthy mindset.</p>	
Spontaneous teachable moments	Day-to-day noticing of any arising issues or possible impacts, e.g. family space or commitments, TV, digital devices, worries, physical issues, or approaching events.		

Key points to consider	This can be an emotional issue and may raise safeguarding, welfare or medical issues. In these instances, using a third-party approach through stories and scenarios and giving advice may be most useful. Where factors affecting their sleep are outside of their control, learners may need support to identify who they can talk to or who can help.
Theory	Sleep science.

Learning objective	456Uh.11 Explore the benefits of natural light on wellbeing.		
Suggested teaching activities	Key vocabulary	Links	
<p>Where possible take learners outside and take time to notice, listen and reflect on how being outside impacts on how they feel.</p> <p>Consider the difference between natural light (from natural sources, e.g. sun, moon and stars) and artificial light (from man-made devices, e.g. light bulbs, televisions and mobile phone screens).</p> <p>Explain that natural light impacts on their body's rhythms. Explain that bodies have a natural clock linked to the natural cycle of night and day. This used to be closely linked to our daily routines, e.g. getting up in the day (sunrise) and going to bed at night (sunset). This has changed over time, largely because of artificial lighting inventions, but natural light is still important to their body's routines and needs.</p> <p>Ask learners to research and report back on the benefits of natural light for their physical and emotional wellbeing.</p>	<p>Natural</p> <p>Artificial</p> <p>Light</p> <p>Dark</p>	<p>Other Wellbeing</p> <p>456Uh.08 Explore factors that affect their ability to rest.</p> <p>456Uh.09 Explore factors that affect their ability to sleep.</p> <p>456Uh.10 Identify a personal sleep routine that promotes good sleep.</p>	
Spontaneous teachable moments	Include natural light breaks during the day.		
Key points to consider	Exposure to sun and sunshine is our main source of vitamin D. Exposure to daylight in the morning and early afternoon supports more consistent and higher-quality sleep. Even on cloudy days, natural light has a much stronger positive effect than indoor lighting.		
Theory	Roger Ulrich's stress reduction theory.		

Rachel and Stephen Kaplan's attention restoration theory.

Learning objective	456Uh.12 Understand the effects of medicines and when to use them.	
Suggested teaching activities	Key vocabulary	Links
<p><i>Ask: What helps us to get better when we are ill?</i></p> <p>Establish what learners already know and understand about medicines. Note that medicines can also be called 'drugs'.</p> <p>Show or give learners images of illnesses and health problems and the medicines for them, and ask them to match the illness to the medicine. Examples may include a cough (cough syrup or lozenges), cut or graze (antiseptic cream), headache (pain reliever such as paracetamol), skin irritation (antihistamine tablets or cream), difficulty breathing (asthma inhaler).</p> <p>Note that people take medicines to treat an illness or injury and that medicines come in different forms, e.g. syrups, tablets or pills, creams or lotions. Explain that they may also take or use syrups, tablets and creams that are not medicines, e.g. vitamin or mineral tablets to supplement our diet.</p> <p>Give learners the packaging of some medicines and treatments (contents removed) for common health problems. Use items commonly found in home first aid kits. Ask them to find the following information:</p> <ul style="list-style-type: none"> • The name of medicine or treatment • What illness or injury it is used to treat • How many should be taken or how much should be used • When or how often should it be taken or used • Whether it is safe for children to use • What side effects the medicine may have. <p>Learners report their findings.</p> <p>Explain that medicines have a recommended dose (how many to take or how much to use), and they should be taken at prescribed times, e.g. twice a day, with or after meals. Note that not all medicines are suitable for children and those that are may be taken in smaller doses</p>	<p>Medicine</p> <p>Drug</p> <p>Dose</p> <p>Side effect</p>	<p>Other Wellbeing</p> <p>456Uh.02 Recognise signs of physical and mental ill health and know who to tell.</p> <p>Cross-curricular</p> <p><u>Science</u></p> <p>4Bp.01 Know that medicines can be used to treat some illnesses and describe how to use them safely.</p>

<p>than for adults. Also note that medicines may have good effects (we get better) or possible bad effects, especially if they do not take the medicine properly.</p> <p>Emphasise that medicines should be taken carefully under the care of a responsible adult, with the permission of their parent or carer. They should always be advised by an adult if taking medicine and, in some cases, by a medical professional.</p> <p>Ask for examples of when they may feel ill but not need medicine, e.g. mild cases of stomach ache or headache, minor bruises. Ask what may help them to feel better in these cases, e.g. rest, sleep, massage, drinking water.</p> <p>Draw up a list of advice on the safe use of medicine, including safe storage out of the reach of children.</p>		
<p>Spontaneous teachable moments</p>	<p>Some learners will have medicines in school and you will be working with them to manage this safely. You may be able to use their experiences with medicine as examples, with permission.</p>	
<p>Key points to consider</p>	<p>Some schools may have a wider scheme of work relating to drugs education. Covered here are the principles that drugs have a function to support health.</p> <p>Medicines and other medical treatments or products: These can help someone feel better if they are ill (e.g. paracetamol), protect them from becoming ill (e.g. vaccinations protect people from disease and suncreams protect the skin from harmful sun rays), or help them stay healthy (e.g. if someone has asthma, medicines help them keep well).</p> <p>Safety considerations to incorporate: Whilst some medicines can be bought over the counter in supermarkets and shops, pharmacists, doctors and nurses prescribe medicines and give medicines like vaccinations.</p> <p>It is important to read instructions before using medicines (as with household products).</p> <p>Medicines (and household products) should be kept out of reach of children and disposed of carefully. If any are spilled, they should be cleaned up immediately.</p>	
<p>Theory</p>		

Learning objective	456Uh.13 Understand how vaccinations protect us from diseases.		
Suggested teaching activities	Key vocabulary	Links	
<p>You may want to repeat the infection transmission role-play from 456Uh.07. However, in this case, designate give some learners a card, badge or other identifier to indicate that they have been vaccinated. These learners do not touch the ‘infected’ object.</p> <p>Explore how this would lower the risk of the infection spreading and protect these learners from the disease.</p> <p>Explain that vaccines train their bodies to fight a disease that they have not had before and protect them from becoming ill with this disease.</p> <p>Create a timeline of the key childhood vaccines that learners may have had, e.g. polio, measles.</p> <p>Ask learners to research areas in the world where specific vaccines are used. Share their findings.</p> <p>You may want look at the history of a key vaccine and how this has eliminated or controlled disease, or use this objective to support a vaccine programme that is being implemented.</p>	<p>Vaccine</p> <p>Population</p> <p>Control</p> <p>Immunity</p>	<p>Other Wellbeing</p> <p>456Uh.07 Know why personal hygiene is important.</p> <p>Cross-curricular</p> <p><u>Science</u></p> <p>4Bp.02 Know that plants and animals can have infectious diseases, and vaccinations can prevent some infectious diseases of animals.</p>	
Spontaneous teachable moments	When school staff or learners travel abroad, or if there is a local vaccination programme underway.		
Key points to consider	<p>Some learners may have anxiety or fear of needles or vaccines. Consider the scientific facts and know some key information about vaccines.</p> <p>Vaccinations are a medical intervention to develop immunity to a disease in a population. During COVID-19, most countries introduced a vaccination programme to develop some immunity for their populations.</p> <p>Vaccines may be developed to be used for children to develop early immunity, for adults (e.g. flu vaccine), or for people travelling to areas of the world where there are risks of certain diseases to which they will have no immunity. Some of these vaccines build total immunity, some last for a short period of time, and some build our immunity to lessen the effect of a virus or disease.</p> <p>This is a medical preventative measure that doctors and governments choose to use. This is different in each country. Vaccinations have to undergo tests and licensing for safety before they can be used.</p>		
Theory			

Learning objective	456Uh.14 *Offer help and suggestions to others to help them manage their wellbeing.		
Suggested teaching activities	Key vocabulary	Links	
<p>This objective offers an opportunity to review key learning from the activities in this strand. Provide ‘fact files’ about individuals with different wellbeing needs.</p> <p>Ask:</p> <ul style="list-style-type: none"> • <i>What advice would you give the person to support their wellbeing?</i> • <i>What information would it be useful to share with them?</i> • <i>What support would you advise them to seek?</i> • <i>What habits would you encourage them to develop?</i> • <i>Who could provide them with help and support?</i> <p>Learners share and discuss their answers.</p> <p>This also offers opportunities for role-play scenarios, offering some key challenges for individuals to which learners can apply their knowledge, e.g. Eric is finding it hard to sleep, Shahnaz is lacking in energy and feels unhappy, Paul has toothache. Learners role-play their advice for developing healthy solutions.</p> <p>There is a range of opportunities for learners to offer help and suggestions to other, e.g. a presentation to a class or school assembly, a wellbeing information fair, making a short play or video about a wellbeing issue, establishing a ‘support bench’ where learners can sit if they want to talk to someone else about a wellbeing issue.</p>	<p>Wellbeing Habit Physical Emotional Mental health</p>	<p>Other Wellbeing Links to all learning objectives.</p> <p>Cross-curricular <u>Global Perspectives</u> 34A.04 Suggest personal actions that could make a positive difference to an issue affecting others.</p> <p><u>Physical Education</u> 456TR.05 Offer constructive and specific feedback to others on strengths and goals. Demonstrate respect for other when they are working to improve individual/group performances. 456TP.06 Show patience and care when working with others. Listen to others and plan together to find solutions to movement challenges.</p>	
Spontaneous teachable moments	When issues arise. Opportunities for peer support and mentoring. Planned events.		
Key points to consider	<p>Consider how you will support and prompt. Clear ground rules and framing are important for each audience. If you are using digital formats, consider the sharing of information carefully and any associated policies.</p> <p>Consider carefully any safeguarding and ethical needs.</p>		

Theory

Social constructivism and developing agency.

Strand: My relationships

Outline of strand

The learning objectives in this 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, know what to do in bullying situations, 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:

- 456Rh.01** Describe the role of different types of relationships in their life.
- 456Rh.02** Explain the importance of friends and how they can support each other when they need help or are unhappy.
- 456Rh.03** Understand that they can have different relationships with different friends.
- 456Rh.04** Know how mutual compromise can be used to resolve conflict.
- 456Rh.05** Explore reasons why friendships change over time.
- 456Rh.06** Explore the difference between a joke and bullying.
- 456Rh.07** Know what to do if they, or others, are being bullied.
- 456Rh.08** Identify different types of peer pressure and know strategies to combat it.
- 456Rh.09** Explore how stereotypes can have a negative effect.
- 456Rh.10** Discuss different types of families and the similarities and differences between them.
- 456Rh.11** Identify activities they and their family can take part in to support their wellbeing.
- 456Rh.12** Recognise different ways of expressing and receiving love.
- 456Rh.13** Discuss how they may become part of different communities during their lifetime.
- 456Rh.14** *Communicate their own boundaries to others.
- 456Rh.15** *Respect other people's boundaries.
- 456Rh.16** Explain the importance of respecting others, even when they have different experiences, thoughts and emotions to their own.
- 456Rh.17** Identify home and school rules and consider why they are important and different.
- 456Rh.18** *Understand and demonstrate why active listening skills are important.
- 456Rh.19** Compare different types of communication.
- 456Rh.20** Explore the differences between a secret and a surprise, and discuss the appropriateness of sharing each.

Learning objective	456Rh.01 Describe the role of different types of relationships in their life.	
Suggested teaching activities	Key vocabulary	Links
<p>Explore a range of stories and images, and plot the relationships of the central character, e.g. as a mind map, or using concentric circles with the character in the centre, those with whom they have a close relationship in the inner rings and a more distant relationship in the outer rings.</p> <p>Explore what it means to have a relationship with someone and establish the idea that safe and secure relationships are based on love, respect and friendship.</p> <p>Ask:</p> <ul style="list-style-type: none"> • <i>What does it mean to be a friend?</i> • <i>What does family mean to you?</i> <p>Explore the qualities of the relationships in familiar stories. Ask:</p> <ul style="list-style-type: none"> • <i>What is the nature of these relationships?</i> • <i>Are they positive?</i> <p>Note that care should be taken to include a diverse range of options to recognise that there are different kinds of relationships.</p> <p>You may wish to incorporate some role-play, inviting groups to show you different relationships, e.g. between friends, siblings, family members, neighbours. They may explore different dynamics within a relationship, e.g. siblings arguing and siblings playing happily together.</p> <p>Consider the key relationships in learners' own lives. They may map their circles of influence in terms of home, school and community, identifying relationships and the roles these play in their lives.</p> <p>Recognise that learners have a range of relationships. Their key relationships support their sense of safety and wellbeing, and their sense of identity.</p>	<p>Friend Family Home Respect Influence Role Relationship</p>	<p>Other Wellbeing</p> <p>456Ui.03 Understand that emotions can change over time due to planned and unplanned external factors.</p> <p>456Um.05 Explore different facets that contribute to their identity and the importance of having a positive attitude towards themselves.</p> <p>456Rh.03 Understand that they can have different relationships with different friends.</p> <p>456Rh.12 Recognise different ways of expressing and receiving love.</p> <p>Cross-curricular</p> <p><u>English</u></p> <p>5Ri.11 Make inferences from texts, including about the relationships between story characters.</p>
Spontaneous teachable moments	You may encounter points in the year when relationships become complex and identifying the key roles of relationships can be useful.	

Key points to consider	Safeguarding considerations are essential when exploring relationships. It is important to set key ground rules, be prepared for possible disclosures and liaise with safeguarding leads to minimise triggers.
Theory	Emotional intelligence. Interpersonal relationships.

