

<b>Learning Objective:</b> Health and Wellbeing		<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>To recognise the importance of self-esteem and self-worth on recognising personal qualities.</li> <li>To recognise personal qualities and how to set realistic goals.</li> <li>To recognise the difference between having a goal and having a dream.</li> <li>To know the rules and laws that exist to keep us safe.</li> <li>How to identify and manage risk.</li> <li>To understand the influence of peers on our behaviour.</li> <li>To understand the influence of our peer's approval on our behaviour.</li> <li>To recognise the feelings we experience from being online.</li> <li>To develop resilience.</li> <li>To know the different ways of asking for help/support</li> </ul> Thinking Skills: <ul style="list-style-type: none"> <li>Empathise with how others are feeling/thinking about something</li> <li>Encourage others to join in discussions</li> <li>Draw upon evidence and own experiences</li> <li>Suggest reasoned conclusions</li> <li>Show a willingness to illustrate the ideas of others with own experiences</li> <li>Identify associated concepts and explain their relevance and connections</li> </ul>
<b>Vocabulary:</b> Self-esteem Self-worth Personal qualities Goals Dreams Positive mindset Realistic Rules Laws Risks Approval Influence Online resilience Bravery Resilience Qualities Attributes Achievements Setbacks Influence Peers Appropriate Restrictions Anti-Social Illegal Legal Identity		
<b>Suggested Lessons</b>	<b>Aims of Sessions:</b>	<b>Content:</b>
	<b>Recap of prior learning:</b>	
<b>1</b>	<ul style="list-style-type: none"> <li>Form positive sense on themselves and others.</li> <li>To recognise your own strengths and what you want to be better at</li> </ul>	L.O. To recognise the importance of self-esteem and self-worth on recognising personal qualities. To recognise personal qualities and how to set realistic goals. To recognise the difference between having a goal and having a dream.  Skills Focus: Empathise with how others are feeling/thinking about something Draw upon evidence and own experiences Suggest reasoned conclusions  Display the following words on board/flipchart – self-esteem and self-worth. Ask children what they think each word means. Write ideas on the board. Explain to children that self-esteem is having confidence in ourselves/feeling good about ourselves. Self-worth is very similar to self-esteem – having confidence/believing in yourself and your abilities. Explain the importance of having a

positive mind set on ourselves. Sometimes we can focus on the negatives and not on the positives. Which makes us feel better – positive or negative thoughts?

Having self-esteem and self-worth helps, us recognise our personal qualities. Get children to list different qualities that people can have. Encourage these qualities to not necessarily be superficial e.g. nice hair. Get children to write on their whiteboard some personal qualities about themselves. Then get children to write some qualities about their partner. Children to share qualities with their partner. How did their partner feel hearing about their qualities? Did they write those qualities about themselves, or would they have? Get children to reflect and share.

Explain that sometimes we don't recognise all the personal qualities that we have but our peers do so it's good to share. Explain that when you recognise your personal qualities, you can set yourself realistic goals.

Display the words 'goals' and 'dreams' on the board/flipchart. Ask children to tell you the difference between both words. Goals are our plans or actions for the future. They can be short-term or long-term e.g. to go to the shop after-school or to join an after-school club. Dreams are our wishes, hopes and desires for the future e.g. what you want to be when you grow up. We have to work towards reaching our goals. Dreams can come and go.

Ask children if they've any goals that they've set themselves e.g. to join the football team, to learn how to cook a certain recipe, to learn all their times tables etc. Explain that it's important that we set ourselves goals that are realistic/achievable e.g. an unrealistic goal would be creating a spacecraft by next week, a realistic goal would be researching different spacecraft's that already exist by next week.

Introduce SMART for setting goals: Specific, Measurable, Attainable, Relevant, Time-Bound. Go through the definitions of each one.



**Activity:** Children to write down their qualities and based on their qualities set themselves a realistic goal. Children to write out the steps they'll take to reach their goal.

**Challenge:** Children to write down their qualities and based on their qualities set themselves a realistic goal. They are then to complete the SMART worksheet (similar to below). Finally, children to write out the steps they'll take to reach their goal.



SEND: Children to have a face outline and children to draw themselves. Then children should write down their qualities and based on their qualities set themselves a realistic goal. Different goal options can be provided to support children

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- To understand that my body belongs to me.

L.O. To know the rules and laws that exist to keep us safe.

Skills Focus:  
 Encourage others to join in discussions  
 Draw upon evidence and own experiences  
 Suggest reasoned conclusions  
 Identify associated concepts and explain their relevance and connections

Get children to list different rules that we have in our class and school. List on board/flipchart. Ask children why we have these rules. Explain that in the U.K. and around the world, there are many rules and laws set in place that keep us safe. Do the children know of any of the rules? List on the board/flipchart. Ask children who creates these rules and laws – government. Ask children who enforces these rules and laws – police.

Go through different rules and laws that we have that keep us safe e.g. not being allowed to use your phone while driving, drinking age, speed limits etc. Ask children what they think it would be like if we didn't have rules or laws.

Activity: The No Rules Game  
 Explain to children that they are going to be put into two groups (put in mixed ability groups). There are going to play a game (don't mention it has no rules). This game can be played in either the classroom, playground, hall etc. In the middle of the space, place out hula-hoops, balls, buckets etc. Get groups to stand opposite, around the equipment in the middle. Just tell the children that they are going to play a game, the group that win, get 5 minutes extra play – go! Leave the children to 'play'. If children ask what the game is or what the rules are just tell the children that they are supposed to win. After a couple of minutes, stop the children and tell them that no one won. They are all disqualified.

Ask children why they think they were disqualified. How did it make the feel etc.? Explain to children the importance to rules and law.

While children are playing, take pictures to be stuck in their book. Children to write how the felt about the No Rules Game.

Challenge: Children to write how the felt about the No Rules Game. Children then to write about the importance of rules and laws.

		SEND: Children to write about why the game did not work.
3	<ul style="list-style-type: none"> <li>• Rules to help us keep safe.</li> <li>• Peer pressure</li> <li>• To be able to recognise and resist pressures that are unsafe or uncomfortable.</li> </ul>	<p>L.O. How to identify and manage risk.</p> <p>Skills Focus:            Draw upon evidence and own experiences            Suggest reasoned conclusions</p> <p>Get children to name different people who keep us safe. Make notes on board/flipchart. Ask how they keep us safe.</p> <p>Next, explain that today, they are going to focus on identify and managing risks. Define risks – a possibility of something dangerous happening. Can any of the children name any risks we might encounter? Explain that everyone takes risks sometimes. Sometimes, we have to take risks to take on new challenges and try new things. It’s good to take a risk and step outside our comfort zone. However, some risks are extremely dangerous, and can lead to us getting hurt or worse.</p> <p>Go through the different types of risks – health, social, legal and financial.</p> <p>Give children different scenarios as ask them to decide whether they are a positive risk (have positive outcomes) or negative risks e.g. telling your teacher you’re getting bullied, taking a packet of crisps from the shop without paying.</p> <p>Discuss with children why we might think about taking a risk – it might be exciting, to impress someone, peer-pressure, challenging ourselves. It’s important to know when a risk is wrong. If it puts others or ourselves in harm’s way, if it’s illegal or if we have that gut feeling, it’s wrong – we shouldn’t do it. Ask children that if they ever feel pressured or unsure about something that is considered risky, they should speak to an adult.</p> <p>Activity: Children to decide whether a risk is a good risk or a bad risk. Children to give reasons for their answers.</p> <p>Challenge: Children to be given a scenario e.g. <i>Some friends are going to the park when they should be at school. They have asked you to join them and are teasing you when you say no. Would you risk it? What should you do?</i> Children to answer questions. Ensure children explain their reasons.</p> <p>SEND: Children to sort risks into whether they’re good or bad risks.</p>
4	<ul style="list-style-type: none"> <li>• Peer pressure</li> </ul>	L.O. To understand the influence of peers on our behaviour.

	<ul style="list-style-type: none"> <li>• To manage my own behaviours and resist copying poor behaviour.</li> <li>• To be able to recognise and resist pressures that are unsafe or uncomfortable.</li> </ul>	<p>To understand the influence of our peer’s approval on our Behaviour.</p> <p>Skills Focus:  Empathise with how others are feeling/thinking about something  Encourage others to join in discussions  Suggest reasoned conclusions  Show a willingness to illustrate the ideas of others with own experiences</p> <p>Get children to reflect on prior learning of peer pressure and managing our behaviour to not copy poor behaviour. Get children to share thoughts. What is peer pressure? What can we do if we feel pressured? How can we manage our own behaviour, so we don’t copy poor behaviour?</p> <p>Explain to children that our peers/friends can influence the way we behave. As we grow up, friendships and our peers become extremely important and we want and feel the need to fit in and belong to a group. We want our peers to approve of us; therefore, sometimes our behaviour can change. Peer influence and approval can be very positive e.g. we may start new activities/join new clubs/learn a new skill etc. However, sometimes peer influence and approval can be negative e.g. antisocial behaviour.</p> <p>Explain to children that we may not realise our behaviour is changing but we might start doing things like – changing the way we dress, listening to the same/new music, the words we use or changing the way we speak, breaking the rules etc.</p> <p>Tell children that it’s ok for our behaviour to change based on peer influence and approval. However, if it begins to change negatively, then it’s not ok. We shouldn’t also feel the need to change. We should be confident and have a high self-esteem for ourselves.</p> <p>This video is nice to use to explain change of behaviours and pressure (fast forward through different parts - <a href="https://www.youtube.com/watch?v= bz5v4887uQ">https://www.youtube.com/watch?v= bz5v4887uQ</a>)</p> <p>Activity: Children to be put in mixed ability groups. Children to debate the positives and negatives of peer influence and approval on their behaviour. Teacher to write on board/flipchart different points made during debate. Teacher to take pictures of children debating and a picture of the final points.</p> <p>Children to write in a speech bubble, their thoughts on peer influence and approval on behaviour.</p> <p>Challenge: Children to write positive and negative points of peer influence and approval on behaviour and then conclude their thoughts.</p>
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		SEND: Children to supported articulating their opinions and have the picture of debate stuck in their book.
5	<ul style="list-style-type: none"> <li>To understand why we should limit screen time.</li> <li>To recognise and respond to challenging and conflicting feelings.</li> <li>What strategies can be used to manage challenging and conflicting feelings?</li> <li>To be able to recognise and resist pressures that are unsafe or uncomfortable.</li> <li>To recognise and appropriately respond to external pressures e.g. false advertising</li> </ul>	<p>L.O. To recognise the feelings we experience from being online.</p> <p>Skills Focus: Empathise with how others are feeling/thinking about something Draw upon evidence and own experiences Identify associated concepts and explain their relevance and connections</p> <p>Ask children who spends time online. What do they do online? Do they play games? Do they socialise with others online? Re-iterate prior knowledge of laws about using social media and limiting screen time.</p> <p>Explain to children that being online can affect our feelings. It can affect them positively or negatively. Can children think of any ways it affects them positively or negatively? Make notes on board/flipchart. Focus on positive feelings. Reflect on Covid-19 – we felt happy etc. because we were able to socialise with our family and friends during difficult times. However, sometimes we can experience negative feelings while online e.g. feeling worried, scared, sad etc. This can be through online bullying, watching or seeing something upsetting/scary. Remind children of prior learning of online safety.</p> <p>Ask children what resilience means. Tell children that when we experience something negative online or experience negative feelings we should use ‘Online Resilience’. Explain ‘Online Resilience’ - To recognise the feelings we experience from being online. Explain there are 4 ways to be ‘online resilient’ – build a support network, make lifestyle changes, take a break and look after physical health. It’s easier to be resilient with the help of others. Get children to list things that they could do when feeling upset thinking about ‘online resilience’ e.g. call a friend, listen to music, take a break from social media, do something you really enjoy...</p> <p>Activity: Children to create a comic strip of a superhero who experiences a difficulty online that affects their feelings negatively. Solution – ‘online resilience’.</p> <p>Challenge: Children can complete comic strip or become an ‘agony aunt’. Children can be given a scenario and they’ve to give the person advice on what to do.</p> <p>SEND: Children can be provided with an outline of a story to create a comic strip. Prompts and support may be needed.</p>
6	<ul style="list-style-type: none"> <li>To build resilience and know different ways of asking for help/support.</li> </ul>	<p>L.O. To develop resilience. To know the different ways of asking for help/support</p> <p>Skills Focus: Empathise with how others are feeling/thinking about something</p>

		<p>Encourage others to join in discussions            Draw upon evidence and own experiences            Show a willingness to illustrate the ideas of others with own experiences            Identify associated concepts and explain their relevance and connections</p> <p>Get children to define resilience. Reflect on previous lesson on 'online resilience'. Can children share any times they've shown resilience? Explain that resilience is about being brave.</p> <p>Remind children that resilience is important to make us safe. Sometimes we need support with something, so we ask for help. That support and help may not be given straight away. However, that does not mean we give up. Through resilience we continue to ask for help – whether that's asking the same person, or someone else. Get children to list the different people they can ask for support ensuring they include outside agencies.</p> <p>Activity: Split the class into small mixed-ability groups. Give each group an empty paper cup. Give a slip of paper per pupil (more if needed). Encourage each group to discuss what it is that makes people brave. On their slip of paper, pupils are to try to write one thing and place it in their courage cup – preferably different to others in their group so that their cup contains a variety of 'brave' attributes. Encourage the children to consider that sometimes courage may not be seen – it's not necessarily being tough, but is a strength inside, the ability to pick yourself up after something difficult. Come together as a class. Choose some volunteers to share their courage cups. Praise their ideas. Get children to explain/give examples of each. Children to then write about the lesson and being brave etc.</p> <p>Plenary: Link activity/resilience/bravery to asking for support and help when needed.</p>
<p><b>Evidence for assessment will be from:</b></p>		<ul style="list-style-type: none"> <li>• Recognising the importance of self-esteem and self-worth on recognising personal qualities.</li> <li>• Recognising personal qualities and how to set realistic goals.</li> <li>• Recognising the difference between having a goal and having a dream.</li> <li>• Knowing the rules and laws that exist to keep us safe.</li> <li>• Identifying and managing risk.</li> <li>• Understanding the influence of peers on our behaviour.</li> <li>• Understanding the influence of our peer's approval on our behaviour.</li> <li>• Recognising the feelings, we experience from being online.</li> <li>• Developing resilience.</li> <li>• Knowing the different ways of asking for help/support</li> </ul>
<p><b>Resources needed for project:</b></p>		<p>Worksheets            Equipment for No Rule Game            Scenarios of bad risk            Pictures of risks</p>

	Comic strip Speech bubbles Strips of paper Cups
<b>Challenge:</b> All tasks are accessible but there is room for stretch or solo taxonomy.  <b>SEND:</b>	See individual lessons.