**Unit of Learning: Changes, Transitions and Maintaining Positivity**

PSHE Association Theme: Health and Well-Being

**Year Group: 2/4/6**

The principal aim of this unit of learning is to understand there are differences between individuals which are and are not visible, whilst also understanding everyone has different perceptions and beliefs, with consideration for the protected characteristics.

**Learning Outcomes:**

•To reflect on emotional changes and changes to our feelings as we grow up

•To understand the physical changes to the human body over time

•To broaden knowledge of how we can aim for and achieve our ambitious goals

**Ideas and Content for Learning:**

•Christopher Winter Project – to support the R(S)HE curriculum

•Managing feelings activities

•Understanding individual identities now and in the future, with consideration of the protected characteristics

•Identifying dreams, hopes and ambitions

**Understand the Impact:**

•Sharing achievable goals and the smart targets to achieve these

•Considering how individuals change over time and the impact this has on others

•Reflecting on how we react to scenarios and how we can manage this

**Making Connections**

•Identifying changes we have already experienced

•Asking questions about different changes

**Initial Learning Activity Ideas (Credit to** [**Healthy Schools Ealing**](https://www.egfl.org.uk/sites/default/files/Services_for_children/PSHE/PSHE-SEAL-CIT%20scheme%20of%20work-July2015.pdf)**)**

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| **Y2**Lesson 1Follow Christopher Winter ProjectLesson 2Follow Christopher Winter Project Lesson 3Follow Christopher Winter Project Lesson 4Ask children to bring in two photos of themselves from a younger age. Discuss the idea of an identity card or passport. Use the photos children brought in as a starting point. Discuss what sort of things they could write on a form. These will be things that don’t change, or at least not very much, over a number of years e.g. eye colour, skin colour, birth marks, name, date of birth, country of birth etc. Contrast with things that will change in the future.Individual passports.Lesson 5Are all changes quick and easy? Physical changes and growth can happen without us realising but sometimes learning a new skill can take time. Refer back to Going for goals and the work done on how we learn. How does a baby learn to speak, to walk?Group work: in groups of three, one child interviews another to find out how they have changed in their likes and dislikes, friends, clothes, interest etc. The third person writes down all the changes listed. Swap roles.Discussion: which changes are ones you can’t do anything about? Which changes can you choose? Which changes can you make happen? Categorise the changes: place three hoops around the room/in the middle of the circle and ask children to move to one of them according to their response. Identify one particular thing you would like to get better at and make a plan.Lesson 6Ask the children to fold their arms the most comfortable or automatic way. Then fold them in the opposite way. Interlink the fingers of both hands – which thumb is on top? Now interlink the opposite way. How does it feel to do it the other way round?Doughnut eating competition: ask for 5-6 volunteers to see if they can eat a whole doughnut without licking their lips. Each child tries one at a time with the audience watching.Read the story of ‘Naughty Nigel’. Discuss follow-up questions.Pairs work: come up with something you would like to change in the way the class work or play together. How can you make this happen?  | **Y4**Lesson 1Follow Christopher Winter ProjectLesson 2Follow Christopher Winter Project Lesson 3Follow Christopher Winter Project Lesson 4Recap on previous session about the life cycle.Individual task: draw or write four wishes, hopes or dreams for the future. Divide a piece of paper into 4 columns with headings – a physical change, a practical achievement, a personality trait (the kind of person they would like to be) and a change in lifestyle. Discuss and share examples before writing.Pairs work: share what you are looking forward to about growing up.Lesson 5Play a single note on a musical instrument repeatedly until the children show signs of boredom and restlessness. Show the children a sheet of paper with only one colour. Ask them to hop or repeat another movement monotonously. Ask them what would it be like to live in a world without change? Why might change be sometimes good?Group work: Each group take one of the changes and discuss as many positive aspects as possible.Lesson 6Play the belonging game and discuss afterwards. Agree/disagree statements: ask children to move along an imaginary line in response to questions about how they think they might feel in certain situations e.g. having to go to a different school, moving home etc. Ask for reasons for responses and for as many feelings words as possible.Discuss links between anger and fear/embarrassment/hurt. Why is change sometimes scary and uncomfortable? Refer back to the need for belonging as shown in the belonging game.Individual work: pupils draw pictures of themselves in all the groups they belong to (family, school, street, clubs, religion etc.)  | **Y6**Lesson 1Follow Christopher Winter ProjectLesson 2Follow Christopher Winter Project Lesson 3Follow Christopher Winter Project Lesson 4Follow Christopher Winter Project Lesson 5Ask the children what they have learnt about change. Thought shower comfortable and uncomfortable feelings. Remind pupils that change can take away much of our feeling of belonging and therefore affect security and confidence. Read the story ‘Melanie’s journal’ and use questions as a discussion framework.Group work: role-play how Melanie might react? Freeze-frame and discuss, unpicking the thoughts and feelings underlying the behaviours. Repeat with pupils coming up with alternate ways of reactingLesson 6Discuss what we mean by the ‘gifts’ pupils will be taking with them to their new class or new school.Whole class activity: write the name of each child at the top of a blank A4 piece of paper and attach small photo of child in centre (or children draw themselves).Number the children. Each child passes the sheet to the child with the next number. Each child writes something positive that the child whose name is on the sheet will bring to their new class or school. |