Learning objective	456Rh.02 Explain the importance of friends and how they can support each other when they need help or are unhappy.	
Suggested teaching activities	Key vocabulary	Links
<p>Give learners cards showing a range of scenarios that characters face and cards showing a range of possible friend actions, i.e. actions that a friend might take to support the character in that scenario. Match the cards to link friend actions to scenarios.</p> <p>Share a range of friendship poems, e.g. <i>Us Two</i> by A.A.Milne.</p> <p>Ask:</p> <ul style="list-style-type: none"> • <i>What does it mean to be a friend?</i> • <i>What qualities does a friend need?</i> <p>Learners create an image, artwork or modelled example of friendship.</p> <p>You could also set a range of practical challenges where pairs work together to be good mutual friends in solving them, e.g. drawing something with just one pencil.</p> <p>Encourage learners to develop a story or poem about friendship. Review the emotions that the friends may experience within these stories and poems.</p> <p>Provide a list of challenges involving the need to support a friend. e.g. their friend:</p> <ul style="list-style-type: none"> • is nervous about performing in a play • is worried about a relative • has had an argument with their sibling • is finding school work challenging • is sad about something • is being bullied. <p>Ask learners:</p> <ul style="list-style-type: none"> • <i>What do you need to consider?</i> 	<p>Friendship</p> <p>Respect</p> <p>Care</p> <p>Compassion</p> <p>Kindness</p> <p>Empathy</p> <p>Mutual</p>	<p>Other Wellbeing</p> <p>456Ui.01 Identify a wide range of emotions in themselves and others using a wide range of vocabulary.</p> <p>456Um.02 Evaluate whether their behaviour is appropriate for a given situation.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p> <p>4SW.03 Treat others respectfully online and know that they should also be treated with respect.</p>

<ul style="list-style-type: none"> • <i>What are your options as a friend?</i> • <i>What is the best course of action?</i> • <i>Why?</i> • <i>What are the possible outcomes?</i> • <i>Can you help or do you need to seek support?</i> • <i>What are the key qualities you are using?</i> <p>It is important to establish when being a supportive friend is enough and when they need to ask a trusted adult to help.</p>		
<p>Spontaneous teachable moments</p> <p>Key points to consider</p> <p>Theory</p>	<p>There will be disagreements and challenges within the day where learners can take time to reflect on how compassion and respect can support resolution. Consider how friends can help individuals find solutions. Plan activities that are organised to cultivate friendships.</p> <p>Friends care for each other and show respect. They may not always be able to empathise for someone if they are facing their own issues, but they should be able to show compassion and understanding. Friends are kind and supportive over time, but recognise that they will, at times, disagree. Friends generally have things in common that they can share, but they can also have different interests. Healthy friendships usually include balance, e.g. both give and take.</p> <p>Interpersonal relationships. Social constructivism. Emotional intelligence.</p>	
<p>Learning objective</p>	<p>456Rh.03 Understand that they can have different relationships with different friends.</p>	
<p>Suggested teaching activities</p> <p>Ask learners:</p> <ul style="list-style-type: none"> • <i>What does friendships mean to you?</i> • <i>What do friendships with different people offer us?</i> <p>Show learners an example of a sociogram (a diagram that links contacts by lines, like a spider's web). Learners draw a sociogram, writing their name and the names of all their friends on a piece of paper and then linking those who interact with lines to show the connections. They could use different colours to represent the different links. Ask learners to reflect on the relationships they have with their friends, e.g. close and less close, those they</p>	<p>Key vocabulary</p> <p>Difference Qualities Relationship</p>	<p>Links</p> <p>Other Wellbeing 456Rh.01 Describe the role of different types of relationships in their life.</p> <p>Cross-curricular <u>Digital Literacy</u></p>

<p>see regularly and less regularly, those with whom they spend more or less time. Note that we have different relationships with our friends and that these change over time.</p> <p>Consider the role online communication plays in friendships and the safety aspects of this. Introduce a story about a character who has a group of friends. Ask learners to describe the relationship between the character and each friend. Ask:</p> <ul style="list-style-type: none"> • <i>How is the relationship similar and different?</i> • <i>What qualities in each friend does the character value?</i> <p>Ask learners to reflect on their sociogram, the unique qualities and strengths of their friends, and what they value about their friendship.</p> <p>Present groups with a scenario of a challenging task that involves a range of different skills. Groups discuss who they would allocate different roles to, based on their strengths and interests. For example, if putting on a play, who would act, direct, paint the set, design the costumes, write the programme, sell the tickets? Ask: <i>How does this help us recognise what different friends and relationships can bring to us?</i></p> <p>Learners could paint a picture or make a representation of the different friendships in their life. This could link with the idea of expressing gratitude and emotional wellbeing.</p>		<p>4DW.03 Understand that online communication has changed the way people interact.</p>
<p>Spontaneous teachable moments</p>	<p>Highlight different types of friendship as you encounter them, for example, in fictional texts.</p>	
<p>Key points to consider</p>	<p>In interpersonal relationships, our connections depend on mutual dependence and support, as well as shared interests. As everyone is different, different people can share different aspects of our life. People may have a best friend, but they may still have other friends. Friendships are founded in trust, and people trust each other in different situations depending on what they know about each other and their qualities and strengths, e.g. some friends may be good at football, while others may prefer to play board games with us.</p> <p>It is argued the longer lasting friendships are rooted in the shared good.</p>	
<p>Theory</p>	<p>Bandura's social learning theory. Aristotle's theory of friendship: pleasure, useful and shared purpose or goodness.</p>	

Learning objective	456Rh.04 Know how mutual compromise can be used to resolve conflict.	
Suggested teaching activities	Key vocabulary	Links
<p>Play 'Would you rather...'</p> <p>Present learner with choices. Ask: <i>Would you rather...</i></p> <ul style="list-style-type: none"> • have lots of money or good health? • have more playtimes and stay at school longer or no playtimes and go home early? • end world hunger or have a world without crime? • have one amazing five-day trip or go on five separate one-day trips? <p>Note the different responses. Consider the decision patterns we have to make individually to decide.</p> <p>Ask: <i>What influences your decisions?</i></p> <p>Recognise that this links to their own values, what matters to them and their preferences. However, sometimes decisions can be difficult and they may have to compromise their own values or ideas in order to choose.</p> <p>Ask: <i>What emotions do you experience when making decisions?</i></p> <p>Explain that there is a link between what they think and understand and their emotions, but that decisions can be emotionally charged, based on their needs. This can be even more difficult when they cannot agree with others.</p> <p>Explore the different ways people may choose to respond in conflict. Ask: <i>What do you usually do?</i> Responses may include: compete (want to win at all costs), avoid (ignore the issue), accommodate (agree or give in), collaborate (find common ground), compromise (find a solution that works for everyone even though it might not be your preferred choice).</p> <p>Share stories or example dilemmas of a conflict situation and ask learners what advice they would give to those involved. Draw out that understanding the perspective of others (i.e. the particular way they view things, depending on their personality and experiences), consider the options and outcomes, and agree a shared aim can all support finding a compromise to resolve an issue. Ask learners: <i>Which solution enables the most people to benefit or feel happy with the outcome?</i></p> <p>Consider healthy and unhealthy approaches to conflict, for example, in stories, TV programmes and in the news. Ask learners: <i>What emotions do people feel if they are happy</i></p>	<p>Conflict</p> <p>Compromise</p> <p>Negotiation</p> <p>Collaborate</p> <p>Accommodate</p> <p>Solution</p> <p>Perspective</p>	<p>Other Wellbeing</p> <p>456Ui.01 Identify a wide range of emotions in themselves and others using a wide range of vocabulary.</p> <p>456Um.01 Explore triggers for different emotions.</p> <p>456Um.04 Practise a range of strategies they can use when self-managing unpleasant or intense emotions and identify which strategies they find most useful.</p> <p>Cross-curricular</p> <p><u>Global Perspectives</u></p> <p>34A.04 Suggest personal actions that could make a positive difference to an issue affecting others.</p>

<p><i>or unhappy with the outcome of a conflict?</i> Create two lists, e.g. happy with the outcome – calm, forgiving, unhappy with the outcome – angry, disappointed, unfriendly. Note how it is important to reach a compromise that people are happy with in order to avoid future problems.</p> <p>Using models and resources available online, draw up a strategy for conflict resolution, e.g. the five steps model (stop, say, think, choose, respect). Learners could also research conflict resolution strategies from international agencies such as the Red Cross and UNICEF.</p> <p>Give learners scenarios of conflicts that may arise in their lives to discuss or role-play in order to practise mutual compromise in the event of conflict.</p> <p>You may want to collate some key sentence frames to support effective communication when seeking to resolve conflict.</p>		
Spontaneous teachable moments	Opportunities to model this when making key decisions in class. Conflicts, particularly in playgrounds, can be used to reinforce the strategies for compromise.	
Key points to consider	<p>Working from individual decision-making to paired or group compromise is helpful. Support this in everyday contexts to outline simple strategies. You may also want to explore the negative aspects carefully.</p> <p>You could also consider that sometimes compromise does not work and recognise the role of mediation (help to resolve) and arbitration (where someone else decides).</p>	
Theory	The Thomas-Kilman model of conflict resolution: collaborating (assertive and cooperative), competing (assertive and non-cooperative), compromising (assertive and cooperative), avoiding (unassertive and uncooperative), accommodating (unassertive and cooperative).	
Learning objective	456Rh.05 Explore reasons why friendships change over time.	
Suggested teaching activities	Key vocabulary	Links
Share examples of friends from stories and films. Ask: <ul style="list-style-type: none"> • <i>What happens to these friendships over time?</i> • <i>What changes?</i> 	Friendship Change Factor	Other Wellbeing

<ul style="list-style-type: none"> • <i>What events occurred to influence these changes?</i> <p>Ask learners to write a list of things they enjoyed when they were younger and compare it to a list of hobbies and interests they currently have.</p> <p>Share lists and consider the reasons for differences, e.g. growing independence, developing skills and strengths, changing preferences.</p> <p>Explain that as they change and grow, their priorities and interests may change, so they change in terms of what they value and what matters to them. They may also change because of a key event in life, e.g. joining new clubs, meeting new people, moving house, changing school.</p> <p>Establish that, as they grow and change, they may keep some friends and lose others, and that their relationships with their friends may also change, e.g. become closer or more distant.</p> <p>Invite learners to think about the friendships they have made over time and how they have changed. They could create a timeline of their friendships.</p>	<p>Location Interest</p>	<p>456Ui.03 Understand that emotions can change over time due to planned and unplanned external factors.</p> <p>456Um.05 Explore different facets that contribute to their identity and the importance of having a positive attitude towards themselves.</p> <p>456Rh.03 Understand that they can have different relationships with different friends.</p> <p>Cross-curricular <u>Global Perspectives</u></p> <p>34A.03 Talk about simple causes of personal actions and consequences on others.</p>
<p>Spontaneous teachable moments</p>	<p>When managing conflict, when learners experience change, or a new learner joins the class.</p>	
<p>Key points to consider</p>	<p>Friendships usually develop as a result of one of three factors: proximity of location or situation, shared activities, or life events. If these change, or decrease in focus, then this can impact on friendships.</p> <p>Key factors in lasting friendships is affection and respect. Linked back to conflict resolution, these factors enable relationships to survive conflicts. Being able to understand different perspectives, manage their emotions and understand those of others, and how they communicate with each other can be really important. How much they support trust in a relationship is also important.</p> <p>It is important to acknowledge if a person makes them feel bad, or less good so they can make decisions about whether to continue a friendship.</p>	
<p>Theory</p>	<p>Emotional intelligence theory.</p>	

Learning objective	456Rh.06 Explore the difference between a joke and bullying.	
Suggested teaching activities	Key vocabulary	Links
<p>Share jokes from a joke book. Acknowledge that some are funny, some funnier than others, and some not funny. Different people may find different jokes funny, depending on their experiences and preferences.</p> <p>Ask learners if they can think of an example when they have not found something funny when someone else has. You may wish to share a modelled example.</p> <p>Reflect that usually when jokes are shared people laugh together because they have a shared understanding and it is important everyone feels equal in this.</p> <p><i>Ask: Sometimes, why is a joke not be funny?</i></p> <p>You may want to prompt ideas by sharing examples from scenarios or cartoons.</p> <p>Draw out that a joke is not funny when it is about someone, or at someone else's expense. Explain that someone may make excuses by calling it 'joking' or 'teasing', but if it hurts someone and makes them feel unhappy then it is unkind or could be 'bullying'. Explore understanding of these terms.</p> <p>Sometimes bullying is recognised as repetitive behaviour, but it may be any hurtful behaviour, and can be linked to demonstrating power over someone and making them feel inferior.</p> <p>Give learners a template with cartoon characters (e.g. stick people) where the character on left has a speech bubble containing either a genuine joke or a 'joke' that is really bullying, and the character on the right has a thought bubble that is blank. Use realistic examples of things learners may say that are hurtful to others.</p> <p>Learners discuss how the joke makes the character on the right feel, and write this in the through bubble. Share and discuss responses.</p> <p>Establish that when they tell jokes, they have to consider what impact this may have on others, that some people may misunderstand, or it may be hurtful.</p> <p>It is important to consider their motives for telling jokes and for noticing if this could be hurtful or make someone feel bad or inferior, e.g. making fun of someone. This is bullying behaviour. Ensure learners understand that there may be a range of reasons for someone choosing to bully, but it is inappropriate behaviour. It is important to take time to make a distinction</p>	<p>Joke Bullying Teasing</p>	<p>Other Wellbeing</p> <p>456Rh.02 Explain the importance of friends and how they can support each other when they need help or are unhappy.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p> <p>6SW.02 Recognise that opinions expressed online can be misinterpreted by others.</p> <p><u>Global Perspectives</u></p> <p>34A.03 Talk about simple causes of personal actions and consequences on others.</p>

<p>between bullying (repetitive, power imbalance, on purpose) and unkind behaviour. Both could include 'joking' and are not necessarily the same thing, but neither are appropriate behaviour. Link exploration of this to your school bullying policies and resources.</p>		
<p>Spontaneous teachable moments</p>	<p>Response to bullying incidents.</p>	
<p>Key points to consider</p>	<p>Four elements of bullying: intentional, hurtful, repetitive, involves a power imbalance. Make sure you consider your materials carefully here to avoid stereotypical views, and consider ethical and inclusive approaches. It is important to check your unconscious biases, and ensure any materials chosen are in accordance with school policies.</p> <p>It is also really important to consider the jokes that you select and that you have considered their appropriateness. Drawing attention to 'laughing with and playing together' versus 'laughing at and unkind intent' is a key area of consideration.</p>	
<p>Theory</p>	<p>Social capital theory. Dominance theory.</p>	

<p>Learning objective</p>	<p>456Rh.07 Know what to do if they, or others, are being bullied.</p>		
<p>Suggested teaching activities</p>	<p>Key vocabulary</p>	<p>Links</p>	
<p>Share a story or video about a bully, e.g. <i>Mud Boy</i> by Sarah Siggs.</p> <p>Explain and explore the issues raised. Be clear that bullying is related to intentional acts, hurtful or unkind words or actions, that it is often repetitive, and involves a power imbalance, sometimes including more than one person taking these acts. It may be in person, or online.</p> <p>Ask learners to consider what actions might represent bullying: verbal, physical, emotional, and online or cyberbullying.</p> <p>Ask:</p> <ul style="list-style-type: none"> • <i>How would this feel?</i> • <i>What emotions might we experience?</i> • <i>What behaviours might we demonstrate?</i> <p>Explain there may be a range of reasons for someone bullying but, even if they understand these, it is not acceptable behaviour.</p>	<p>Bullying Intentional Cyberbullying</p>	<p>Other Wellbeing</p> <p>456Ui.01 Identify a wide range of emotions in themselves and others using a wide range of vocabulary.</p> <p>456Um.03 Practise a range of strategies to support emotional self-care and identify which they find most useful.</p> <p>456Um.04 Practise a range of strategies they can use when self-managing unpleasant or intense</p>	

<p>Using the school bullying policy or a bullying prevention model (available online), e.g. the three Rs of bullying prevention (recognise, respond, report), learners create a toolkit or poster on what do to if they or others are being bullied. Ensure that they identify key trusted adults to report to, both in and out of school. Emphasise that it is always better to seek help. The bullied and the bullies need support to change the situation.</p> <p>You may want hold a discussion to explore what might happen if you do not seek support for yourself or others being bullied.</p> <p>Relate these activities to school policies and guidelines and key resources that form part of any consultations with parents and carers.</p>		<p>emotions and identify which strategies they find most useful.</p> <p>456Uh.02 Recognise signs of physical and mental ill health and know who to tell.</p> <p>456Rh.06 Explore the difference between a joke and bullying.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p> <p>5SW.05 Recognise that cyberbullying takes place online and can take many forms.</p> <p>6SW.05 Understand that offensive and illegal online behaviour, which includes cyberbullying, should be reported and that there are formal procedures for this.</p> <p><u>Global Perspectives</u></p> <p>56A.04 Suggest and justify an action to make a positive difference to a local issue.</p>
<p>Spontaneous teachable moments</p>	<p>Issues relating to this area can arise at any time. Reinforce this regularly. Opportunities to discuss bullying may arise in texts and stories in across the curriculum.</p>	
<p>Key points to consider</p>	<p>Use school bullying policies and frameworks and with school leaders where necessary. Bullying takes place both in school, out of school and online, and learners need to know what to do in all cases.</p>	
<p>Theory</p>	<p>Emotional intelligence, social capital theory, dominance theory, behaviour theories, including restorative practice.</p>	

