ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: What is the same and what is different? TERM: Autumn 2 YEAR GROUP: 1

THE BIG QUESTION			
What is the same and different about us?			
END OF UNIT OUTCOME	Children to create a "We Are All Unique" class friendship garden display.		
OBJECTIVES	Pupils learn… • to recognise what makes them special • to recognise the ways in which we are all unique • to identify what they are good at, what they like and dislike • 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 • the importance of seeking support if feeling lonely or excluded • to recognise the ways they are the same as, and different to, other people		
CONCEPT: Relationships	Our similarities and differences help us build relationships and understand one another. By recognising what makes each person unique and valuing those differences, we learn how to connect, include, and care for others.		
LESSON 1 QUESTION	What makes me special?		
KEY KNOWLEDGE	- what they like/dislike and are good at - what makes them special and how everyone has different strengths - how their personal features or qualities are unique to them		
RICH TASK	Introduce *The Big Question – what do they already know?* Listen to *This is Me* from *The Greatest Showman.* Mindmap all of the things which make us special. Read *Super Duper You!* by Sophy Henn. Children make a poster titled **"What makes you super?"** showing all the things that make them unique.		
SUPPORT AND CHALLENGE	• Provide sentence starters or picture prompts for less confident pupils. • Encourage more able pupils to describe *why* these traits make them special.		
KEY VOCABULARY	unique, special, strengths, likes, dislikes, super, proud	**RESOURCES**	Super Duper You! by Sophy Henn
LESSON 2 QUESTION	How can we show who we are?		
KEY KNOWLEDGE	- what they like/dislike and are good at - what makes them special and how everyone has different strengths - how their personal features or qualities are unique to them		

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<table>
<tr><td>RICH TASK</td><td colspan="3">Retrieval Activity: “Pass the Ball – What makes me super?” game
Children pass a soft ball around the circle. When they catch it, they answer one prompt aloud.

Prompts:

1. What are you really good at?
2. What is your favourite thing to do?
3. What makes you smile?
4. Who makes you feel special?
5. What is something you’re proud of?
6. What makes you different from your friends?
7. What’s your favourite colour/food/song?
8. What makes you “super?”

Read the book and answer these questions as a class, recording answers on a flipchart.
- What do you think Julian loves about mermaids?
- When Nana goes for her shower, she tells Julian, "be good". Do you think he is good?
- Is there a problem with him dressing up as a mermaid?
- When Nana says "Oh!" what do you think she is thinking?
- Why do you think Nana gave him a necklace?
- When Julian first sees the mermaids, how do you think he feels?
- How do you think he is feeling at the end?
What do you think the important messages are from the book Julian is a Mermaid?</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">• Provide visual aids (pictures of mermaids, emotions) to support comprehension.
• Challenge: Ask pupils to compare Julian’s bravery to a time they were brave about being themselves.</td></tr>
<tr><td>KEY VOCABULARY</td><td>identity, imagination, brave, different, same, unique, feelings</td><td>RESOURCES</td><td>Julian is a Mermaid by Jessica Love
Soft ball or beanbag</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 3 QUESTION</td><td colspan="3">How are we the same and different?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">- what makes them special and how everyone has different strengths
- how their personal features or qualities are unique to them
- how they are similar or different to others, and what they have in common</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity

Retrieval Activity: True or False Quiz – Julian is a Mermaid
Children hold up thumbs up (true) or down (false) to show their answers.
Teacher reads the statements aloud.

Quiz Questions:

1. Julian likes to pretend he is a mermaid. ☑
2. Nana gets angry when Julian dresses up. ✗</td></tr>
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<tr><td></td><td colspan="3">3. Julian feels shy when he sees the mermaids. ✗
4. Julian is happy at the end of the story. ☑
5. The book shows that we can be ourselves. ☑
6. Nana tells Julian to hide his costume. ✗

Read the story ‘What happened to you?’ and discuss these questions. Record whole class answers in a mind-map.
- What could these kids have done differently?
- What did the kids do that was right?
- ‘Why do you think we didn’t find out why Joe only has one leg?’

Teacher to pair up children - In pairs, let’s get to know each other! Try asking these questions to each other and find out what you have in common! You could ask: Their name. Their age. If they would like to play with you. What they like to do best. What their favourite book or TV show is. Draw a picture of yourself and your friends. Label the picture with your name, and what you like to do together.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">• Provide question prompts with pictures or sentence frames.
• Challenge: Write a few sentences describing what makes their friendship special.</td></tr>
<tr><td>KEY VOCABULARY</td><td>same, different, friendship, inclusion, kind, respect</td><td>RESOURCES</td><td>- https://www.youtube.com/watch?v=H785j9wg-BU&cbrd=1
What happened to you? by James Catchpole</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 4 QUESTION</td><td colspan="3">How can we include others and celebrate differences?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">- the importance of seeking support if feeling lonely or excluded
- to recognise the ways in which we are all unique
- to recognise the ways they are the same as, and different to, other people</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval Activity:

Practice – On the IWB revisit the questions from last week:

We introduce ourselves before we ask questions ‘Hi my name is ____ and I am ___ years old. I really like ____.’ Then you CAN ask the new person questions but remember we do not ask people questions about their bodies. You can ask: Their name. Their age. If they would like to play with you. What they like to do best. What their favourite book or TV show is. What are some other things you might ask someone you’ve just met? Children to practice the social script with different children in the class.

