

Learning Objective: Health and Wellbeing		Learning Outcomes: <ul style="list-style-type: none"> To recognise and appropriately respond to external pressures e.g. false advertising To manage my own behaviours and resist copying poor behaviour. To recognise and respond to challenging and conflicting feelings. What strategies can be used to manage challenging and conflicting feelings? To be able to recognise and resist pressures that are unsafe or uncomfortable. To understand that my body belongs to me. To understand the importance of ask and giving permission. To build resilience and know different ways of asking for help/support. (<i>teasing and bullying</i>) Thinking Skills <ul style="list-style-type: none"> Identify big ideas in a stimulus and ask questions related to these Support and build on the ideas of others Keep focussed on the matter at hand Explain how ideas are linked Explore a range of different possibilities
reduce minimise protected permission uncomfortable comfortable react pressure recognise resist maintain positive negative external mindfulness photoshop false advertisements challenging conflicting unsafe consent		
Suggested Lessons	Aims of Sessions:	Content:
	Recap of prior learning:	
1	<ul style="list-style-type: none"> Recognise that not everything they see online is true or trustworthy 	L.O. To recognise and appropriately respond to external pressures (false advertising). Skills Focus: Identify big ideas in a stimulus and ask questions related to these. Explain how ideas are linked. Ask children if they use electronic devices/watch the TV/read magazines/watch TV shows that use product placement – anything that exposes them to advertisements etc. Explain to children that sometimes companies word or change their advertisements to make the viewer want to buy their product e.g. 'THE BEST TOY IN THE WORLD'. These words make us believe that the toy is the best in the world, but sometimes when we buy it, it breaks in 5 minutes, or it is not different to a toy that you already own. Sometimes advertisements change the way someone or an object looks to make it more appealing to the viewer so that they want to buy it e.g. McDonalds/Burger King do lots of different things to make their burgers look delicious, but when you purchase one, it looks very different. Make-up companies etc photoshop the way people look to make their product more appealing. Finally, discuss how some companies get celebrities to recommend or be the face of a product to encourage people to wear them e.g. Harry

Kane models for Nike. Ask children why they think companies use celebrities etc. Show examples to support discussion:
<https://www.youtube.com/watch?v=oSd0keSj2W8>

It's important to remind children that these advertisements aren't necessarily lies however; they are adapted to make us want to buy the product. It is how we respond to these that helps. It is important that you do research before you make a decision and that you don't always believe what you see/read. You can't always take things at face value.

Activity: Children to work in mixed ability groups and are given different types of advertisements. Children to annotate around the picture different ways that it is false advertising and how they can react to it. Picture like below:



Plenary: Explain to children that we all see things differently, whether it is in one of the pictures or an advertisement. When you look closely at something, you see differences or how things can be changed. It's important that we respond to external pressures appropriately.

Challenge: Children to reflect on lesson and write sentences about the pictures they have looked at.

2

EYFS

- Develop skills to confidently verbalise their needs.
- Develop skills to confidently verbalise their needs.
- Appropriate behaviour in groups.
- How to ask for help when feeling unsafe.
- How to recognise and identify risky and potentially unsafe situations
- How their actions can affect people's feelings

L.O. To manage my own behaviours and resist copying poor behaviour.

Skills Focus:

Support and build on the ideas of others
 Keep focussed on the matter at hand

Get children to discuss what feelings are and how they affect our behaviours. Reflect back to prior learning where we learnt how to manage our behaviours – mindfulness etc. Why is it important to manage our behaviours? Get children to Think, Pair and Share. Get children to think about how sometimes if we don't manage our own behaviours, we can get into trouble.

Give the children a scenario of one child laughing at another child because they've got an answer wrong. Then more children copy and join in the laughing. How does it make that child feel who got the question wrong? How does the teacher or adult respond? What are the consequences? How do you feel now that you can see that child is very upset? Do you feel guilt/sad/upset? Etc. Explain that we shouldn't copy poor behaviour for many reasons – it can make someone else upset, we can get into trouble, and it encourages the person who started it continue to do it. We know poor behaviour is wrong, so we shouldn't copy it.

