

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
<b>SESSION 1</b>	To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.	<p>Describe who or what influences their choices about food</p> <p>Explain in what ways people might be influenced in their choices about food</p> <p>Explain the benefits of a balanced diet on mental and emotional health as well as physical health and wellbeing</p> <p>Describe the long term consequences of not eating a balanced diet</p> <p><i>NB It is important that pupils have an awareness of how the media and other people try to persuade, and that pupils have a vocabulary for what to say to a persuader. For example: 'I don't believe that', 'No thanks, I don't know enough about it', and 'No thanks, I like to make my own mind up'</i></p> <p><i>Pupils benefit from understanding that a balanced diet means eating a variety of different foods. Terms such as 'unhealthy' or 'fattening' food are not helpful nor are terms such as 'good foods' or 'foods that are good for you' and 'bad foods' or 'foods that are bad for you'. It is more preferable to talk about moderating intake of some food groups and that a balanced diet means eating from all the main food groups.</i></p>	<p>Making decisions and choices</p> <p>Recalling and applying knowledge and skills</p> <p>Looking at evidence</p>	<p>What is persuasion, fact and opinion?</p> <p>Who/what tries to persuade or influence our choices about food?</p> <p>What do we need to know about the food that we choose?</p> <p>How do adverts try to persuade us?</p> <p>How do people try to persuade us?</p> <p>What can we say to a persuader?</p>	Stories where characters learn new skills or try out different foods; enjoy a healthy lifestyle regardless of physical ability or gender.

<p><b>SESSION</b> <b>2</b></p>	<p>That bacteria and viruses can affect health and that following simple routines can reduce their spread</p>	<p>Explain how bacteria and viruses affect humans</p> <p>Describe ways to reduce the spread of bacteria and viruses</p> <p>Talk about choices that help to maintain health and wellbeing</p> <p>Talk about personal care routines</p> <p>Describe the shared responsibility for maintaining a clean environment?</p>	<p>Making decisions and choices</p> <p>Analysing and evaluating situations</p> <p>Draw conclusions</p>	<p>How simple routines reduce the spread of bacteria and viruses</p> <p>About choices that promote health and wellbeing</p>	<p>Stories such as <i>Germs</i> by Ross Collins</p> <p>Change 4 Life booklets, Department for Health/Public leaflets that promote hygienic practice/how to reduce the spread of bacteria may be useful to share.</p>
<p><b>Session 3</b></p>	<p>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p>	<p>Talk about what they are proud of and what they can improve on</p> <p>Identify personal strengths that will help them achieve their goals</p> <p>Talk about what personal actions they can take to improve</p> <p>Describe how others can help them to achieve their goals</p> <p>Talk about aspirations for the end of term/school year</p>	<p>Active listening</p> <p>Give constructive feedback to others</p> <p>Setting challenging goals for self</p>	<p>What makes us feel good about ourselves?</p> <p>How do others make us feel good about ourselves?</p> <p>What are our strengths?</p> <p>What have we achieved that we are most proud of?</p> <p>How does it feel when we do something difficult?</p> <p>How does it feel when we make a mistake?</p> <p>What can we do to make amends?</p> <p>What would we like to achieve by the end of year 4?</p>	<p>Stories where characters accomplish or achieve something or where characters get better at something, such as <i>Michael</i> by Tony Bradman, <i>Little by Little</i> by Amber Steward; stories where characters show confidence or self-esteem.</p>

<p><b>Session 4</b></p>	<p>To deepen their understanding of good and not so good feelings</p>	<p>Talk about how it feels to be overwhelmed with not so good feelings</p> <p>Describe some ways of dealing with the feelings that arise from experiencing change</p> <p>Talk about times when they feel able to show feelings and times when they may wish to hide them</p> <p>Identify when feelings can overwhelm and what they can do to manage them</p> <p>Talk about what they can do to help their friends when they have not so good feelings</p> <p><i>NB Feelings' bottle, emotions barometer, emotions continuums are all practical ways of talking about strong feelings. Use of dilemma scenarios provides an interactive way for pupils to use distancing techniques to talk about strong emotions.</i></p>	<p>Self-manage feelings</p> <p>Affirming self and others</p> <p>Empathy</p> <p>Recognising distorted thinking</p>	<p>What makes us feel not so good? How does this feel?</p> <p>Do we feel like that because of what someone else has done?</p> <p>Do we feel like that because of something we have done?</p> <p>How does it feel when we are overwhelmed with not so good feelings?</p> <p>What can make people feel like that?</p> <p>What are good ways of coping with these feelings?</p> <p>What can we do to help other people feel better?</p>	<p>Stories where characters share their feelings and help each other by listening and being responsive.</p>
<p><b>Session 5</b></p>	<p>About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p>	<p>Talk about changes they, their family or others have experienced</p> <p>Describe feelings of sadness, loss or grief they have had or someone might experience</p> <p>Explain the importance of sharing and expressing feelings of sadness, loss and grief</p> <p>Show empathy towards other pupils' feelings</p> <p><i>NB Class teacher will need to choose the context to demonstrate the learning outcome, i.e. losing a pet, moving house, loss of family member. Some pupils may not wish to share their experiences or may be content to listen to the thoughts and opinions of their peers.</i></p>	<p>Affirming self and others</p> <p>Empathy</p> <p>Active listening</p> <p>Self-reflection</p>	<p>How do we feel when we lose special things?</p> <p>How do we feel when we break up with friends?</p> <p>How do we feel when we are separated from people we love because they may go away or die?</p> <p>Who can help us?</p> <p>How can we learn to cope?</p> <p>How can we help others to cope?</p>	<p>Stories where characters lose and find things, or lose and learn to live with the loss of the object. Stories about death need to be chosen with great care. The story should be chosen as a piece of children's literature rather than be a story specifically written for the issue. Useful websites for teacher reference/resources:</p> <p>Childhood Bereavement Network  <a href="http://www.childhoodbereavementnetwork.org.uk">http://www.childhoodbereavementnetwork.org.uk</a></p> <p>Winston's Wish</p>

					<a href="http://www.winstonswish.org.uk/">http://www.winstonswish.org.uk/</a> Cruse <a href="http://www.cruse.org.uk/">http://www.cruse.org.uk/</a>
<b>Session 6</b>	<p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p>	<p>Identify people they can ask for help</p> <p>Give reasons why asking for help is important</p> <p>Recognise that pressure can be felt from others (outside) or from within (inside)</p> <p>Talk about techniques that they can use to resist pressure</p> <p>Recognise feelings that suggest something may be unhealthy, dangerous, makes them uncomfortable, anxious or maybe something they believe to be wrong</p> <p>Recognise that people can have mixed feelings</p> <p><i>NB Pupils should have opportunities to explore <b>mixed feelings</b>, such as curiosity (pushes us forward to try new things), and nervousness (holds us back from trying new things). For example: feeling nervous outside a party – pupils should explore what could happen if they try to overcome this. All feelings are good as they are our brain’s way of saying ‘stop – look at what is happening here’.</i></p>	<p>Recognise need for peer approval</p> <p>Resilience</p> <p>Affirming self and others</p>	<p>Are we sometimes under pressure to do something we feel uncertain about?</p> <p>When do we need to listen to our feelings and do what they tell us?</p> <p>When do we need to overcome them?</p> <p>What is the worst thing that can happen?</p> <p>What is the best thing that can happen?</p> <p>How likely is this to happen?</p>	<p>Stories where characters have courage to say ‘no’ or refuse to do something they are uncertain about; where characters have the courage to be themselves, to be different or to stand up for their beliefs. Also where characters overcome feelings of nervousness, uncertainty or anxiety and go on to achieve a goal.</p>