Learning objective	456Rh.08 Identify different types of peer pressure and know strategies to combat it.	
Suggested teaching activities	Key vocabulary	Links
<p>Ask learners: <i>What do you do or say when you want something and you are trying to persuade your parents or carers or siblings to do it or give it to you?</i></p> <p>Explore how we negotiate and try to influence to get what we want. Collate the words and actions we might use.</p> <p>Explain that this is normal behaviour. They are human and they are emotionally built to seek to get their needs met. When they are at home, usually their parents and carers will mediate (agree compromise), or arbitrate (make decisions). (See 456Rh.04).</p> <p>Introduce the term 'peer pressure'. Ask:</p> <ul style="list-style-type: none"> • <i>What does 'peer pressure' mean to you?</i> • <i>Can you give an example of peer pressure?</i> <p>As they grow, friends and other peers will try to influence their decisions or ask them to do something that they want. This is normal. However, sometimes it may become harmful, and they need to consider how to combat it.</p> <p>Use examples from stories or scenarios. Include a range of positive and negative examples, e.g. encouraging confidence, pressurising to do something that they do not want to.</p> <p>Ask:</p> <ul style="list-style-type: none"> • <i>Who is doing the pressuring?</i> • <i>What effect might their words have?</i> • <i>Is the influence positive or negative?</i> • <i>What helps the character to address the pressure to do what their friends try to persuade them to do?</i> <p>Explore possible reasons why peers may try to pressure us to do things.</p> <p>Consider how they decide whether something is right or wrong for them. This links to their sense of identity, their values and their morals.</p> <p>Ask:</p> <ul style="list-style-type: none"> • <i>Why is it difficult to respond to negative peer pressure?</i> 	<p>Peer pressure</p> <p>Compromise</p> <p>Arbitrate</p> <p>Mediate</p> <p>Moral</p> <p>Value</p> <p>Negotiate</p> <p>Influence</p>	<p>Other Wellbeing</p> <p>456Um.02 Evaluate whether their behaviour is appropriate for a given situation.</p> <p>456Um.04 Practise a range of strategies they can use when self-managing unpleasant or intense emotions and identify which strategies they find most useful.</p> <p>456Um.05 Explore different facets that contribute to their identity and the importance of having a positive attitude towards themselves.</p> <p>456Um.06 Understand that comparing themselves with others can contribute to an unhealthy mindset.</p> <p>456Rh.05 Explore reasons why friendships change over time.</p> <p>456Rh.07 Know what to do if they, or others, are being bullied.</p> <p>Cross-curricular</p> <p><u>Global Perspectives</u></p> <p>56A.04 Suggest and justify an action to make a positive difference to a local issue.</p>

<ul style="list-style-type: none"> • <i>What emotions do we experience?</i> • <i>What needs might arise?</i> <p>Consider the need to be authentic, to be heard, to be balanced and safe.</p> <p>Invite learners to develop appropriate answers and strategies.</p> <p>Rehearse key sentence stems and practise saying “No”, e.g. “No thanks”, “No, thanks. I think we should do... instead”, “No, I don’t do...”, “No, thanks. I’m going to...”.</p> <p>Emphasise that it is important to seek help if anyone tries to pressurise us to do something we feel uncomfortable with.</p>		
Spontaneous teachable moments	Being alert to and responding to issues that arise.	
Key points to consider	There is a range of resources to support in this area. It also links with drugs and alcohol and online safety, as well as wider safety issues. Be aware of key safeguarding concerns and the behaviours that might alert you to this, or raise concerns.	
Theory		

Learning objective	456Rh.09 Explore how stereotypes can have a negative effect.	
Suggested teaching activities	Key vocabulary	Links
<p>Show learners a range of images of people and ask them to match them to a range of occupations and interests.</p> <p><i>Ask: How did you decide which person to match with which occupation or interest?</i></p> <p>Explain that people bring their assumptions and past experiences to decision-making. Some of their choices will be informed by stories, information and programmes they have experienced, people they have met, and their own cultural experience.</p> <p>Explore how they use cues that they associate with things they think they already know. For example, if their doctor is a man and they have never seen a woman doctor, they may assume that all doctors are men. They may assume someone is too physically weak for a particular task or job, or too old or young. It is important to be aware that they are making judgements based on assumptions.</p>	<p>Assumption</p> <p>Stereotype</p> <p>Prejudice</p> <p>Bias</p>	<p>Other Wellbeing</p> <p>456Um.05 Explore different facets that contribute to their identity and the importance of having a positive attitude towards themselves.</p>

<p>Note how this leads to stereotyping, when they assume that something applies to all people with a certain characteristic, e.g. all doctors are male.</p> <p>Ask: <i>What do you think the impact of stereotyping might be?</i></p> <p>Explore the definition of stereotyping, prejudice and bias. Use stories or scenarios that challenge stereotypes to explore this further.</p> <p>Link this back to consideration of identity and respect for individuals and their unique qualities and strengths. When people stereotype, they categorise people and do not appreciate uniqueness of individuals. Ask: <i>How do you think this feels?</i></p> <p>There is an opportunity to use examples of stereotypes from the past as the basis for further work, e.g. girls not being allowed to go to school, women not being able to vote, segregation, exclusion from sports and activities, lack of facilities for people with physical disabilities.</p> <p>There is also an opportunity to share art works relating to stereotypes, e.g. votes for women and racial equality campaign posters, and to create an artistic composition relating to subverting stereotypes.</p>		
Spontaneous teachable moments	When incidents relate to stereotyping, prejudice and bias occur. There are opportunities to appreciate the breadth of cultures and specific qualities of learners across the year.	
Key points to consider	<p>Common types of stereotyping include age, sex, race, social class, (dis)ability, nationality, political and religious. Choose images, stories and scenarios that reflect the types of stereotyping that it is appropriate to address with your learners and in your context.</p> <p>It is important to provide a range of resources that have been quality assured for stereotyping. When planning, check your own assumptions and selection of resources. Be clear about promoting discussion and learning about checking assumptions, and following equality and inclusion policies, ensuring a culture of appreciation of diversity is promoted.</p>	
Theory		
Learning objective	456Rh.10 Discuss different types of families and the similarities and differences between them.	
Suggested teaching activities	Key vocabulary	Links

<p>Set up safety expectations, revisit ground rules and strategies for learners who experience any triggers.</p> <p>Ask learners to draw a cartoon family to represent their understanding of 'family', and discuss the variations, acknowledging the fact that 'family' can comprise a range of relationships.</p> <p>Learners could create a 'circles of influence' diagram with their immediate, close family in the centre and their extended, wider family in the outer circle or circles.</p> <p>Use stories, poems and photographs, along with examples from TV shows and films, to illustrate the range of the different types of families. If possible, include examples of nuclear families (two parents and their children), one-parent families, extended families (grandparents, uncles, aunts, etc.), blended families (two adults and the children they have together and with previous partners), foster families. (Learners do not need to know the terminology related to the different types of families, just recognise that there are different types.)</p> <p>Ask: <i>What is the same? What is different?</i></p> <p>Collect a list of words linked to what families do for each other.</p> <p>Establish that all types of families can care for each other, have loving relationships and support each other.</p>		<p>Other Wellbeing</p> <p>456Ui.04 Explore emotions related to loss and bereavement.</p> <p>456Um.05 Explore different facets that contribute to their identity and the importance of having a positive attitude towards themselves.</p> <p>456Rh.01 Describe the role of different types of relationships in their life.</p>
<p>Spontaneous teachable moments</p>	<p>There may be opportunities to acknowledge important family events. Many cultures have special days for family members. Sometimes you may invite families into school.</p>	
<p>Key points to consider</p>	<p>The different types of families your learners have. Not all family members will be genetically related, and there are a range of blended families. It is important to acknowledge that there is a diverse range of family structures and to value this.</p> <p>Consideration of safeguarding needs should be given careful thought.</p> <p>If learners are concerned about anything related to families, remind them that they can speak to a trusted adult, and signpost to any agencies that provide support in this area.</p>	
<p>Theory</p>	<p>Family theories: systems, functionalism, conflict.</p>	
<p>Learning objective</p>	<p>456Rh.11 Identify activities they and their family can take part in to support their wellbeing.</p>	

Suggested teaching activities	Key vocabulary	Links
<p>Revisit relevant learning objectives from the Understanding myself strand, and what wellbeing means.</p> <p>Remind learners of the PERMA model and habits for wellbeing. Explore how this works within a family, in terms of how they can promote positive emotions, e.g. gratitude, love, joy, care. They can engage in activities together, e.g. playing together, going on visits, decorating the home, cooking, cleaning, going for a walk. Secure and safe relationships of trust and compassion support everyone. Planning together as a family, making things, cooking meals together and sharing celebrations can give life meaning and purpose. Helping each other to achieve and celebrating together is important, e.g. doing homework together, learning a new skill together, or playing a game.</p> <p>Provide a template based on the five steps to wellbeing model, or similar. Ask learners to identify activities that they do or would like to do to support their wellbeing in each section. Next ask them to identify which activities family members also do or help them with or could do.</p> <p>Share some photographs or video clips of family activities and events. Ask: <i>How these families are supporting each other's wellbeing?</i></p> <p>Ask learners to write something that they would like to do to support the wellbeing of their family, e.g. being kind, showing gratitude, helping around the home.</p>	<p>Together</p> <p>Positive emotion</p> <p>Engagement</p> <p>Relationship</p> <p>Meaning</p> <p>Achievement</p>	<p>Other Wellbeing</p> <p>456Um.03 Practise a range of strategies to support emotional self-care and identify which they find most useful.</p> <p>456Um.05 Explore different facets that contribute to their identity and the importance of having a positive attitude towards themselves.</p> <p>Cross-curricular</p> <p><u>Art & Design</u></p> <p>E.01 Encounter, sense, experiment with and respond to a wide range of sources, including a range of art from different times and cultures.</p>
Spontaneous teachable moments	Engaging families in school events, such as sports or celebration events, offers opportunities to extend this.	
Key points to consider	<p>Careful consideration of personal reflection should be applied in this activity. It may be useful to use a story or third-party example to reflect on the ways that families undertake activities together.</p> <p>Acknowledging the diverse range of families, as well as family situations, e.g. when family members work away, or live in different houses, may need consideration.</p> <p>Using photographs and works of art allows for developing visual representations.</p>	
Theory	Seligman's PERMA model.	

Learning objective	456Rh.12 Recognise different ways of expressing and receiving love.		
Suggested teaching activities	Key vocabulary	Links	
<p>Show an image of Robert Indiana's love sculpture and invite learners to consider what the word 'love' means to them.</p> <p>Acknowledge the range of responses and how diverse this one word's meaning may be.</p> <p>Consider the range of relationships this links to. You may wish to share more images, stories and poems that encompass different kinds of love and relationships.</p> <p>Recognise that love can be part of a variety of relationships, e.g. friendship, family, romantic. It encompasses feeling safe and secure and cared for. You may want to make a distinction between 'like' and 'love', in that love implies caring about someone's needs as much as your own.</p> <p>Now invite learners to consider how people express love for someone.</p> <p>Establish that expressing and receiving love involves kindness, compassion, care and being considerate. It may not be appropriate to express love if the other person is not ready or able to receive it. Expressing and receiving love is not always about giving and receiving gifts, but it may be expressed by spending time together, helping each other and listening to each other.</p> <p>It is important to acknowledge that when a relationship is rooted in love, expressing and receiving love is mutual. There may be times when one person needs more love, e.g. when they are ill or upset, but in receiving this, they show gratitude or appreciation. Sometimes this may involve apologising too.</p> <p>Explore a range of age-appropriate scenarios between characters and observe how they may express their love, and the range of appropriate responses, e.g. giving someone a hug when they are tired, sharing a meal, helping someone with a problem.</p> <p>You might want to rehearse appropriate responses, perhaps including responding to unwanted expressions of love without hurting the other person.</p>	<p>Love</p> <p>Relationship</p> <p>Friendship</p> <p>Romantic</p>	<p>Other Wellbeing</p> <p>456Rh.01 Describe the role of different types of relationships in their life.</p>	
Spontaneous teachable moments	There may be key festivals and national or international days that you can mark with expressions of love (e.g. cards, poems).		

Key points to consider	<p>Consideration of the sensitivity of this topic is crucial. Using art and stories offers third-party experiences. It is essential to consider the aspects of healthy loving relationships and the balance of power.</p> <p>Acknowledge if any relationship feels uncomfortable, learners should seek support from a trusted adult or key agencies.</p>
Theory	Bowlby's attachment theory. Hatfield's compassionate and passionate love.

Learning objective	456Rh.13 Discuss how they may become part of different communities during their lifetime.	
Suggested teaching activities	Key vocabulary	Links
<p>Ask: <i>What does it mean to 'belong'?</i></p> <p>Learners may explore their perspectives individually, in pairs or in wider groups.</p> <p>Collect feedback and draw out that this relates to feeling part of a community.</p> <p>Create a mind map of the communities learners are already aware of and recognise that they belong to. This may include family, school, learning, sports, religious, cultural, artistic and online communities.</p> <p>Ask learners:</p> <ul style="list-style-type: none"> • <i>What is a community?</i> • <i>How does it feel to belong?</i> <p>This builds on activities related to habits and healthy lifestyles.</p> <p>Sometimes, as life changes, we may move locations, or change our lifestyles so we encounter different communities.</p> <p>You may want to consider social networks and online communities and the decisions relating to safety regarding these. Recognise that there are social norms, safe use rules and acceptable and unacceptable behaviours in online communities, as in any other community.</p> <p>Use a story, e.g. <i>The Journey</i> by Francesca Sanna, <i>The Invisible</i> by Tom Percival, <i>A Little Princess</i> by Frances Hodgson Burnett, to consider what it feels like to join a new community, or use contextual examples that your learners will relate to.</p> <p>Draw a human life timeline: child; teenager; adult; older person. Ask learners what communities they might become part of in each stage. This may link with hopes and</p>	<p>Community</p> <p>Belonging</p> <p>Online community</p> <p>Social norm</p>	<p>Other Wellbeing</p> <p>456Ui.01 Identify a wide range of emotions in themselves and others using a wide range of vocabulary.</p> <p>456Ui.03 Understand that emotions can change over time due to planned and unplanned external factors.</p> <p>456Um.04 Practise a range of strategies they can use when self-managing unpleasant or intense emotions and identify which strategies they find most useful.</p> <p>456Um.05 Explore different facets that contribute to their identity and the importance of having a positive attitude towards themselves.</p>

<p>aspirations and transition planning. Ask them to think of one community they may like to join when they go to their next school. Ask:</p> <ul style="list-style-type: none"> • <i>What opportunity will you have to join the community?</i> • <i>What do you want to find out?</i> • <i>How will you prepare?</i> • <i>What might you feel?</i> • <i>How will you manage these emotions?</i> <p>Draw the key reflections together in terms of building resilience, managing intense emotions and being open to new experiences. You may wish to invite learners to write letters of advice to their future selves.</p>		
Spontaneous teachable moments	New clubs, learners moving in or out, or transitioning to new classes.	
Key points to consider	The concept of community encompasses a wide range of contexts. You may consider this in terms of developing identity, or displacement. Being mindful of triggers and possible trauma is important. Cultural consideration and research into the variety of communities in your context is useful.	
Theory	Sense of community theory.	

Learning objective	456Rh.14 *Communicate their own boundaries to others.	
Suggested teaching activities	Key vocabulary	Links
<p>Set up safety expectations, revisit ground rules and strategies for learners who experience any triggers.</p> <p>Ask a learner if you can borrow their pencil. Model the appropriate response.</p> <p>Ask learners:</p> <ul style="list-style-type: none"> • <i>What does it mean to ask permission?</i> • <i>When do we need to ask permission from someone?</i> <p>Establish that when they ask permission, they demonstrate respect for someone. Emphasise that if they take something from someone, impose ourselves on them or do something related to them without seeking permission, they demonstrate a lack of empathy for their feelings.</p> <p>Ask learners how they would feel if someone entered their bedroom, or opened their school bag, and used something that belonged to them. Establish that physical space and belongings are key areas where they may wish to set boundaries for others, to protect their safety and security, as well as to preserve their sense of identity.</p> <p>Ask learners what other boundaries they care about.</p> <p>Introduce boundaries related to their bodies in an appropriate way. You may want to share a text or story, or use online resources from children’s agencies. The key learning is to establish that they have the right to privacy regarding their bodies, and they also have our own boundaries around personal space and emotional security.</p> <p>Play a game where learners take steps towards and away from each other in response to answers relating to a range of simple questions, e.g. “Take one step forward or back if you would be happy or not happy to shake hands with someone”, “... if you would or would not share your phone with someone”. Try and keep these examples non-intrusive.</p> <p>Encourage learners to notice what happens when they get close to each other. Make it clear at any point they can ask the other person to stop if they are too close. Now encourage them to choose an appropriate distance from someone where they feel happy to stand.</p> <p>Rehearse some sentences that learners can use to communicate their boundaries, including how to say “No” (see 456Rh.08). You may wish to use some scenarios to develop advice for</p>	<p>Permission Boundary Physical Emotional Privacy Security</p>	<p>Other Wellbeing</p> <p>456Um.01 Explore triggers for different emotions.</p> <p>456Um.03 Practise a range of strategies to support emotional self-care and identify which they find most useful.</p> <p>456Um.04 Practise a range of strategies they can use when self-managing unpleasant or intense emotions and identify which strategies they find most useful.</p> <p>456Rh.02 Explain the importance of friends and how they can support each other when they need help or are unhappy.</p> <p>456Rh.07 Know what to do if they, or others, are being bullied.</p> <p>456Rh.08 Identify different types of peer pressure and know strategies to combat it.</p> <p>456Rh.15 *Respect other people's boundaries.</p>

characters or role-play using scenarios to enable learners to practise communicating boundaries.		
Spontaneous teachable moments	In other subjects and activities, e.g. Physical Education and any group or paired activities.	
Key points to consider	<p>Key safeguarding considerations should be well thought through and prepared for. Make sure learners have key phrases and have rehearsed them in terms of managing tricky or challenging emotional situations. The key understanding is that they are able to set boundaries and ensure they understand their rights, as well as establishing that they can ask for help. Building empathy skills is crucial, so drawing out how they feel and how others feel and respond is crucial.</p> <p>Make sure they have a plan for response and the confidence to articulate and communicate their needs is a key factor.</p>	
Theory	Social behaviour theories.	

Learning objective	456Rh.15 *Respect other people's boundaries.	
Suggested teaching activities	Key vocabulary	Links
<p>Offer a range of examples of physical and emotional boundary scenarios and ask learners if they would consider these appropriate for family, friends or not at all, e.g. a hug, a kiss, holding hands, playing a hand clap game, a range of phrases, or online messages.</p> <p>Discuss the decisions, the related emotions and how they represent boundaries that apply may apply differently within a range of relationships, i.e. they may have very different boundaries with someone they love and trust than with someone they are friends with, or someone they have just met.</p> <p>Revisit the activities from 456Rh.14, where they explored communicating their boundaries. If they want people to respect their boundaries then they must respect theirs.</p> <p>Establish the idea of asking for and giving consent. Give learners a range of scenarios and ask how they would ask for consent. Ask: <i>How will you react if the person says "No"?</i></p> <p>Acknowledge that if they do not always do the right thing, that is normal. Ask: <i>What will you do if you accidentally cross someone's boundary?</i></p>	<p>Boundary</p> <p>Consent</p> <p>Respect</p>	<p>Other Wellbeing</p> <p>456Um.01 Explore triggers for different emotions.</p> <p>456Um.03 Practise a range of strategies to support emotional self-care and identify which they find most useful.</p> <p>456Um.04 Practise a range of strategies they can use when self-managing unpleasant or intense emotions and identify which strategies they find most useful.</p> <p>456Rh.02 Explain the importance of friends and how they can support</p>

<p>Discuss listening to the person, understanding their emotions and apologizing. <i>Ask: Why is it important to recognise each other's boundaries?</i></p> <p>This links back to respect, rights, mutual agreement and keeping safe and secure.</p> <p>There are opportunities to share spoken word examples, texts and online behaviours, looking at examples and considering the effects and consequences.</p>		<p>each other when they need help or are unhappy.</p> <p>456Rh.03 Understand that they can have different relationships with different friends.</p> <p>456Rh.07 Know what to do if they, or others, are being bullied.</p> <p>456Rh.08 Identify different types of peer pressure and know strategies to combat it.</p> <p>456Rh.14 *Communicate their own boundaries to others.</p>
<p>Spontaneous teachable moments</p>	<p>When moving around in class, in Physical Education lessons, when issues arise in playtime situations.</p>	
<p>Key points to consider</p>	<p>Consider ethical approaches to physical contact is key. Ensure safety and safeguarding is paramount, and ensure learners understand who they can seek support. You may want to consider how they set boundaries may be linked to how they are feeling at a particular time, e.g. if they are tired or may not want to play that day. Boundaries may be different at different times. Empathy and compassion are key areas of understanding. It may be important to consider that if boundaries have been pushed and two people are angry or upset, their emotional capacity for empathy is limited. This is when space may be required to calm down and then the issue addressed at another time.</p>	
<p>Theory</p>	<p>Emotional intelligence theory.</p>	
<p>Learning objective</p>	<p>456Rh.16 Explain the importance of respecting others, even when they have different experiences, thoughts and emotions to their own.</p>	
<p>Suggested teaching activities</p>	<p>Key vocabulary</p>	<p>Links</p>
<p>Check understanding of key vocabulary, e.g. respect, empathy, understanding, appreciation, value, compassion.</p>	<p>Respect Empathy</p>	<p>Other Wellbeing 456Um.05 Explore different facets that contribute to their identity and</p>

<p>Ask learners to discuss and note what they know about these words and give examples of when and how they might show these qualities, or when others have shown these qualities to them.</p> <p>Revisit the activities in 456Um.05 about the different facets of our identities, their values and experiences, and how these affect how they respond to people and situations.</p> <p>Choose an issue that divides opinions. Either show a video of people discussing or arguing about the issue and ask learners to observe if, when and how they respect or disrespect each other, or ask one half of the class to discuss the issue and the other half to observe observe if, when and how they respect or disrespect each other. Ask the observers to suggest what the debaters could do or say that would show respect for others.</p>	<p>Understanding Appreciation Value Compassion Debate Perspective Opinion View Identity</p>	<p>the importance of having a positive attitude towards themselves.</p> <p>Cross-curricular <u>Digital Literacy</u> 4SW.03 Treat others respectfully online and know that they should also be treated with respect.</p> <p><u>English</u> 456SLg.02 Respond politely to another point of view with a personal point of view.</p> <p><u>Global Perspectives</u> 34A.01 Recognise that people think different things about an issue.</p> <p><u>Physical Education</u> 456TP.06 Show patience and care when working with others. Listen to others and plan together to find solutions to movement challenges. 456TR.05 Offer constructive and specific feedback to others on strengths and goals. Demonstrate respect for other when they are working to improve individual/group performances.</p>
<p>Spontaneous teachable moments</p>		<p>In sharing feedback. There are opportunities for developing peer assessment.</p>

Key points to consider	Explore a range of contexts to develop understanding of impact and support all key relational practice, as well as revealing that people respond to different contexts differently, depending on their key strengths and preferences.
Theory	Emotional intelligence theory.

Learning objective	456Rh.17 Identify home and school rules and consider why they are important and different.	
Suggested teaching activities	Key vocabulary	Links
<p>Share the school rules. Ask: <i>Why do we have school rules?</i></p> <p>Invite learners to share scenarios that illustrate the application of the school rules in practice. Link this to the concept of community and shared values.</p> <p>Ask:</p> <ul style="list-style-type: none"> • <i>Are there any other rules you would like to add?</i> • <i>What do you think might happen if we did not have school rules?</i> <p>Explore the concept of social norms (shared standards of behaviour) and how these help us to get along together, enable respect and care, and support positive environments.</p> <p>Ask:</p> <ul style="list-style-type: none"> • <i>What happens if someone does not follow the rules?</i> • <i>What are the possible consequences?</i> <p>Ensure you consider this from a range of perspectives. Individuals' own morals and beliefs may impact on the rules they consider important. As they grow, their own morals may support them in making decisions in relation to any rules set by organisations.</p> <p>Show some images of families in their homes.</p> <p>Ask:</p> <ul style="list-style-type: none"> • <i>What rules might apply in the home?</i> • <i>Do you have or know of any rules?</i> • <i>What is the purpose of these rules?</i> 	<p>Social norm</p> <p>Community</p> <p>Rule</p> <p>Consequence</p>	<p>Other Wellbeing</p> <p>456Rh.15 *Respect other people's boundaries.</p> <p>456Rh.13 Discuss how they may become part of different communities during their lifetime.</p> <p>Cross-curricular</p> <p><u>Global Perspectives</u></p> <p>34A.03 Talk about simple causes of personal actions and consequences on others.</p>

<ul style="list-style-type: none"> • <i>How are these rules the same as or different from the school rules?</i> <p>Consider the differences between school and home in terms of relationships, environment and community. Families will have a close moral code, and a close shared sense of identity.</p>		
Spontaneous teachable moments	Using ground rules, school rules, relating to online communities and groups and associations.	
Key points to consider	Draw out key considerations about equality and fairness, safety and relationships in your discussion and activity. You may want to link this to laws, justice, sense of belonging, a shared sense of identity and social norms. Sometimes people have a moral code, their own rules, that may be linked to their identity, their values, morals and beliefs.	
Theory	Kohlberg's theory of moral development.	
Learning objective	456Rh.18 *Understand and demonstrate why active listening skills are important.	
Suggested teaching activities	Key vocabulary	Links
<p>Start with a task that requires active listening, e.g. read a passage and then ask questions on it. Note that learners can only answer the questions if they listened to the reading.</p> <p>Share a short set of instructions to draw a known object, e.g a house. Learners compare their drawings. Reflect on the differences and the importance of listening in order to understand.</p> <p>Give one learner or group some modelling equipment, e.g. toy bricks, and another learner or group a picture of a simple model to be built. Those with the picture tell those with the equipment what to build, but they are not allowed to show them the picture.</p> <p>Take feedback on how the activity went. Ask:</p> <ul style="list-style-type: none"> • <i>What was difficult?</i> • <i>What helped?</i> <p>Introduce the three key aspects of active listening:</p> <ol style="list-style-type: none"> 1. Listen to what is said with your full attention, really noticing what the speaker is communicating and considering the meaning. 	<p>Active listening Non-verbal cue Gesture Facial expression</p>	<p>Other Wellbeing</p> <p>456Rh.16 Explain the importance of respecting others, even when they have different experiences, thoughts and emotions to their own.</p> <p>Cross-curricular</p> <p><u>English</u></p> <p>4SLs.01 Listen and respond appropriately, including asking and answering questions to develop ideas.</p> <p>5SLs.01 Listen, reflect on what is heard and give a reasoned response.</p>

<p>2. Respond to what is said, to show you have listened and understood, e.g. smile, nod your head, repeat what you heard back to the speaker in your own words, ask questions for clarification.</p> <p>3. Notice non-verbal cues, e.g. gestures, facial expressions and tone of voice.</p> <p>To demonstrate non-verbal cues, play the sound only from a video clip and ask learners what the speaker is saying, and then play the video with both the sound and the visuals and ask if they have changed or amended their understanding.</p> <p>Ask learners in pairs to tell each other about an event they enjoyed or an activity they have taken part in. Give them two minutes each. Invite them to join up with another pair and tell their partner's story to the other pair.</p> <p><i>Ask: What skills did you need to be a good active listener?</i></p>		<p>6SLs.01 Listen, reflect on what is heard and give a reasoned response with reference to at least one specific point made by the speaker.</p> <p><u>Global Perspectives</u></p> <p>34Cm.02 Listen to others in class discussions and respond with relevant ideas and questions.</p> <p>56Cm.02 Listen to ideas and information about an issue and ask questions relevant to the issue.</p>
Spontaneous teachable moments	Active listening is key to any peer or group work, as well as when listening in taught sessions. This may also be helpful in conflict resolution, or in tasks that involve shared reflection.	
Key points to consider	<p>There are tips for active listening available online. You may want to model different question types and how they support active listening.</p> <p>Some learners may find it more difficult to take part in paired communications. Consider how you will scaffold and support their access.</p> <p>There are opportunities to explore challenges with digital communication and understanding meaning.</p>	
Theory	Rogers and Farzon on active listening.	

Learning objective	456Rh.19 Compare different types of communication.		
Suggested teaching activities	Key vocabulary	Links	
Ask learners to pass a message around a circle by whispering it from one to another until it gets back to the beginning of the circle. Compare the message at the start and at the end, and note if it has changed.	Communication Verbal Non-verbal	Other Wellbeing 456Ui.01 Identify a wide range of emotions in themselves and others using a wide range of vocabulary.	

<p>Give learners charades cards and ask them to communicate what is on the cards to each other without using words.</p> <p>Note how they can communicate effectively and share information both verbally and non-verbally. Ask: <i>Which is easiest?</i></p> <p>Brainstorm the different types of communication, e.g. letters, electronic messages, phone calls, face-to-face, braille, sign language, morse code.</p> <p>Compare and contrast the skills involved in face-to face, written and online communications.</p> <p>Give learners example messages. Ask them to communicate these in different ways to another learner and discuss which type of communication is best for the message.</p> <p>Create a scavenger or treasure hunt using different types of communication for the clues, e.g. written on paper, audio recording, symbols, drawings, written electronically (e.g email or text message).</p>	Facial gesture	<p>456Rh.06 Explore the difference between a joke and bullying.</p> <p>456Rh.18 *Understand and demonstrate why active listening skills are important.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p> <p>4DW.02 Know that digital communication enables online communities to exist.</p> <p>4DW.03 Understand that online communication has changed the way people interact.</p> <p><u>English</u></p> <p>456SLm.04 Use non-verbal communication techniques for different purposes.</p> <p>56SLp.04 Begin to make choices about the most appropriate media for a particular presentation.</p>
<p>Spontaneous teachable moments</p>	<p>Look at a range of sources and types of communication in English or Language lessons and in other subjects. Texts and digital communications. Examples of miscommunication may arise. Opportunities to play games for meaning, vocabulary checks and sending messages across the community. Send postcards, blogging and writing for meaning, creating films and digital recordings.</p>	
<p>Key points to consider</p>	<p>Key types of communication are verbal, written, visual and non-verbal. Modes of communication can range from a change in facial expression to formal written forms. There are also a range of skills to consider, and the foundations of emotional literacy support these, e.g. recognising signals in non-verbal cues, language tone, oracy, listening skills, reading and decoding, understanding of vocabulary and</p>	