Read Elmer - Discuss how Elmer looks different from the other elephants and how it bothers him at the beginning. Do you think it is hard to look different?

Discuss how Elmer also has some internal traits that are different from the other elephants. He is really fun and likes to make the other elephants laugh. Elmer could hide his external traits, but he couldn’t change his internal traits, even when he looked elephant colour.</td></tr>
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	How did Elmer feel when he had to hide? What could Elmer have done? Who could have made it better? Discuss the importance of sharing when you feel lonely and excluded. Children to decorate an elephant template in a way that shows their different external and internal traits. Children to write a caption describing what they should do if they feel lonely/excluded.		
SUPPORT AND CHALLENGE	• Provide example sentence starters: "If I feel lonely, I can…" • Challenge: Ask pupils to write about how they could help someone else feel included.		
KEY VOCABULARY	feelings, lonely, included, support, traits, unique, celebrate	**RESOURCES**	Elmer by David McKee
LESSON 5 QUESTION	Which parts of our bodies are private?		
KEY KNOWLEDGE	to use the correct names for the main parts of the body, including external genitalia; and that parts of the bodies covered with underwear are private		
RICH TASK	**Retrieval Activity:** *Feelings Sort – How does Elmer feel?* Children recall how Elmer's feelings change during the story and sort them into groups. **Instructions:** Provide emotion cards (happy, sad, lonely, proud, silly). Read or recall key moments; children choose the correct feeling. **Prompts:** 1. When Elmer paints himself grey — how does he feel? *(lonely/sad)* 2. When the elephants don't recognise him — how does he feel? *(left out)* 3. When the rain washes off the paint — how does he feel? *(surprised)* 4. When everyone celebrates Elmer Day — how does he feel? *(happy/proud)* Which of the babies is a boy and which is a girl? How do we know? Discuss correct names for main parts of the body. Discuss that the parts of the bodies covered with underwear are private and what this means. Talk about privacy and what to do if someone breaks body rules – show 'Pantosaurus' video clip: Talk PANTS with Pantosaurus and his PANTS song #TalkPANTS		
SUPPORT AND CHALLENGE	• Use anatomically correct dolls or diagrams for support. • Challenge: Role-play how to say "No" or how to seek help.		
KEY VOCABULARY	body, private, penis, vulva, chest, bottom, privacy, safe, help	**RESOURCES**	Anatomically correct body diagrams or dolls Picture cards showing safe adults

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LESSON 6 QUESTION	What is the same and different about us?		
KEY KNOWLEDGE	• to recognise what makes them special and unique • to identify similarities and differences between themselves and others • to understand that everyone deserves respect and inclusion		
END OF UNIT OUTCOME	Revision of key knowledge **Retrieval Activity: Activity:** Whole-class quiz — pupils answer orally **Questions:** 1. What makes each person special or unique? (Lesson 1) 2. Name one thing you are good at or like doing. (Lesson 1) 3. Who was Julian and what did he like to pretend to be? (Lesson 2) 4. How did Julian feel when he dressed up as a mermaid? (Lesson 2) 5. How are you the same as your friends? How are you different? (Lesson 3) 6. Why is it important to include others who feel lonely or left out? (Lesson 4) 7. Who is Elmer and why is he special? (Lesson 4) 8. What are private parts of the body? (Lesson 5) 9. What should you do if someone tries to touch your private parts or makes you feel unsafe? (Lesson 5) 10. Why is it good to celebrate differences in our class or community? (Lessons 3–6) What links to our concept have you found? – Class discussion about relationships. Children to create a “We Are All Unique” class friendship garden display. Each child designs and decorates a flower with petals showing their external and internal traits (e.g., eye colour, hobbies, kindness, bravery). On the stem or leaf, they write a caption describing how they can help others feel included or what to do if they feel lonely or left out. All flowers are then combined on a classroom display titled *“We Grow Together – The Same and Different.”*		
SUPPORT AND CHALLENGE	• Provide partially completed templates for support. • Challenge: Pupils write a short paragraph explaining how their traits make them a good friend.		
KEY VOCABULARY	unique, different, same, traits, feelings, support, respect, community	**RESOURCES**	*Elmer* by David McKee (revisit) Art materials, glue, scissors, elephant templates