		<p>Ask – how can we manage our own behaviours so that we don't copy poor behaviour? Write ideas down on board/flipchart.</p> <p>Activity: children to be given a scenario of children displaying typical poor behaviour. Children to write a sentence explaining what they would do to stop copying that poor behaviour e.g. ignoring it, taking deep breaths etc.</p> <p>Challenge: children to think of different strategies they could use to manage their behaviours/not copy poor behaviour. Children to write sentences e.g. When I am angry, I will make sure that I take 10 deep breaths. When my friend is being silly in class and not doing her work, I know that I should not copy her because I will not get my work done, I will distract other people and I can get into trouble. To make sure that I don't copy poor behaviour like that I will...</p> <p>SEND: Children to sort through a range of pictures showing different behaviours and deciding what's good or poor behaviours.</p>
<p>3</p>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> • Form positive sense on themselves and others. • Learn how to manage my feelings <ul style="list-style-type: none"> • To recognise your own strengths and what you want to be better at • To be able to recognise your own feelings and how to deal with them • What is a feeling? Vocab • Range of feelings • What helps you to feel good/better • What helps you to feel good/better • Similarities and diffs between physical and emotional feelings. • How feelings affect body and behaviour. • How feelings can change • How to manage and share feelings. 	<p>L.O. To recognise and respond to challenging and conflicting feelings. What strategies can be used to manage challenging and conflicting feelings?</p> <p>Skills Focus: Support and build on the ideas of others Keep focussed on the matter at hand Explore a range of different possibilities</p> <p>Display the words challenging and conflicting on the board. Ask children if they know what they mean. Write ideas on the board and help develop definition.</p> <p>Ask children if they've heard the sayings – 'Think with your head or your heart'. Explain that sometimes we have different feelings that are conflicting and challenging. A part of us may feel a certain way, where another part of us may feel a different way. An example could be, 'I'm so excited to go to an after-school club, but I'm nervous because I don't know anyone at the club.' Explain to children that it's ok to have these challenging and conflicting feelings, it's how we manage them.</p> <p>Ask children if they've ever experienced these sorts of feelings. Offer examples from your own experience e.g. 'I was happy to get back to school and see all the pupils and my friends, but I was worried that I might get sick.'</p> <p>Explain to children that they are going to think of strategies to help deal with these conflicting and challenging ideas. It's good to unite/reduce these two challenging and conflicting ideas, to not let one overcome the other, especially if it's a feeling that's not good for our health.</p>

		<p>Discuss with children what strategies could/have used to resolve/reduce these issues e.g. mindfulness etc. Explain to children that it's important that when we have these feelings, it is important to take a couple of minutes to focus on each of those feelings – how are you feeling, why might you have these feelings etc. Then spend some time relaxing/clearing your mind. Get children to participate in some mindfulness - https://www.youtube.com/watch?v=wf5K3pP2IUQ Ask children how they feel afterwards.</p> <p>Activity: Take pictures of the children doing mindfulness. Children to then write in a speech bubble about what strategies they will use when they have conflicting and challenging feelings. Children can give an example of a challenging and conflicting feeling.</p> <p>Challenge: Children to write in speech bubble about a time when they had a conflicting and challenging feeling. Children to write about whether they managed the feelings/what happened. Then write a couple of sentences about strategies that they will use in the future.</p> <p>SEND: Depending on child's ability – children can write a sentence about how they feel after doing the mindfulness/writing an example of a challenging or conflicting feeling/strategy they might use, or they can draw a picture of how they're feeling.</p>
<p>4</p>	<ul style="list-style-type: none"> • What does safe mean? • How to respond safely to unknown adults • What are the situations/ environments and steps to remove ourselves? • Rules to help us keep safe. • Peer pressure 	<p>L.O. To be able to recognise and resist pressures that are unsafe or uncomfortable.</p> <p>Skills Focus: Support and build on the ideas of others Explore a range of different possibilities</p> <p>Display the word pressure – what do children think it means. Can they give examples of different pressures they've experienced e.g. pressure to do well in a spelling test, pressure to do something silly with your friends etc? Explain to children that sometimes we are pressured to do things. Sometimes these pressures can be good and sometimes they are unsafe or uncomfortable. Sometimes we can feel pressured by our family, friends or other people and it's important that we know what good pressures are and what are unsafe/uncomfortable pressures. It's also important that we are able to resist these pressures so we can stay protected.</p> <p>Explain to children that today we are going to look at peer pressure but anything we learn about today is important for any pressures we may face. Show Twinkl PPT (Peer Pressure). While completing PPT quiz, when a pressure is negative, ask children what they could do to resist that pressure.</p> <p>Activity: Children to work in groups/pairs to act out/role play different unsafe/uncomfortable pressures they may face. One child to show how they could resist those pressures. Children to act out in front of the class. Discuss whether it was a good strategy to resist the pressure or could they have done something else. Take pictures</p>