	<p>cultural cues, comprehension and key language skills, as well as inference and deduction and understanding of sign systems.</p> <p>Consider that the key purpose of communication is to transfer information, connect with others, meet needs, and understand each other. Exploration of healthy and respectful ways to communicate, potential damage through misunderstanding or online impact is also relevant.</p> <p>Explore how tone of voice, active listening and vocabulary choice can alter meaning, and consider the assumptions we make about the person receiving our communication, and how to check these.</p> <p>You may also want to consider when learners need to communicate key information, e.g. asking for help, expressing a need.</p>		
Theory	Positive psychology. Communication theory.		
Learning objective	456Rh.20 Explore the differences between a secret and a surprise, and discuss the appropriateness of sharing each.		
Suggested teaching activities	Key vocabulary	Links	
<p>Explore what it is like to receive a surprise is like, e.g. create a surprise in the classroom or ask learners to describe a surprise they had.</p> <p><i>Ask: How does a surprise feel?</i></p> <p>Establish the positive (or negative) and temporary nature of a surprise. Ask if anyone else had to keep a secret before the learners had the surprise, e.g. their siblings knew what they would receive as a gift but kept this secret so that it would be a surprise when the learner opened the parcel. Their siblings may have kept the secret for some time, but the surprise happened in the instant the learner opened the parcel.</p> <p>Ask learners what they understand by word 'secret' and if they can think of any examples from stories. Explore what the secret was, who knew and who did not know the secret, and what happened as a result. Note that we can have private secrets and secrets we share with one or more other people, but that secrets involve hiding the truth from, or not telling the truth to, someone else.</p> <p>Share a range of scenarios that may involve keeping something secret from somebody. Ask learners to discuss and decide if these are 'safe' or 'unsafe' secrets, linked to how they feel</p>	<p>Secret</p> <p>Surprise</p> <p>Private</p> <p>Safe</p> <p>Unsafe</p>	<p>Other Wellbeing</p> <p>456Rh.07 Know what to do if they, or others, are being bullied.</p> <p>456Rh.08 Identify different types of peer pressure and know strategies to combat it.</p> <p>456Um.04 Practise a range of strategies they can use when self-managing unpleasant or intense emotions and identify which strategies they find most useful.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p>	

<p>and the emotions they associate with the scenarios, e.g. making a present for someone, planning a surprise party for someone, planning to do something with one friend (but not telling another friend), doing something bad or someone doing something bad to us, feeling ill or unhappy.</p> <p>Consider the consequences of decisions in the scenarios. Ask:</p> <ul style="list-style-type: none"> • Which ones involve a surprise? • Should you always keep the surprise a secret? • Which ones should you tell someone else? • Who should you tell? <p>Establish the intentions and purpose of keeping the secret, and the distinctions between them. You may want to link this to anti-bullying and online safety resources.</p> <p>Ask learners to consider actions to take, and write or develop advice to give to the characters in the scenarios. Use this to establish key advice for learners to keep themselves safe.</p>		<p>6SW.04 Understand that any content shared online can be copied to other locations and used by other people.</p>
<p>Spontaneous teachable moments</p>	<p>There may be events or festivals that involve gift giving, or planning surprises. Using texts that support these themes. This may also be linked to texts and social media posts, where we may think things we send are confidential (e.g. photographs), but may be shared more widely than we would want or expect.</p>	
<p>Key points to consider</p>	<p>Key to this concept is purpose or intent.</p> <p>Surprises are usually events or gifts that will eventually be revealed, and they are usually positive things. Sometimes we have an unpleasant surprise when something unexpected happens. The key idea is that they are eventually revealed and are often more associated with pleasant feelings and intentions.</p> <p>A secret is something you keep to yourself, or are asked or ask others not to tell. Sometimes these can be safe secrets, such as keeping someone's privacy, e.g. not telling everyone someone's marks in a test. Sometime these can be unsafe secrets, e.g. if someone shares a worry or a serious problem that could cause harm to them or others. This needs to be handled carefully, as friends may confide in them and need to be able to trust them not to share these kinds of secrets more widely. However, learners should know that that if anything they are asked not to share makes them uncomfortable or concerned, they should seek support from a trusted adult.</p> <p>Secrets that are unsafe to keep include those involving deception, excluding others or unpleasant feelings. If a secret worries them, make them feel unpleasant emotions, or is scaring them, then it is likely to be an unsafe secret. If anyone tries to threaten them or make them to keep a secret, then they should seek help immediately.</p>	

Theory

It is also important to check your own language if you are arranging surprises, and avoid the language of keeping secrets.

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, and protect personal information online. They will understand rules for road, water and weather safety, and learn basic first aid techniques.

Dealing with change

In this sub-strand, learners will understand the physical and emotional impact of change, identify strategies for managing changes, and explore different ways people respond to change. 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, human rights, ethically-sourced products, plastic impact, diversity, and their fundamental rights. 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:

456Ns.01 *Know how to respond safely in interactions with strangers.

456Ns.02 *Identify who they can ask for help if they feel unsafe or uncomfortable in some situations.

456Ns.03 Know basic first aid techniques.

456Ns.04 Understand the importance of passwords, PINs and safety features to keep information secure and safe.

456Ns.05 Identify possible hazards in a range of familiar and unfamiliar contexts and know how to assess and manage them.

456Ns.06 Understand the effects of extreme heat and cold and how to mitigate them.

456Ns.07 Explore the different rules, regulations and restrictions that are in place to keep them safe.

456Ns.08 Explore the ways in which websites use clickbait and advertising to encourage time online.

Learning objective	456Ns.01 *Know how to respond safely in interactions with strangers.	
Suggested teaching activities	Key vocabulary	Links
<p>Explain that there are things they can do to keep themselves safe, when they are out and about and online.</p> <p>Learners (either individually, in pairs or in small groups) write 'me' in a small circle in the centre of the page. Add other (concentric) circles to identify different levels of relationships from 'my close family' (who they live with), extended family, classmates and friends to identify increasingly distant relationships to eventually arrive at 'people I don't know' or 'strangers' in the outermost circle.</p> <p>Ask learners to list where, when and how they might meet 'strangers', e.g. on public transport, in the street, in the park. Just be because someone looks nice and is smiling, if they do not know them, they are a stranger.</p> <p>Note that meeting strangers can also happen online. Discuss as appropriate local online 'report' facilities and strategies such as 'Stop, Block and Tell' (where learners would stop the online conversation, block the sender of the message and tell a trusted adult).</p> <p>Small groups work together to identify 'Where', 'When', 'Possible risks' and 'How to stay safe'. Groups share their thinking.</p> <p>Learners create a chart of 'Things to do before going out' (to ensure they stay safe) and 'Things people to do when out' (to stay safe). Emphasise the importance of telling parents and carers where they are going, agreeing home times or pick-up times and places, keeping with friends, not straying or being tempted to go into unfamiliar settings.</p> <p>Emphasise the benefits of mobile phones as appropriate, but caution against over-reliance (e.g. their battery may run out).</p> <p>Consider developing a class list of 'Do's and Don'ts' to help stay safe when out and about.</p> <p>Learners could also discuss scenarios where young people of their age encounter strangers, and how to stay safe in these scenarios. Suggestions could be teacher- or learner-generated, e.g. walking home from school, getting separated from friends when shopping, being alone with someone they don't know.</p>	<p>Family Stranger Safe</p>	<p>Other Wellbeing</p> <p>456Um.02 Evaluate whether their behaviour is appropriate for a given situation.</p> <p>456Ns.02 *Identify who they can ask for help if they feel unsafe or uncomfortable in some situations.</p> <p>456Ns.05 Identify possible hazards in a range of familiar and unfamiliar contexts and know how to assess and manage them.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p> <p>5SW.03 Understand the risks of engaging with people online that they do not know.</p> <p>4SW.02 Understand that online content is stored and is hard to remove.</p> <p>4SW.05 Know the benefits and risks of online anonymity.</p> <p>6SW.02 Recognise that opinions expressed online can be misinterpreted by others.</p> <p>6SW.06 Describe ways to protect their safety and wellbeing before, during and after digital activity.</p>

<p>Emphasise the importance of seeking help or speaking to trusted adults, that most adults can be trusted, and that help may be sought from ‘public figures’ such as a bus driver, shop staff or police.</p> <p>These activities can be further developed through the activities in 456Ns.02.</p>		
<p>Spontaneous teachable moments</p>	<p>Consistent reminders, supported by picture posters of school staff to whom they can refer any concerns about strangers (or any other adults).</p> <p>Discuss safe travel before and after school, especially after extra-curricular activities.</p> <p>When planning class visits, discuss with learners, in advance, safety instructions and procedures to follow if they get lost or separated from the group.</p>	
<p>Key points to consider</p>	<p>A safe learning agreement (ground rules) should be established, so that learners feel safe and confident to share their thinking. Most violence or abuse of children is carried out by people the children already know, not by strangers.</p>	
<p>Theory</p>		

<p>Learning objective</p>	<p>456Ns.02 *Identify who they can ask for help if they feel unsafe or uncomfortable in some situations.</p>	
<p>Suggested teaching activities</p>	<p>Key vocabulary</p>	<p>Links</p>
<p>This links to 456Ns.01.</p> <p>Create a series of scenarios where learners can hypothesise how ‘young people of your age’ (rather than ‘what would you do?’) respond to situations where they might find themselves in situations that feel unsafe or uncomfortable (emotionally). In addition to meeting people online, this could be while shopping, walking to and from school, or on or waiting for transport.</p> <p>Alternatively, ask learners to suggest different situations in which they would feel unsafe or uncomfortable. Ask one group to create a realistic potential scenario and then pass this to another group to respond to. Take feedback and discuss responses.</p> <p>Ways to keep safe include thinking about risks before setting out, and planning some ‘what if’ scenarios, e.g. what to do if the bus breaks down, I get separated from my friends, a stranger I don’t know offers me a lift.</p>	<p>Stranger Uncomfortable Safe Unsafe</p>	<p>Other Wellbeing</p> <p>456Ns.01 *Know how to respond safely in interactions with strangers.</p> <p>456Ns.05 Identify possible hazards in a range of familiar and unfamiliar contexts and know how to assess and manage them.</p> <p>Cross-curricular <u>Digital Literacy</u></p>

<p>Ask learners to plan some ways to respond to the ‘what if’ scenarios. You might also ask them to develop ‘what if’ ‘micro scripts’ that are respectful but mean that you don’t find yourself alone with a stranger, e.g. You are out playing with a friend and a stranger says, “Your family asked me to give you a life home”, “Can you help me find my dog?” or “Would you like to see some kittens?”. Ask learners to complete the script by writing a response.</p> <p>Explain that learners should provide a confident reply even if that means not being completely truthful, e.g. “No thanks, my parents are coming to pick me up any minute now” or “I’ve just seen my older brother over there”. Ask learners what they would do if they noticed that a stranger is following them down the street. They should go straight to where there are adults they know and trust, e.g. at school, a friend’s home, a sports club or in a shop.</p> <p>Emphasise that learners should remove themselves from the situation (run away), and speak to a trusted adult if they feel unsafe or uncomfortable, that most adults can be trusted, and that help may be sought in public place and from people such as bus drivers, shop staff, police or other appropriate people in uniform.</p>		<p>6SW.05 Understand that offensive and illegal online behaviour, which includes cyberbullying, should be reported and that there are formal procedures for this.</p>
<p>Spontaneous teachable moments</p>	<p>Consistent reminders (supported by picture posters of school staff to whom they can talk to if they feel unsafe or uncomfortable).</p>	
<p>Key points to consider</p>	<p>Learners may feel unsafe or uncomfortable in many different situations, not only with strangers. It is important to acknowledge that these are strong emotions and they should speak to a trusted adult in situations that make them feel like this.</p>	
<p>Theory</p>		

<p>Learning objective</p>	<p>456Ns.03 Know basic first aid techniques.</p>		
<p>Suggested teaching activities</p>	<p>Key vocabulary</p>	<p>Links</p>	
<p>Although learners of this age will not be expected to administer all aspects of first aid, they can still contribute in some cases, e.g. treating cuts and scrapes:</p> <p>Ask learners where and how someone of their age might get cuts and scrapes.</p> <p>Basic first aid techniques that can be taught include, but are not restricted to:</p>	<p>Antiseptic cream Bandage Nosebleed Swelling</p>	<p>Other Wellbeing</p> <p>456Ns.02 *Identify who they can ask for help if they feel unsafe or uncomfortable in some situations.</p>	

<ol style="list-style-type: none"> 1. Dealing with minor cuts and scrapes. Demonstrate how to clean a cut or with soap and water, apply an antiseptic ointment and cover it with a bandage or plaster (if necessary) to prevent infection. Note that some people are allergic to plasters, so learners should always to ask before using a plaster. 2. Dealing with nosebleeds. Note that nosebleeds can look scary but they are not usually serious. Demonstrate how to sit upright and tilt the head forward slightly while pinching the nostrils together for 10 to 15 minutes. Note that medical help should be sought if necessary. 3. Dealing with minor burns. Burns can be painful and potentially dangerous if not treated properly. Demonstrate how to run cool water over the burn for at least 10 to 15 minutes, cover with a clean, dry cloth, and seek medical help if necessary. 4. Dealing with stings and bites: Use images to teach learners how to identify insects, plants or animals that could sting or bite them. Discuss ways to avoid them if possible. <ol style="list-style-type: none"> a. Demonstrate how to clean the area around the sting or bite with soap and water, and to remove any stingers, if applicable. b. Demonstrate how to apply a cold compress or sting and bite relief cream to help reduce the pain and swelling. c. Explain that learners should seek medical help immediately if someone has difficulty breathing, experiences severe swelling or develops a rash as a result of a bite or sting. This may mean calling the emergency services. 5. Identifying signs of an allergic reaction: Some children may have allergies that can cause a severe reaction (called anaphylaxis). Teach learners how to recognise the signs of an allergic reaction, such as difficulty breathing, hives or rashes, or swelling of the face or throat. Emphasise that if a learner sees someone having an allergic reaction, they should seek help from an adult immediately and possibly call the emergency services. <p>Make sure that learners know how to call the emergency services in the event of a medical emergency, e.g. the telephone number to use, the information they need to provide (including their location). Ask them to prepare a script and then role-play making the call in a calm, clear voice, e.g. if someone is unconscious or having trouble breathing.</p> <p>Demonstrate how put somebody in the recovery position if they are unconscious (unresponsive) but breathing. Learners of this age can be taught to do this (safely or assist someone else to do so) and learning the basic technique could potentially save a life. You may be able to ask a local health trainer, paramedic or other health expert to provide the demonstration or show a video from a verified source.</p>	<p>Allergic reaction</p> <p>Recovery position</p>	
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Spontaneous teachable moments	<p>If there is a 'near miss' where a learner could have been hurt, there may be opportunities to reflect on how somebody could have applied first aid.</p> <p>There may also be opportunities to teach about this when looking at global disasters or local incidents where the emergency services were called.</p> <p>A real-life accident (unless it is very minor) is unlikely to be a teachable moment at the time, but could be reflected upon at a later date.</p>
Key points to consider	Emphasise the importance of staying calm in an emergency to avoid panic, help clear thinking and improve effectiveness of communication. As children and young people mature, it is important that they are able to take increasing responsibility for dealing with emergency situations, including administering first aid.
Theory	

Learning objective	456Ns.04 Understand the importance of passwords, PINs and safety features to keep information secure and safe.	
Suggested teaching activities	Key vocabulary	Links
<p>Ask learners to list where and why someone might need to create a password or PIN, e.g. school locker, computer access, smart phone, ATM (cash machine).</p> <p>You could create a story about someone of the learners' age, who failed to create a strong password, and ask learners to decide 'what happened next?'</p> <p>Explain the importance of creating a strong password that is difficult for others to guess. This should be a mix of uppercase and lowercase letters, numbers and symbols, and ideally be at least eight characters long. It is important to avoid easily guessable words or phrases, such as 'password' or their name or date of birth. Learners could experiment with an online random password generator.</p> <p>Ask learners who they might share a password with. Explain that passwords should be kept private and not shared with others, including friends. However, parents or carers may wish to know children's passwords so that they can ensure that they are safe online. Remind learners that sharing passwords can compromise their personal information and put them at risk.</p>	<p>Lowercase Password Personal identification number (PIN) Social media Phishing scam Uppercase</p>	<p>Other Wellbeing</p> <p>456Ns.08 Explore the ways in which websites use clickbait and advertising to encourage time online.</p> <p>Cross-curricular</p> <p><u>Computing</u></p> <p>6DC.05 Explain the need to keep data secure during transmission.</p> <p><u>Digital Literacy</u></p>

<p>Teach learners about the importance of using PINs or passcodes to protect their electronic devices, such as smartphones or tablets. Explain how a PIN can prevent unauthorised access to their device and protect their personal information.</p> <p>Encourage learners to be cautious about sharing personal information, such as their full name, address or phone number, online, and never to share passwords or PINs. Remind them that some people use this information to try to access people's accounts or steal their money or identity.</p> <p>Teach learners how to recognise 'phishing scams', which are fraudulent attempts to obtain personal information by posing as a trustworthy source, such as a bank or government agency. Explain that they should never open links or download attachments from unfamiliar sources.</p> <p>Although learners of this age should not be using social media, some may, and if they are, remind them to use safety features, such as privacy settings, to limit who can see their profile and posts. Explain that these settings can help keep their personal information and online activity private and secure.</p>		<p>4SW.01 Know how to set secure and memorable passwords and understand why this is necessary.</p> <p>5SW.01 Understand the need to set security and privacy settings to ensure that only content they want people to access is seen.</p>
<p>Spontaneous teachable moments</p>	<p>Whenever technology is being used, especially when this is being modelled by the teacher, whilst protecting their password, demonstrate, or ask learners to demonstrate, how to access devices and online resources safely.</p>	
<p>Key points to consider</p>	<p>Learners of all ages are now living in a digital age and must learn how to protect their data, identity and personal finance.</p>	
<p>Theory</p>		
<p>Learning objective</p>	<p>456Ns.05 Identify possible hazards in a range of familiar and unfamiliar contexts and know how to assess and manage them.</p>	
<p>Suggested teaching activities</p>	<p>Key vocabulary</p>	<p>Links</p>
<p>It is important that learners understand and recognise different types of hazards.</p> <p>Either provide a simple map of the local area or school, or ask learners to draw a simple map, and then identify the different types of hazards they might encounter in places with which they</p>	<p>Hazard</p>	<p>Other Wellbeing</p> <p>456Ns.01 *Know how to respond safely in interactions with strangers.</p>

<p>are already familiar, such as physical hazards (e.g. slippery floors), biological hazards (e.g. insect bites), and environmental hazards (e.g. extreme weather conditions).</p> <p>Give learners images of local warning signs and ask them to identify the hazards that the signs warn against. They may need to research some of these online. Ask: <i>What might happen if you ignored this warning sign?</i></p> <p>Discuss ways to assess the level of danger posed by a hazard. Without scaring learners, consider the likelihood and severity of an incident occurring in different settings that learners might encounter (such as slipping on ice or crossing the road). They might do this by allocating a number on a scale of 1 to 5, where one is not likely or not serious and 5 is very likely and very serious. Based on their assessment of how likely and serious each hazard is, ask learners what action they might take.</p> <p>Provide opportunities for learners to practise hazard management in different contexts, both familiar and unfamiliar, e.g. conducting a hazard assessment of a playground or park or responding to a simulated emergency scenario.</p> <p>Introduce an appropriate model for the steps to follow in an emergency situation, e.g. 'Run, Hide, Tell', and explain how this might be achieved. Discuss the situations in which the model may be used.</p> <p>Discuss circumstances in which learners may encounter a hazard that they cannot manage alone and how to seek help. This could be done through giving them different scenarios, but always encourage them to ask a trusted adult for assistance or to call emergency services if necessary.</p> <p>Ask learners to research and reports about safety rules and procedures relevant to different contexts, such as crossing the road, swimming, or using tools. Explain the importance of always following these rules and procedures to stay safe.</p> <p>Learners should understand the importance of staying calm in emergency situations to avoid panic, help with clear thinking and improve effectiveness of communication. Encourage them to take a deep breath, assess the situation, and give first aid as appropriate (see 456Ns.03) and follow any relevant safety procedures or instructions.</p>	<p>456Ns.02 *Identify who they can ask for help if they feel unsafe or uncomfortable in some situations.</p> <p>456Ns.03 Know basic first aid techniques.</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>Computing</u></p> <p>6DC.05 Explain the need to keep data secure during transmission.</p> <p><u>Digital Literacy</u></p> <p>5SW.01 Understand the need to set security and privacy settings to ensure that only content they want people to access is seen.</p> <p>6SW.01 Understand that any device connected to the internet is vulnerable to attack from malware.</p> <p>6SW.06 Describe ways to protect their safety and wellbeing before, during and after digital activity.</p> <p><u>Global Perspectives</u></p>
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		<p>34A.04 Suggest personal actions that could make a positive difference to an issue affecting others.</p> <p><u>Physical Education</u></p> <p>456HB.04 Undertake physical activities responsibly and safely through assessing and managing risk and appropriate preparation and learning.</p> <p><u>Science</u></p> <p>456TWSc.06 Carry out practical work safely.</p>
Spontaneous teachable moments	When moving around the school as a class and especially when going out of school on trips or visits. When a hazard, e.g. a severe storm, is expected.	
Key points to consider	Encourage learners to be vigilant and observe their surroundings to identify potential hazards. As children and young people mature, they have greater freedom and are increasingly likely to be in unfamiliar contexts. It is important that they know how to behave safely and appropriately.	
Theory		

Learning objective	456Ns.06 Understand the effects of extreme heat and cold and how to mitigate them.	
Suggested teaching activities	Key vocabulary	Links
<p>Ask learners to find out the normal core body temperature (36.1 °C (97 °F) to 37.2 °C (99 °F) but can vary for individuals and is influenced by age, activity, and time of day). Ask questions such as:</p> <ul style="list-style-type: none"> <i>What do you use to take your temperature?</i> (thermometer) 	<p>Adapted</p> <p>Core temperature</p> <p>Heatstroke</p>	<p>Other Wellbeing</p> <p>456Uh.14 *Offer help and suggestions to others to help them manage their wellbeing.</p>

<ul style="list-style-type: none"> • <i>What may cause our temperature to rise or fall?</i> <p>Explain that the human body always seeks to maintain body core temperature (average 37 °C). Ask learners:</p> <ul style="list-style-type: none"> • <i>What does the human body do if it gets too warm?</i> (e.g. sweats or perspires) • <i>What does the human body do if it gets too cold?</i> (e.g. has 'goosebumps' or shivers) <p>Ask learners to suck gently on their (clean) index finger and blow on it. Ask:</p> <ul style="list-style-type: none"> • <i>Why does the wet part feel cooler?</i> • <i>What does this mean for being outdoors in wet weather or after swimming?</i> • <i>How might this help us to understand how the body reacts to warmer and cooler temperatures?</i> <p>Ask: <i>If the environment (e.g. classroom) becomes too warm, what are some things we can do to cool down?</i> (e.g. open windows and doors, turn on air conditioning (if appropriate), remove layers of clothing, drink cool but not ice cold drinks)</p> <p>Ask: <i>If the environment becomes too cold, what are some things we can do to warm up?</i> (e.g. wear warm clothing and layers of clothing to trap body heat, exercise, turn on heating, drink something warm)</p> <p>Ask: <i>What happens to the human body if it becomes too cold or hot?</i> Explain the meaning, symptoms and dangers of 'heatstroke' and 'hypothermia'.</p> <p>Show images of people and homes in very hot and very cold countries. Discuss how people have adapted to live in these places.</p>	<p>Hypothermia Shiver Sweat Thermometer</p>	<p>456Uh.09 Explore factors that affect their ability to sleep.</p> <p>Cross-curricular 34A.03 Talk about simple causes of personal actions and consequences on others.</p>
<p>Spontaneous teachable moments</p>	<p>If there is an extreme warm or cold weather forecast in your context, ask learners to think about what people can do to prepare, e.g. keep blinds, curtains and shutters closed in hot weather, wear loose cotton clothes in hot weather.</p>	
<p>Key points to consider</p>	<p>Some learners may have experienced living in much warmer or cooler climates and could share their experiences with the rest of the class.</p> <p>Almost inevitably, children and young people will encounter more extreme weather conditions over and they must know how to respond to these appropriately.</p>	
<p>Theory</p>	<p>Climate change theories.</p>	

Learning objective	456Ns.07 Explore the different rules, regulations and restrictions that are in place to keep them safe.		
Suggested teaching activities	Key vocabulary	Links	
<p>Ask learners to list places where they have encountered rules, e.g. at home, in the street, in school, at the swimming pool, on public transport. Ask them to list specific rules that apply in each place and explain why they are necessary.</p> <p>Ask: <i>What is the purpose of rules and regulations?</i> e.g. to ensure safety and fairness for everyone. Explain that rules are in place to protect them and others, and to ensure that everyone can enjoy the same opportunities and experiences.</p> <p>Ask learners to draw a map of one of the places showing where they might encounter a rule or regulation, e.g. on the road, line markings, signs, roundabouts, crossings.</p> <p>Ask learners to design a TV advertisement or a poster to explain why age restrictions might be in place, e.g. for films, video games, access to social media, buying alcohol. Discuss the consequences of breaking these restrictions and the importance of following them.</p> <p>Encourage learners to explore safety guidelines for different activities or situations, such as swimming or hiking, crossing the road, getting on and off public transport and accessing information online from websites. Learners could draw up their own charter to explain the importance of following these guidelines to stay safe.</p> <p>Discuss the role of local authority figures and services, such as police officers, road-crossing attendants or lifeguards, in enforcing rules and regulations and ensuring safety. Discuss possible scenarios about when and how they can seek help from these authorities if they feel unsafe.</p> <p>Discuss the consequences for breaking rules and regulations, such as losing privileges or facing disciplinary action. Learners could do this as a ranking exercise from the most important rules to the least important. Encourage learners to understand how their actions can impact themselves and others.</p>	<p>Regulation Restriction Rule</p>	<p>Other Wellbeing</p> <p>456Ns.05 Identify possible hazards in a range of familiar and unfamiliar contexts and know how to assess and manage them.</p> <p>456Um.02 Evaluate whether their behaviour is appropriate for a given situation.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p> <p>5SW.06 Recognise the implications of overusing devices.</p> <p><u>Physical Education</u></p> <p>456TR.01 Show ability to share space and equipment skilfully and safely, communicating and collaborating with others during this process.</p>	
Spontaneous teachable moments	Provide opportunities for learners to practise following rules and regulations in different contexts, such as during group activities or while playing sports, in the playground, and during mealtimes. Encourage them to reflect on how following rules helps keep everyone safe.		

<p>Key points to consider</p>	<p>Encourage learners to reflect on their personal responsibility for following rules and regulations. Discuss how their behaviour can affect others and how following rules can help create a safe and respectful community for everyone. It is essential for their own safety and wellbeing that children and young people learn about different rules, regulations and restrictions.</p>	
<p>Theory</p>		
<p>Learning objective</p>	<p>456Ns.08 Explore the ways in which websites use clickbait and advertising to encourage time online.</p>	
<p>Suggested teaching activities</p>	<p>Key vocabulary</p>	<p>Links</p>
<p>Create a quiz of different 'internet language' that learners should know (e.g. mouse, influencer, the names of social media platforms, clickbait).</p> <p>Discuss what they already understand or can guess about what 'clickbait' is. Explain that it is usually described as a sensationalised headline or image designed to entice or attract people to click on a link or go to a specific website.</p> <p>Show learners a series of online headlines and images and ask which they think are 'real' and which are 'clickbait'. Learners could follow the links and see if the headline or image matches the article or website.</p> <p>Explain how advertisers pay to place their advertisements on websites and the website owners need to ensure that their website receives as many clicks as possible so that advertisers continue to pay them. Learners could research advertising on different websites. If this option is chosen, take care to ensure that learners stay safe on the internet and are properly supervised.</p> <p>Explain how some websites may prioritise content that generates more clicks, rather than content that is informative or valuable. You could identify things that learners are interested in (e.g. sports, dance, pop music) and ask them to generate enticing headlines or images that would encourage clicks.</p> <p>Learners must be taught about online safety, including the importance of protecting their personal information and being cautious about clicking on links or advertisements online. This could be done by presenting some invented advertisements or websites that appear 'too good to be true', e.g. 'Want to earn \$1 million? Click here for more details.'</p>	<p>Advertisement Clickbait Influence Social media</p>	<p>Other Wellbeing</p> <p>456Ns.04 Understand the importance of passwords, PINs and safety features to keep information secure and safe.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p> <p>4DW.01 Recognise that online content may provide false information with the intent to deceive.</p> <p>6DW.02 Describe how the internet has changed the way in which people shop.</p>

<p>Discuss the importance of balancing time online with other activities. Ask: <i>What other activities could someone of your age do instead of being online?</i> Encourage learners to reflect on opportunities for spending time with friends and family, outdoors, with nature or engaging in physical activity. Encourage learners to discuss and agree ways that they could set limits on their screen time and prioritise other activities in their lives.</p> <p>Encourage learners to practise critical thinking skills when online, such as evaluating the credibility of sources and considering the purpose of the content they are viewing.</p> <p>Ask:</p> <ul style="list-style-type: none"> • <i>How do you know something is true online?</i> • <i>How could you find out who has posted a particular comment, article or advertisement?</i> 		
Spontaneous teachable moments	Whenever learners access the internet (at home or school).	
Key points to consider	<p>Encourage learners to identify clickbait, perhaps by taking a screenshot and sharing it with you and their classmates when they see it online.</p> <p>Children, young people and adults are spending increasing amounts of time online and will be subjected to advertising and clickbait. It is essential that they know how to identify and manage this safely.</p>	
Theory		

Sub-strand: Dealing with change

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

456Nd.01 Describe the physical and emotional impact that changes can have on people.

456Nd.02 Understand that different people respond to change in different ways.

456Nd.03 Identify different ways of managing changes in their life and where to seek support.

456Nd.04 *Explore how mistakes can become positive learning experiences.

456Nd.05 *Demonstrate metacognitive strategies in their learning.

Learning objective	456Nd.01 Describe the physical and emotional impact that changes can have on people.	
Suggested teaching activities	Key vocabulary	Links
<p>Make a significant change in the classroom, e.g. move the furniture around or ask learners to write with their non-preferred hand. Ask:</p> <ul style="list-style-type: none"> • <i>What do you think about the change?</i> • <i>How has it affected you? Physically? Emotionally?</i> <p>Discuss the idea of change and how it can be a natural part of life or can come as a surprise. Discuss how changes can be small or large and can happen in many different areas of life. Ask learners to draw pictures of things have changed for them physically since they were 4 years old. If necessary, ask some prompt questions, e.g.:</p> <ul style="list-style-type: none"> • <i>How much taller are you now?</i> • <i>Can you lift heavier things now?</i> • <i>Can you run faster?</i> • <i>Can you balance better?</i> (e.g. ride a bike, balance on a skateboard) <p>Learners share their pictures and discuss the emotions that these changes made them feel. Ask learners to identify events and experiences that have brought changes for themselves or others, e.g. moving to a new home, starting school, starting a new activity, joining a new group, an illness, the birth of a new sibling.</p> <p>Learners create a table with one column for 'Physical impact' and one for 'Emotional impact' and complete the columns for each of the events and experiences. Use the mood meter to support learners to identify the intensity of the emotion and the right word to describe it, e.g. starting school may make someone feel nervous (emotional impact) and have 'butterflies in their stomach' (physical impact).</p> <p>Discuss the results. Ask:</p> <ul style="list-style-type: none"> • <i>Did these changes have one or more than one impact?</i> • <i>How long did the physical and emotional impact last?</i> <p>Conclude that sometimes the impact lasts a long time and sometimes it does not.</p>	<p>Communicate Emotional Change Natural Physical</p>	<p>Other Wellbeing</p> <p>456Nd.02 Understand that different people respond to change in different ways.</p> <p>456Nd.03 Identify different ways of managing changes in their life and where to seek support.</p> <p>Cross-curricular <u>Global Perspectives</u></p> <p>34A.03 Talk about simple causes of personal actions and consequences on others.</p>

<p>Remind learners that they can use strategies from previous learning objectives to deal with the physical and emotional impact of change. In addition, when they next experience a major change, they can remember past instances where the impact of change lessened over time.</p> <p>Encourage learners to communicate their feelings about change to others, such as friends or family members.</p>		
<p>Spontaneous teachable moments</p>	<p>Change can be referred to throughout the curriculum whenever learners acquire new skills or knowledge. Social and cultural (e.g. sporting and musical) successes can be shared and celebrated and recognised as examples and opportunities for change.</p>	
<p>Key points to consider</p>	<p>Change is a constant of life, and learners of all ages must be able to respond to this safely and appropriately. Change can be exciting or scary but is inevitable and most learners will already have experienced changes in their lives and managed these happily and effectively.</p>	
<p>Theory</p>	<p>Change theories and models.</p>	

<p>Learning objective</p>	<p>456Nd.02 Understand that different people respond to change in different ways.</p>	
<p>Suggested teaching activities</p>	<p>Key vocabulary</p>	<p>Links</p>
<p>If necessary, revisit the idea of change as a natural part of life that can happen in many different aspects of their lives (see 456Nd.01).</p> <p>Show learners video clips or images of people reacting differently to something, e.g. scoring a goal in football (run off on their own, run to their teammates, remove their shirt, do a dance), losing a game of football (look unhappy, cry, hug teammates, lie on the ground). Ask them to identify the different physical and emotional responses to the event.</p> <p>Draw out that we all react differently to change, depending on our personalities, experiences and circumstances. What makes one person feel nervous may make another person feel excited and another feel both nervous and excited. Emphasise that it's OK to have different feelings about change. We all have our unique ways of coping with new situations and some people may need more time to adjust to change than others. It is important to be patient and supportive of each other during these times. Some people find comfort in familiar routines and</p>	<p>Change</p>	<p>Other Wellbeing</p> <p>456Nd.01 Describe the physical and emotional impact that changes can have on people.</p> <p>456Nd.03 Identify different ways of managing changes in their life and where to seek support.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p> <p>6DW.04 Understand how digital technology can be disruptive.</p>

<p>may feel anxious when they are disrupted, whereas other people may feel energised by change and may see it as an opportunity to learn and grow.</p> <p>Learners identify changes that they or others have experienced, such as moving to a new home or starting a new school year.</p> <p>Ask learners to discuss ways that they could support and show understanding towards others who may be struggling with a change. (This link to active listening, 456Rh.18.)</p> <p>Explain that they can learn from each other's experiences and find ways to support and help each other during times of change.</p>		<p><u>Global Perspectives</u></p> <p>34A.03 Talk about simple causes of personal actions and consequences on others.</p>
<p>Spontaneous teachable moments</p> <p>Key points to consider</p> <p>Theory</p>	<p>Understand that different people respond to change in different ways can be incorporated into the curriculum at key points during the school year, especially at the end of a term or semester, or at the end of the year when learners may be changing class or teacher or changing school.</p> <p>Encourage learners to practise empathy towards others who may be experiencing changes. Discuss how to support others who may be struggling with changes in their life and encourage learners to identify their strengths, personal goals and how positive self-talk can build resilience and adaptability. If there is a child with autism in the class, it may be appropriate to appreciate that some people find change difficult, and we can help them by having a visual timetable and maintaining routines.</p> <p>Change theories and models.</p>	
<p>Learning objective</p>	<p>456Nd.03 Identify different ways of managing changes in their life and where to seek support.</p>	
<p>Suggested teaching activities</p> <p>If necessary, revisit the idea of change as a natural part of life that can happen in many different aspects of their lives (see 456Nd.01) and that different people respond to change in different ways (see 456Nd.02).</p> <p>Remind learners of changes that have already occurred in their life, e.g. starting school or the birth of a new sibling. They have already experienced different changes in their life and been able to manage these, even if the change was difficult at first.</p> <p>Discuss the importance of communication when it comes to understanding how different people respond to change. Ask learners to list, or draw pictures of, different people with</p>	<p>Key vocabulary</p> <p>Counsellor Change Reframing</p>	<p>Links</p> <p>Other Wellbeing</p> <p>456Nd.02 Understand that different people respond to change in different ways.</p> <p>Cross-curricular</p> <p><u>Science</u></p>

<p>whom someone could share their experiences of, e.g. a good friend, a family member, a trusted adult, a professional counsellor (trained to listen to and help people).</p> <p>Ask:</p> <ul style="list-style-type: none"> • <i>Who is there at school who you can talk to if you need advice and support?</i> • <i>Would you talk to different people about concerns about different changes?</i> <p>Discuss the benefits to communicating openly and honestly with friends or a trusted adult about how we feel about changes.</p> <p>Discuss other strategies that people use to deal with change, such as practising self-care or engaging in calming activities like meditation or exercise.</p> <p>As a way of encouraging learners to be more flexible and adaptable when it comes to change, and to be open to trying new things, ask them to reflect on one of the scenarios that you (or they) have identified and make a list of worries or concerns that somebody might have. Then, head that list with two columns, 'Instead of saying or thinking...' and 'Try saying or thinking...', e.g. Worried about going to a party: 'Instead of saying or thinking "I might not know anybody", try saying or thinking "This is an opportunity to make new friends."</p> <p>Note that this is called 'reframing' ((describing things differently). Ask learners to compare lists with other learners. Discuss how reframing a question or challenge might make people feel and how this reframing strategy could be done with the support of a trusted adult.</p>		<p>6Bp.01 Describe the physical changes that take place during puberty in humans.</p>
<p>Spontaneous teachable moments</p>	<p>Encouraging learners to talk to their family, friends and trusted adults about any changes they are experiencing and how they are feeling. Supporting learners to reframe their thoughts about a change.</p>	
<p>Key points to consider</p>	<p>Change is a constant of life. It is essential that we validate learners' concerns and empathise with their worries, even if we do not think they are very serious.</p>	
<p>Theory</p>	<p>Carl Rogers' person-centered approach to therapy.</p> <p>Daniel Siegel on the importance of attunement and empathetic communication in promoting healthy relationships and emotional wellbeing.</p> <p>Brené Brown on the power of empathy in building meaningful connections and that validation of young people's feelings is essential for their emotional growth and resilience, as it helps them feel seen, heard, and understood.</p>	

Learning objective	456Nd.04 *Explore how mistakes can become positive learning experiences.	
Suggested teaching activities	Key vocabulary	Links
<p>Discuss that making mistakes is a natural part of learning and that it is fine to make mistakes. You could give examples of when you have made a mistake and used it to learn.</p> <p>Ask learners to reflect on things that they have learnt to do in their life, whether that is something from early childhood (e.g. tying shoelaces, doing-up zips or buttons) or more recently (e.g. swimming, riding a bicycle, playing a computer game. Ask: <i>Could you do it perfectly first time?</i></p> <p>Ask: <i>Why might it be useful for scientists to experiment and make mistakes?</i></p> <p>Give some examples of accidental discoveries, e.g.:</p> <ul style="list-style-type: none"> • The game of rugby. In 1823, a boy called William Webb Ellis was playing football at Rugby School when he picked up the ball and ran with it. This was a mistake as it broke the rules of football. However, he is credited as the inventor of the game of rugby. • Fireworks. Around 800 CE, a Chinese alchemist mixed sulfur, charcoal and potassium nitrate (a food preservative) hoping to find the secret to eternal life. Instead, the mixture caught on fire, and gunpowder was invented. When the powder was packed into bamboo or paper tubes and ignited, we had our first fireworks. • Sticky notes. In 1968, a technician was trying to create a very strong glue for use in the aerospace industries. The technician accidentally managed to create an incredibly weak glue which could be peeled away without leaving any residue. It took until 1977 for a company to realise the potential for this and introduce the sticky note. <p>Explain to learners that experimenting and trying new things is a key part of learning, and that mistakes can sometimes result in new learning. Ask if learners can give an example where making a mistake or trying something different ('trial and error') has helped them learn.</p> <p>Introduce the idea of a 'growth mindset'. A growth mindset approach emphasises that mistakes can be an opportunity for growth and improvement, rather than a reason to give up. For example, when they make a mistake, instead of thinking "Oh, no. I can't do this", if they have a growth mindset, they might think "I can't do this yet" and "What can I learn from this mistake so that I can do this?".</p>	<p>Experiment</p> <p>Growth mindset</p> <p>Persistence</p> <p>Reflection</p> <p>Resilience</p>	<p>Other Wellbeing</p> <p>456Nd.05 *Demonstrate metacognitive strategies in their learning.</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.02 Embrace challenges and opportunities, working with growing independence.</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><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>Explain that mistakes can feel discouraging and challenging, but they can also build resilience and provide important learning opportunities.</p> <p>Remind learners that mistakes are a normal part of the learning process, and that practise is essential for improving skills and abilities.</p> <p>Ask learners to identify and describe key terms when learning new things (e.g. persistence, determination, knowing where to get further support) and display these terms in the classroom.</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>Whenever learners make a mistake, reacting positively to reinforce learners' understanding that mistakes are learning opportunities.</p> <p>Reference to using mistakes as important contributors to learning can be used throughout the curriculum.</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>Theory</p>	<p>Carol Dweck's work on growth mindset.</p>	

<p>Learning objective</p>	<p>456Nd.05 *Demonstrate metacognitive strategies in their learning.</p>		
<p>Suggested teaching activities</p>	<p>Key vocabulary</p>	<p>Links</p>	
<p>Ask learners to find a dictionary definition of 'metacognition'.</p> <p>Metacognition is the process of thinking about one's own thinking and learning.</p> <p>Explain that one of the key components of metacognition is self-reflection.</p> <p>Ask learners to reflect on something that they have recently learnt. Ask:</p> <ul style="list-style-type: none"> <i>What did you do well?</i> 	<p>Metacognition</p> <p>Goal setting</p> <p>Improvement</p> <p>Self-reflection</p>	<p>Other Wellbeing</p> <p>456Nd.04 *Explore how mistakes can become positive learning experiences.</p>	

<ul style="list-style-type: none"> • <i>What do you need to work on or improve?</i> <p>The learning could be in non-academic areas, e.g. learning a musical instrument, a new sport, how to bake a cake.</p> <p>Explain that ‘areas for improvement’ do not necessarily have to be the weakest aspect of their performance or learning. Areas for improvement can include things that we are already quite good at that we want to get even better at.</p> <p>Discuss the idea of goal setting, and help learners set realistic goals for themselves and monitor their own progress towards achieving those goals. Explain that vague goals are unlikely to be helpful. Goals is more likely to be achieved if they are SMART: Specific, Measurable, Achievable, Realistic, Time-bound. For example, rather than saying “I want to get better at swimming by going training twice a week”, we could say “I want to be able to swim 25 metres of breaststroke, without stopping, by the end of next month”.</p> <p>Ask learners to identify a SMART target for themselves and write it on a piece of paper. Date the paper and put it into an envelope, with their name and target date on the front. On the date, they open the envelope and reflect on their SMART goals.</p> <p><i>Ask: What are some of the things that we can do avoid getting angry and stay motivated, even when faced with challenges and setbacks to achieving our goals?</i> Ask learners to make their own list (e.g. take a deep breath, take a break, do something else, have fun for five minutes). Note that they can apply these strategies to their own learning, both in and outside of school.</p> <p>Ask learners to identify a task they have recently completed and encourage them to identify ‘What Went Well’ and what they could do better on a future occasion, ‘Even Better If’. You may also encourage learners to ask questions and seek clarification when they are unsure about a concept or skill.</p>		<p>Cross-curricular</p> <p><u>Global Perspectives</u></p> <p>34Rf.04 Identify which types of activities support learning.</p> <p>56Rf.04 Identify skills learned or improved during an activity.</p> <p><u>Music</u></p> <p>34MS.02 Demonstrate an understanding of how work can be improved to suit intentions.</p> <p><u>Physical Education</u></p> <p>456TP.03 Demonstrate independence and collaboration in evaluating own and others’ work, setting short-term personal goals and areas for development.</p>
<p>Spontaneous teachable moments</p>	<p>The principles of metacognition can be developed in almost every aspect of the curriculum. Encourage learners to identify SMART targets and reflect on their learning can help learning across the curriculum. Establishing WWW and EBI (see below) as a feedback rubric for individuals and groups can aid learning significantly.</p>	
<p>Key points to consider</p>	<p>Developing learner confidence to identify What Went Well (WWW) and Even Better If (EBI) can be an important component of future learning for individuals, groups and whole classes.</p>	

Theory

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>

Sub-strand: Making a difference

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

456Nb.01 Explore how to apply the four Rs of waste reduction to their everyday life.

456Nb.02 Identify ways in which they can behave more sustainably.

456Nb.03 Understand the positive impact that buying Fairtrade and ethically-sourced products has on communities and countries.

456Nb.04 Understand the impact of plastics on our planet.

456Nb.05 Understand the importance of diversity and the benefits of living in a diverse community.

456Nb.06 Explore their fundamental human rights.

Learning objective	456Nb.01 Explore how to apply the four Rs of waste reduction to their everyday life.	
Suggested teaching activities	Key vocabulary	Links
<p>Show learners an age-appropriate short video or poster identifying the four Rs. (Note that there are different versions of this, but the most common is Refuse, Reduce, Reuse, Recycle). Check that learners understanding the definition of each one.</p> <p>Divide the learners into four groups. Give each group one of the four Rs. Ask the groups to look around the classroom and think beyond it to the school, their homes, their journeys to school and the activities they enjoy, and make a list of all the items that their R could apply to:</p> <ul style="list-style-type: none"> • Refuse: e.g. refuse to buy a new toy or item of clothing (when they have enough already), or to use a plastic straw (when they can drink without a straw). • Reduce: e.g. buy loose fruit rather than packaged fruit (to reduce packaging), buy one plastic shopping bag and use it many times, or by a fabric shopping bag that lasts even longer (to reduce the number of shopping bags bought), buy refills for existing packaging, e.g. for food items, toiletries, ballpoint pens (to reduce the amount of packaging used). • Reuse: Use newspapers for wrapping food waste, lining shelves or wastebins, lining pet cages or litter boxes, wrapping fragile objects for storage, making papier mâché objects. • Recycle: e.g. Recycle items made of paper, cardboard, some plastics (depending on local recycling facilities). <p>Ask learners to research their local recycling facilities and find out the statistics for local or national figures.</p> <p>You may want to ask learners to research recycling rates in other countries and find out what recycling facilities are available in countries with the highest rates. For example, Germany is reported to have the best recycling rates and it is common in Germany to have four waste bins (a blue bin for paper and cardboard, a yellow bin for plastic and soft metal, a green or brown bin for organic waste and a grey bin for general household waste).</p> <p>Ask:</p> <ul style="list-style-type: none"> • <i>How do the rates in this country compare with ours?</i> • <i>Is there anything we can learn from this country?</i> • <i>What might be some of the benefits and challenges of introducing a scheme like this in our country?</i> 	<p>Carbon footprint Consume Reduce Refuse Reuse Recycle</p>	<p>Other Wellbeing</p> <p>456Nb.02 Identify ways in which they can behave more sustainably.</p> <p>456Nb.04 Understand the impact of plastics on our planet.</p> <p>Cross-curricular <u>Global Perspectives</u></p> <p>56A.01 Identify some key points from different perspectives on the same issue within a source.</p> <p>34A.03 Talk about simple causes of personal actions and consequences on others.</p> <p>56A.03 Talk about simple causes of a local issue and consequences on others.</p> <p>34A.04 Suggest personal actions that could make a positive difference to an issue affecting others.</p> <p>56A.04 Suggest and justify an action to make a positive difference to a local issue.</p>

Ask learners to design a poster to encourage learners and staff in the school to recycle more.		
Spontaneous teachable moments	Encourage learners can remind each other of the four Rs when thinking about what they buy and how they dispose of things that they have finished with.	
Key points to consider	Some learners can feel overwhelmed by the enormity of the task and climate change anxiety is a real issue affecting the wellbeing of some young people. Present the four Rs as an empowering opportunity for learners (and adults) to make a difference locally and globally.	
Theory		

Learning objective	456Nb.02 Identify ways in which they can behave more sustainably.	
Suggested teaching activities	Key vocabulary	Links
<p>This activity is a natural, but not essential, extension of 456Nb.01 as applying the four Rs of waste reduction (refuse, reduce, reuse, recycle) is one way to behave more sustainably. Choose activities from the suggestions below that are appropriate for your learners and in your context. Learners could work in groups on one of the activities and then hold a 'sustainability forum' in which they share their findings and outcomes.</p> <p>Reduce waste Learners identify single-use plastics that they use and think of or research alternatives. They compile a list of five things they will do to reduce waste.</p> <p>Conserve energy Learners design and role-play a TV advertisement that encourages people to conserve energy (e.g. electricity, gas, petrol).</p> <p>Reduce water usage Learners research water usage or calculate how much water they use per day, e.g. bathing, cleaning their teeth, drinking. They design a poster on ways to reduce water usage.</p> <p>Recycle</p>	<p>Carbon footprint Compost Consume Reduce Refuse Reuse Recycle Single-use Sustainable Transport</p>	<p>Other Wellbeing 456Nb.01 Explore how to apply the four Rs of waste reduction to their everyday life. 456Nb.04 Understand the impact of plastics on our planet. 456Nd.05 *Demonstrate metacognitive strategies in their learning.</p> <p>Cross-curricular <u>Global Perspectives</u> 56A.01 Identify some key points from different perspectives on the same issue within a source.</p>

<p>Learners research local recycling facilities and produce a poster (for school or for home use) to encourage people to use these facilities and use them correctly.</p> <p>Plan a vegetable garden</p> <p>Learners research why it is more sustainable to eat less meat and more vegetables. They find out what vegetables can be grown locally and draw a plan for a school or home vegetable garden.</p> <p>Use more sustainable transport options</p> <p>Learners find out what is meant by ‘carbon footprint’. They identify as many forms of transport as possible, and then research and rank their carbon footprint. They discuss when they may be able to use a more sustainable transport option.</p> <p>Buy food that is grown or produced locally</p> <p>Learners conduct a survey of the food that their families regularly buy and identify where each food item came from. They use an online food miles calculator to find out how far food has travelled to reach them. They research the benefits of buying food that is locally grown or produced. They produce a leaflet or poster to encourage parents and carers to buy locally grown or produced food. This may include suggesting local alternatives if the exact item is not grown or produced locally.</p> <p>You may want to design other activities yourself or with learners that are more suitable in your context.</p>		<p>34A.03 Talk about simple causes of personal actions and consequences on others.</p> <p>56A.03 Talk about simple causes of a local issue and consequences on others.</p> <p>34A.04 Suggest personal actions that could make a positive difference to an issue affecting others.</p> <p>56A.04 Suggest and justify an action to make a positive difference to a local issue.</p> <p><u>Science</u></p> <p>5ESp.03 Understand that pollution is the introduction of substances by humans that harm the environment and identify examples of pollution.</p> <p>456SIC.05 Discuss how the use of science and technology can have positive and negative environmental effects on their local area.</p>
<p>Spontaneous teachable moments</p>	<p>Support learners to demonstrate sustainable practises within the classroom, for example, recycling waste materials</p>	
<p>Key points to consider</p>	<p>Encourage learners to lead by example, and to share what they have learnt about behaving more sustainably with their family and friends.</p>	
<p>Theory</p>		

Learning objective	456Nb.03 Understand the positive impact that buying Fairtrade and ethically-sourced products has on communities and countries.		
Suggested teaching activities	Key vocabulary	Links	
<p>Find out if learners have any prior knowledge of 'Fairtrade products' and 'ethically-sourced products'. Collate their ideas.</p> <p>Present images of Fairtrade products, producers and communities. Draw out that buying Fairtrade products benefits these producers and their communities.</p> <p>Define 'Fairtrade product' (one that carries the Fairtrade mark and meets its standards) and 'ethically-sourced product' (one that is traded in an ethical manner and may be registered with networks of fairly-traded products and their producers, e.g. the World Fair Trade Organisation (WFTO)).</p> <p>Learners research the benefits to producers, communities and countries of people buying Fairtrade and ethically-sourced products, e.g.:</p> <ul style="list-style-type: none"> • Ensure that workers are paid fair wages, helping to lift them out of poverty. • Ensure that workers are provided with safe working conditions, which can reduce the risk of workplace accidents and injuries. • Support women's enterprises, which helps support women's economic empowerment. • Use sustainable farming practices, which can help protect the environment and reduce the impact of climate change. • Help improve access to education by providing scholarships and funding for schools and educational programmes. • Support the preservation of traditional cultures and artisanal techniques, which can help keep cultural heritage alive. <p>Divide the class into groups and assign each group a Fairtrade product (e.g. coffee, cocoa, bananas, sugar). Ask learners to research and produce a presentation on the positive impact that buying their Fairtrade product had on the communities and countries that produce it.</p> <p>Encourage learners to share what they have learned with their families and friends, e.g. in a school assembly or sustainability fair to which parents and carers are invited.</p>	<p>Climate change</p> <p>Consumer</p> <p>Empower</p> <p>Ethical</p> <p>Fairtrade</p> <p>Sustainable</p>	<p>Other Wellbeing</p> <p>456Nb.01 Explore how to apply the four Rs of waste reduction to their everyday life.</p> <p>456Nb.02 Identify ways in which they can behave more sustainably.</p> <p>Cross-curricular</p> <p><u>Digital Literacy</u></p> <p>6DW.02 Describe how the internet has changed the way in which people shop.</p> <p><u>Global Perspectives</u></p> <p>56A.01 Identify some key points from different perspectives on the same issue within a source.</p> <p>34A.03 Talk about simple causes of personal actions and consequences on others.</p> <p>56A.03 Talk about simple causes of a local issue and consequences on others.</p> <p>34A.04 Suggest personal actions that could make a positive difference to an issue affecting others.</p>	

		56A.04 Suggest and justify an action to make a positive difference to a local issue.
Spontaneous teachable moments	Opportunities to discuss Fairtrade and ethically-sources products could occur in a number of different curriculum subject, e.g. geography.	
Key points to consider	Although learners may not control purchasing in their homes and school, they can encourage Fairtrade and ethical purchasing and prepare to become ethical consumers of the future. The Fairtrade Foundation has various resources for schools that are available online.	
Theory		

Learning objective	456Nb.04 Understand the impact of plastics on our planet.	
Suggested teaching activities	Key vocabulary	Links
<p>Ask:</p> <ul style="list-style-type: none"> • <i>What are some of the things that are made of plastic in our school and homes?</i> • <i>What are the benefits of plastics to people?</i> • <i>People have known about problems with plastic production and plastic waste for the last 50 years. Why hasn't more been done to reduce our use of plastics?</i> <p>Complete a plastics audit. Ask learners to collect their plastic waste (e.g. from their lunches or from home) for one week, wash it and bring it to class. Sort and categorise the plastics and discuss with learners what types of plastic products are most common. Ask: <i>What happens to this plastic waste?</i> Some may be recycled and some may be thrown away and go into a landfill site. You may want to show one of two videos showing the journey of plastic waste.</p> <p>Introduce 'microplastics'. Explain that many plastics break down into tiny plastic particles, which are washed into rivers and seas and enter the soil. They are eaten by land animals and fish, and in turn by the animals, including humans, that eat them. The microplastics remain within the body and may well cause harm.</p>	<p>Alternative Entangle Microplastics Pollution Recycle</p>	<p>Other Wellbeing</p> <p>456Nb.01 Explore how to apply the four Rs of waste reduction to their everyday life.</p> <p>456Nb.02 Identify ways in which they can behave more sustainably.</p> <p>Cross-curricular <u>Global Perspectives</u></p> <p>56A.01 Identify some key points from different perspectives on the same issue within a source.</p> <p>34A.03 Talk about simple causes of personal actions and consequences on others.</p>

<p>Show some images of the impact of plastic, e.g. large piles of plastic waste (on land, on beaches, in the sea), animals, birds and marine life damaged by plastic waste. Draw out the impact on the environment and on living things.</p> <p>Create a mind map of ways to reduce or eliminate the use of plastics.</p> <p>You may want to issue a plastic challenge or project. Here are some suggestions:</p> <p>Plastic-free challenge</p> <p>Challenge learners to go for a day, a week or a month without using any single-use plastics. Brainstorm, research or provide learners with tips and alternatives for plastic items like water bottles, utensils and bags. Discuss with learners how they felt during the challenge and what they learned about their plastic use habits.</p> <p>Plastic art project</p> <p>Provide learners with plastic waste materials, e.g. plastic bags, straws and bottle caps, and ask them to create a piece of art that represents the impact of plastics on the environment. Display the artwork in the classroom or school and discuss with learners what message their art conveys.</p> <p>Plastic free campaign</p> <p>Learners create a campaign to encourage their community to reduce plastic use. The campaign could include posters, social media posts and presentations. Discuss with learners how they can use their campaign to make a positive impact on the planet.</p> <p>Plastic alternatives research</p> <p>Ask learners to research alternatives to common plastic items, e.g fabric bags, beeswax wraps, bamboo toothbrushes, tin or pottery mugs, glass bottles. Ask them to present their findings to the class, including the benefits and drawbacks of each alternative. Discuss with learners how they can incorporate these alternatives into their daily lives.</p>		<p>56A.03 Talk about simple causes of a local issue and consequences on others.</p> <p><u>Science</u></p> <p>5ESp.03 Understand that pollution is the introduction of substances by humans that harm the environment and identify examples of pollution.</p> <p>6Be.02 Know that some substances can be toxic and damage living things, and that these substances can move through a food chain/web.</p>
<p>Spontaneous teachable moments</p> <p>Key points to consider</p>	<p>When single-use plastics are observed in the classroom or in school.</p> <p>Plastics have been used by humanity to make cleaner, cleanable and adaptable products that are low-cost and durable. However, over the last 50 years, we have begun to realise the significant environmental effects of plastic production and plastic waste. Plastics can take hundreds of years to decompose and can accumulate in landfills and oceans, leading to pollution and damage to wildlife and the environment.</p>	

Theory		
Learning objective	456Nb.05 Understand the importance of diversity and the benefits of living in a diverse community.	
Suggested teaching activities	Key vocabulary	Links
<p>Show pairs of images of visually-identifiable groups of people that are same and different, e.g. same and different in terms of age, ethnicity, sex, (dis)abilities, clothing (a class of learners in uniform and another with no dress code). Ask:</p> <ul style="list-style-type: none"> • <i>What is the difference between these two images?</i> • <i>What other similarities and differences could there be that we cannot see?</i> (e.g. same and different in terms of religious or political beliefs, values, nationalities, languages spoken) <p>Explain that when a community is made up of people from different groups we say that it is a 'diverse community', and 'diversity' is being different.</p> <p>Ask learners to complete a personal profile template where they describe themselves in terms of some of these features, e.g. age, sex, ethnicity, nationality, languages spoken. You may want to ask learners to share their profiles and discuss how diverse they are. If the class includes learners from different countries, you may want to ask them to put a pin or flag in the nation of their birth or heritage.</p> <p>Give groups of learners an image of a diverse community where there are people who look and think differently from each other. Ask learners to make a list of the benefits of living in this community, e.g. sharing different ideas, learning new things, being exposed to different ways of doing things, questioning our assumptions, helping them to develop tolerance and empathy, reduce prejudice, develop their appreciation and respect for the differences between others, expanding their understanding of the world.</p> <p>Learners could research and list how two or more groups in a community do things, e.g. educate their children, celebrate festivals, dress, decorate their homes, worship and the food they eat.</p>	Citizenship Culture Difference Diversity Empathy	<p>Other Wellbeing</p> <p>456Rh.13 Discuss how they may become part of different communities during their lifetime.</p> <p>456Rh.16 Explain the importance of respecting others, even when they have different experiences, thoughts and emotions to their own.</p> <p>456Nb.03 Understand the positive impact that buying Fairtrade and ethically-sourced products has on communities and countries.</p> <p>456Nb.06 Explore their fundamental human rights.</p> <p>Cross-curricular</p> <p><u>Art & Design</u></p> <p>E.01 Encounter, sense, experiment with and respond to a wide range of sources, including a range of art from different times and cultures.</p> <p><u>Global Perspectives</u></p>

		<p>56A.01 Identify some key points from different perspectives on the same issue within a source.</p> <p><u>Music</u></p> <p>56MS.02 Begin to discuss how music reflects the contexts in which it is created, performed and heard.</p>
Spontaneous teachable moments	When different places and people are represented in the curriculum, e.g. in texts and stories. The cultural celebrations, festivals and holidays of different groups can also be a source of teachable moments.	
Key points to consider	<p>Some of the features of diversity may be the cause of local sensitivity, so should be chosen and used with care and the related activity carried out without any judgement. Take particular care when selecting the images to use.</p> <p>Celebrating diversity helps to create a sense of unity.</p>	
Theory		

Learning objective	456Nb.06 Explore their fundamental human rights.		
Suggested teaching activities	Key vocabulary	Links	
<p>Ask learners what they understand by the term 'human rights' and discuss why these are important for all people.</p> <p>Ask learners to read a child-friendly versions of the UDHR and identify some of the human rights listed. You may wish to ask: <i>Do we have all of these rights in our country?</i></p> <p>Provide learners with art supplies and ask them to create a piece of art or a poster that represents one of the articles of the UDHR. Learners may either choose their own article, or they could work in groups on a given article (so that you have at least one artwork per article).</p> <p>Ask learners to present their artwork and tell the class it is important. Display the artwork.</p>	<p>Rights</p> <p>Universal</p> <p>Universal Declaration of Human Rights (UDHR)</p>	<p>Other Wellbeing</p> <p>456Nb.05 Understand the importance of diversity and the benefits of living in a diverse community.</p> <p>Cross-curricular</p> <p><u>Global Perspectives</u></p>	

<p>Ask learners to work in groups and assign each group a different human right to demonstrate in a role-play. You could provide role-play cards to assign learners different roles, e.g. Article 14, a refugee, people smuggler, border guard, refugee support volunteer. After groups present their role-play to the class, ask questions to prompt discussion about the human right being demonstrated, e.g.:</p> <ul style="list-style-type: none"> • <i>How easy is it to uphold this human right?</i> • <i>How does it feel when this human right is not upheld?</i> <p>Ask learners if there anything not in the UDHR that they think everyone in the world should have as a human right.</p> <p>Learners research and create a timeline of important events in the history of human rights, such as the adoption of the Universal Declaration of Human Rights. Discuss with learners what these events mean and how they have impacted human rights.</p>		<p>56A.01 Identify some key points from different perspectives on the same issue within a source.</p> <p>34A.03 Talk about simple causes of personal actions and consequences on others.</p> <p>56A.03 Talk about simple causes of a local issue and consequences on others.</p>
<p>Spontaneous teachable moments</p>	<p>News items which indicate violations of human rights.</p>	
<p>Key points to consider</p>	<p>First established in 1948, the UDHR has now been signed by all 192 member states of the United Nations. Some schools may be in settings in countries where not all of these human rights are recognised. Resources are available on the United Nations website to support the activities.</p>	
<p>Theory</p>		

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