

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Healthy Me	<ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen). Recognise that exercise and sleep are important parts of a healthy lifestyle. 	<p>Discuss what children understand about the term 'healthy lifestyle'. What sort of things do you think people can all do to stay healthy? Why is it important to have a good night's sleep? Why is it important to exercise regularly? Why is it important to eat healthy food? Why is it important to have a wash and to brush our teeth? Listen to Harold the healthy giraffe's <i>Different Foods</i> Song. Encourage the children to learn and perform the actions to accompany the lyrics. Activity- Children to work in pairs/groups to decide:</p> <ol style="list-style-type: none"> Which of the things illustrated on the first sheet they need to stay alive? Which of the things they need to be healthy? Which of the things they might like to have occasionally as a treat? <p>Discuss with the class where they have placed their cards and why.</p>	Energy Food Water Air Oxygen Exercise Sleep Healthy Dairy Fruit Vegetables Sugar Salt Cereal Meat
2	Super Sleep	<ul style="list-style-type: none"> Recognise the importance of sleep in maintaining a healthy, balanced lifestyle. Identify simple bedtime routines that promote healthy sleep. 	<p>Ask the children; Why do you think we all need a good night's sleep? How do we know when our body is tired? How much sleep do you think children should get? Why do babies and children need more sleep than adults? What do you do before you go to bed? What helps you to sleep well? How might you feel the next day if you haven't had enough sleep? Discuss as a class, the key things the children should do before going to bed. Show Harold the healthy giraffe's bedtime routine. Is their bedtime routine the same or different? How? Activity- Children to cut out the pictures of bedtime routine activities from the <i>Super Sleep</i> Activity sheet and stick them onto a blank sheet of A4 paper in the correct order for their <i>own</i> bedtime routine.</p>	Sleep Rest Grow Tired
3	Who Can Help?	<ul style="list-style-type: none"> Recognise emotions and physical feelings associated with feeling unsafe. 	<p>Discuss how might we feel if: Your best friend comes round to play You're going to a party</p>	Feelings Worried Nervous

		<ul style="list-style-type: none"> Identify people who can help them when they feel unsafe. 	<p>You're asked to tidy up your toys / games You can't go out and play because it's raining You've got no-one to play with at playtime</p> <p>Explain to the class that sometimes we can experience different feelings depending on what we are doing. For example, going somewhere we haven't been before might make us feel scared or anxious.</p> <p>Explore as a class what happens to our bodies when we feel this way. For example, we feel butterflies in our belly, might feel sick or become hot/clammy.</p> <p>Activity- Children to draw on a copy of the Gingerbread Man all the ways they can think of that the body shows us when we are feeling nervous or worried or scared.</p> <p>Discuss as a class, someone who they could go to if they felt this way. Model to the children the stem sentence 'When I am worried about something I talk to...'</p> <p>Record the names children suggest.</p> <p>Return to the Gingerbread Man. Children to write the names of the people they could go to around the outside.</p>	Scared Support Unsafe
4	Harold Loses Geoffrey	<ul style="list-style-type: none"> Recognise the range of feelings that are associated with loss. 	<p>Ask the children if they have seen the circle time object. Tell them you have looked everywhere but can't find it. Is there anything else we could use as a circle time object. Take suggestions and agree on a different object to use.</p> <p>Using your new circle time object children can use the following prompt sentence stem to speak.</p> <p><i>"When I lost my XXXX I felt XXXX"</i></p> <p>Discuss the following questions:</p> <p>Why is it upsetting to lose something?</p> <p>Have you ever lost anything but then found it later? How did it feel to find it again?</p> <p>Have you ever lost anything but never found it again? How did that feel? Were you able to replace the item?</p> <p>Sometimes we lose things and find them again and sometimes we lose things forever.</p> <p>Read the 'Harold Loses Geoffrey' story.</p> <p>Activity- On one half of a piece of paper, children to draw a picture of themselves when they have lost something, making sure they draw their face to show how they feel. Then on the other half of the paper, children to draw a picture of themselves when they have found something, making sure they draw their face to show how they feel.</p> <p>Ask pupils to share their drawing and key feelings words.</p>	Feelings Emotions Loss Lost

5	What Could Harold Do?	<ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they're ill. Explain simple issues of safety and responsibility about medicines and their use. 	<p>Discuss;</p> <ul style="list-style-type: none"> What is a medicine? How do people take medicines? How would someone feel if they took too much or the wrong medicine? Why do adults need to look after medicines? Who would normally look after your medicine at home? Who would normally look after medicine if it was needed at school? <p>Activity-Introduce the children to the character of Harold the happy, healthy giraffe and show children the IWB slides: <i>What could Harold do?</i> Read the story and ask the class; What do you think Harold found? What different things might be in the packet? What should Harold do? Would it be OK for someone to eat something if they didn't know what it was? Why not? Who can we ask when we have a problem, are worried about something, or don't know what to do? Where is a safe place for Harold's mum to keep her medicines? Why is this important? Why is it risky/unsafe to put unknown things into our body?</p>	Medicine Safe Harmful Responsibility
6	Good Or Bad Touches	<ul style="list-style-type: none"> Understand and learn the PANTS rules. Name and know which parts should be private. Explain the difference between appropriate and inappropriate touch. Understand that they have the right to say "no" to unwanted touch. Start thinking about who they trust and who they can ask for help. 	<p>Introduce the PANTS rules to the class.Go through each of the rules explaining what each of them mean. P – privates are private. A – always remember your body belongs to you. N – no means no. T – talk about secrets that upset you. S – speak up, someone can help. As a class, discuss the difference between appropriate/ 'good' touch, and inappropriate/'bad' touch. Teacher to lead a discussion about positive and negative feelings linked to 'good' touch/ 'bad' touch. Say that 'good' touch should make you feel positive – like hugs and kisses from family members. Talk about why people might touch you:</p> <ul style="list-style-type: none"> to show affection (hugs, kisses, cuddles) to keep you safe (holding your hand when you cross the road) if you're ill or hurt (doctors and nurses). <p>Then talk about touch which maybe doesn't feel good but is necessary such as:</p>	Private Trust Privates

			<ul style="list-style-type: none">• grabbing you to stop you running into a busy road, or other danger• examination by a doctor or nurse (explain that you can always ask for a trusted adult to be present). <p>Reinforce that if someone needs to break any of the rules of PANTS they should explain why. Children can say no and should never be forced to keep secrets that make them feel worried or uncomfortable.</p> <p>Give this example: A parent's friend comes into your room and gives you a hug and a kiss, then they tell you it's a secret and you shouldn't tell anyone.</p> <p>Explain to pupils that if they are being asked to keep secrets by people and don't understand why, they should talk to someone they trust about them.</p> <p>Ask the children to think of different types of helpful people. These could include a parent, a sibling, a friend's parent, a teacher, a police officer etc.</p> <p>As a class, create a list of people they trust most.</p>	
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