		<p>for children’s book. Children to write a speech bubble to reflect on their role-play.</p> <p>Challenge: After the role-play, give children a scenario. Children have to decide whether the scenario is a good pressure or an unsafe/uncomfortable pressure. Children write away on how they could resist an unsafe/uncomfortable pressure.</p> <p>SEND: Children watch video to ensure they understand what peer pressure is https://www.youtube.com/watch?v=AtfXbWpS_Q4. Children can participate in group role-play. Children then write in speech bubble who they can ask for help if they feel pressured.</p>
<p>5</p>	<ul style="list-style-type: none"> • To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private* • Different types of relationships- why you may need to go to a dr etc. • Appropriate and inappropriate touch • How to respond to inappropriate/ ask and give permission • Keeping secrets. 	<p>L.O. To understand that my body belongs to me. To understand the importance of asking and giving permission.</p> <p>Skills Focus: Support and build on the ideas of others Explain how ideas are linked.</p> <p>Have a body outline on your board/flipchart. Get children to name different body parts e.g. eyes, arms, toes etc. Allow children to use words like penis etc that they’ve learnt in previous lessons. Explain to children that there are parts of our body that are private, and we cover those private parts by wearing underwear. Show children the PANTS video (recap from lessons in kS1) https://www.youtube.com/watch?v=-lL07JOGU5o</p> <p>Explain to children that our body belongs to us and no one else. We have the right to say no when we don’t feel comfortable. Remind children that sometimes some adults may need to touch our body or look at our private parts e.g. doctors etc but we still have the right to say no if we don’t feel comfortable. Show video to re-iterate point: https://www.youtube.com/watch?v=h3nhM9UIJc</p> <p>Re-iterate point of consent/permission. It’s important that we give consent/permission but it’s also important that we ask for consent/permission especially with our friends. We should always ask before we hug, touch etc people. Remind children that if someone doesn’t listen to them saying no then there are people you can talk to – your parents, your teacher, any adults in school, Childline, NSPCC etc.</p> <p>Activity: Children to write an acrostic poem about how our bodies are ours and about giving and accepting permission. Acrostic poem could spell out – CONSENT, PERMISSION etc.</p> <p>Challenge: Children to right an ‘advice column’ offering someone advice on how our body is ours and how we should ask for permission and give permission.</p> <p>SEND: Children to read social story from Twinkl (My Body Belongs to Me Social Story). Ensure children understand. Giving picture prompts, ask children if it is ok or not ok e.g. is it ok for someone to give me a hug, without giving permission.</p>

<p>6</p>	<ul style="list-style-type: none"> Resilience – different ways of asking for help/support (<i>teasing and bullying</i>) 	<p>L.O. To build resilience and know different ways of asking for help/support.</p> <p>Skills Focus: Support and build on the ideas of others. Explain how ideas are linked Explore a range of different possibilities</p> <p>Recap on previous lesson – our bodies are ours, asking for and giving permission/consent. Show video again: https://www.youtube.com/watch?v=h3nhM9UIJc</p> <p>Ask children what resilience means. Write children’s ideas/definitions on the board. Explain the importance of resilience – we may have gone and spoken to someone about something that is worrying us/pressures etc and we don’t feel like anything has changed. That does not mean we give up. We continue to ask for help, we ask others for help. Ask children can they remember which people we can ask for help/support.</p> <p>Discuss how there are many different ways to ask for help/support – speaking to someone face to face/on the phone/internet/private etc. Remind children that it’s important that they tell someone when they’re worried because we cannot read minds.</p> <p>Activity: Children to create a poster for KS1 children reminding them of the importance of speaking/asking for help, the different ways they can ask for help/support and resilience.</p>
<p>Evidence for assessment will be from:</p>	<ul style="list-style-type: none"> Able to recognise and appropriately respond to external pressures e.g. false advertising Able to manage my own behaviours and resist copying poor behaviour. Able to recognise and respond to challenging and conflicting feelings. Know what strategies can be used to manage challenging and conflicting feelings Be able to recognise and resist pressures that are unsafe or uncomfortable. Understand that their body belongs to them. Understand the importance of ask and giving permission. Build resilience and know different ways of asking for help/support. (<i>teasing and bullying</i>) 	
<p>Resources needed for project:</p>	<p>YouTube videos (linked in lessons) Pictures of false advertisements Scenarios of poor behaviour Scenarios of peer pressure Paper for writing poem/posters iPad Speech bubbles Twinkl Peer Pressure PPT - https://www.twinkl.co.uk/resource/us-p-25-peer-pressure-powerpoint Twinkl My Body Belongs to Me Social Story</p>	

Challenge: All tasks are accessible but there is room for stretch or solo taxonomy.

See individual lessons.

SEND: