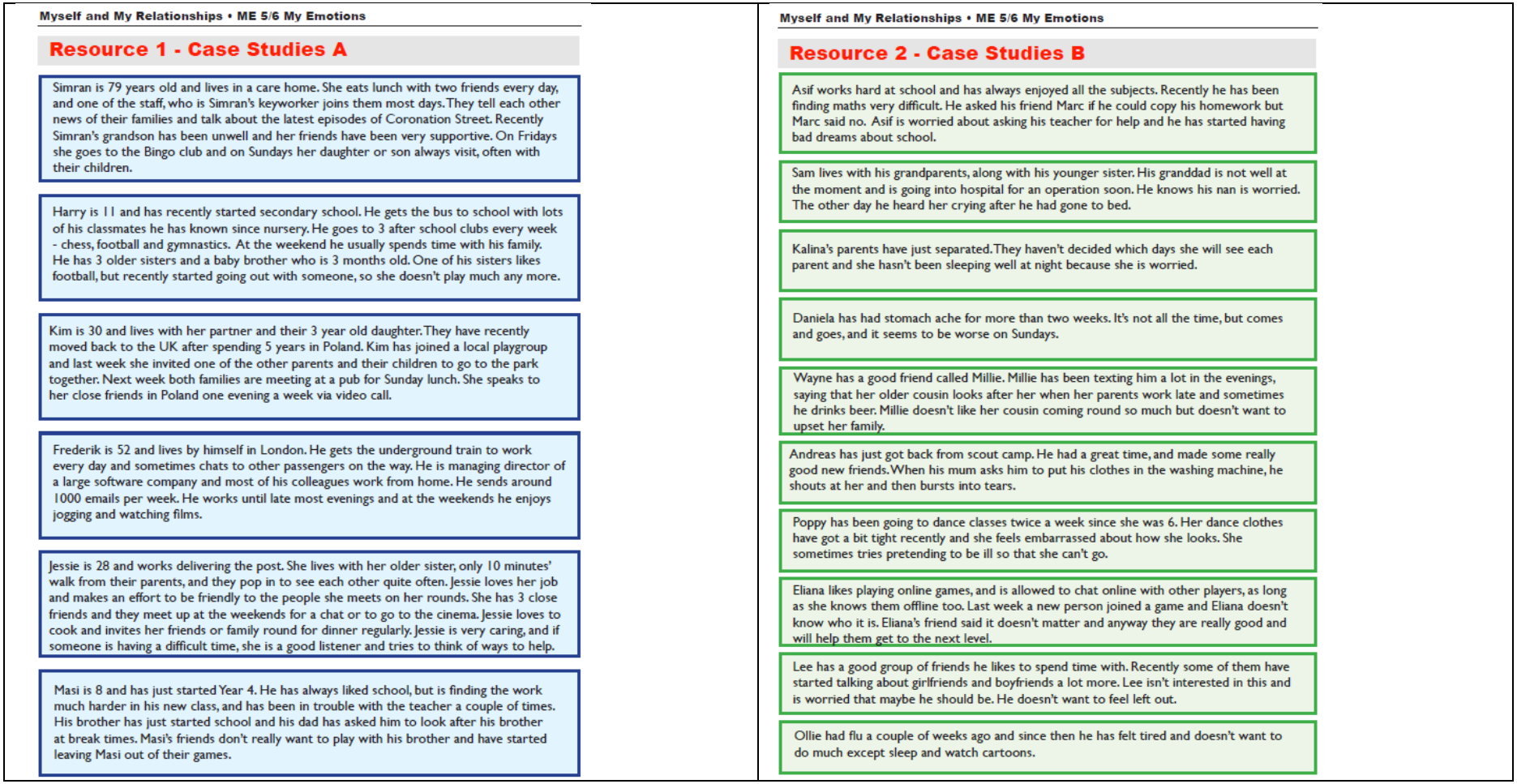
Year 5

Myself and My Relationships

My Emotions



Myself and My Relationships • ME 5/6 My Emotions

Resource 1 - Case Studies A

Simran is 79 years old and lives in a care home. She eats lunch with two friends every day, and one of the staff, who is Simran's keyworker joins them most days. They tell each other news of their families and talk about the latest episodes of Coronation Street. Recently Simran's grandson has been unwell and her friends have been very supportive. On Fridays she goes to the Bingo club and on Sundays her daughter or son always visit, often with their children.

Harry is 11 and has recently started secondary school. He gets the bus to school with lots of his classmates he has known since nursery. He goes to 3 after school clubs every week - chess, football and gymnastics. At the weekend he usually spends time with his family. He has 3 older sisters and a baby brother who is 3 months old. One of his sisters likes football, but recently started going out with someone, so she doesn't play much any more.

Kim is 30 and lives with her partner and their 3 year old daughter. They have recently moved back to the UK after spending 5 years in Poland. Kim has joined a local playgroup and last week she invited one of the other parents and their children to go to the park together. Next week both families are meeting at a pub for Sunday lunch. She speaks to her close friends in Poland one evening a week via video call.

Frederik is 52 and lives by himself in London. He gets the underground train to work every day and sometimes chats to other passengers on the way. He is managing director of a large software company and most of his colleagues work from home. He sends around 1000 emails per week. He works until late most evenings and at the weekends he enjoys jogging and watching films.

Jessie is 28 and works delivering the post. She lives with her older sister, only 10 minutes' walk from their parents, and they pop in to see each other quite often. Jessie loves her job and makes an effort to be friendly to the people she meets on her rounds. She has 3 close friends and they meet up at the weekends for a chat or to go to the cinema. Jessie loves to cook and invites her friends or family round for dinner regularly. Jessie is very caring, and if someone is having a difficult time, she is a good listener and tries to think of ways to help.

Masi is 8 and has just started Year 4. He has always liked school, but is finding the work much harder in his new class, and has been in trouble with the teacher a couple of times. His brother has just started school and his dad has asked him to look after his brother at break times. Masi's friends don't really want to play with his brother and have started leaving Masi out of their games.

Myself and My Relationships • ME 5/6 My Emotions

Resource 2 - Case Studies B

Asif works hard at school and has always enjoyed all the subjects. Recently he has been finding maths very difficult. He asked his friend Marc if he could copy his homework but Marc said no. Asif is worried about asking his teacher for help and he has started having bad dreams about school.

Sam lives with his grandparents, along with his younger sister. His granddad is not well at the moment and is going into hospital for an operation soon. He knows his nan is worried. The other day he heard her crying after he had gone to bed.

Kalina's parents have just separated. They haven't decided which days she will see each parent and she hasn't been sleeping well at night because she is worried.

Daniela has had stomach ache for more than two weeks. It's not all the time, but comes and goes, and it seems to be worse on Sundays.

Wayne has a good friend called Millie. Millie has been texting him a lot in the evenings, saying that her older cousin looks after her when her parents work late and sometimes he drinks beer. Millie doesn't like her cousin coming round so much but doesn't want to upset her family.

Andreas has just got back from scout camp. He had a great time, and made some really good new friends. When his mum asks him to put his clothes in the washing machine, he shouts at her and then bursts into tears.

Poppy has been going to dance classes twice a week since she was 6. Her dance clothes have got a bit tight recently and she feels embarrassed about how she looks. She sometimes tries pretending to be ill so that she can't go.

Eliana likes playing online games, and is allowed to chat online with other players, as long as she knows them offline too. Last week a new person joined a game and Eliana doesn't know who it is. Eliana's friend said it doesn't matter and anyway they are really good and will help them get to the next level.

Lee has a good group of friends he likes to spend time with. Recently some of them have started talking about girlfriends and boyfriends a lot more. Lee isn't interested in this and is worried that maybe he should be. He doesn't want to feel left out.

Ollie had flu a couple of weeks ago and since then he has felt tired and doesn't want to do much except sleep and watch cartoons.

Myself and My Relationships

Family and Friends

Resource 1 - Friendships, Behaviours and Qualities

Creative	Does not show off
Good fun to be with	Is a leader in our group
Listens to what I have to say	Likes the same things as me
Does not spread gossip about people	Will make me look popular
My friends like being with them too	Shares their feelings with me
Has the latest tech	Kind and thoughtful
Chooses to spend time with me	Others want to be like them
Buys me presents	Wears cool clothes
Trustworthy	Has lots of friends
Has a sense of humour	Looks good all the time
Confident	Cares about me
Is honest with me	Notices when I'm upset

Myself and My Relationships • FF 5/6 Family and Friends

Resource 3 - Trust Activities

In order for these activities to be effective and for children to feel safe when participating, ensure that shared ground rules are in place and owned by the children. A positive ethos and relationships in the class will be important and, although trust activities can contribute to developing these, they will not work out of context.

1. Blindfold Walk

The children work in pairs. One of them is blindfolded and the other is leading. The leader can start by putting their arm around their blindfolded partner, and then progress to holding their hand. When they are more confident, they can progress to letting go and giving only verbal instructions and support.
As another progression of this activity, obstacles can be placed in the hall for children to guide their partner round.
For example, mats can be placed randomly, and the challenge is for the blindfolded child not to put their foot on a mat.

2. Obstacle Jigsaw

In groups of three, with the centre person blindfolded, the other two link arms with them and have socks over their hands as they are not allowed to use them. All start off together at one end of a hall or playground, which have various obstacles to negotiate. At the same time, there are pieces of paper with messages on which are to be picked up by the blindfolded child. At the end of the activity, these have to be put together to form a whole. They can be phrases, lines of a song or poem, proverbs, or individual letters which can be assembled to make a word.

3. Trust Partners

There are many variations of these trust exercises with a partner. The children stand close together, one in front of the other. The one in front leans back, and the partner saves them by catching them (start with very short distances). In another activity, children sit back to back with a partner – they have to stand up together, with arms linked, supporting each other, and lower themselves together back down to a sitting position. Teachers will need to use careful judgement about safety and the level of trust between the children.

4. Structures

Children are divided into groups of up to 8. Each group constructs a particular structure by linking themselves together. Examples could include: a bridge, a tree, a crane, a building, an aeroplane/helicopter, a car/lorry/bus, a ship, a tower, a temple, a church. The activity can be progressed by asking children to move around without falling.

5. Raccoon Circles

If you have Raccoon Circle tape and use Raccoon Circle activities, the following activities address the development of trust:

a) Circle of Trust

Standing in a circle, all the children hold on to the tape with both hands, holding it taut. Ask everyone to take a step into the middle, and to lean back slightly. They need to be aware of and support others, which involves using eye contact and keeping quiet and calm. The circle only works if there is a certain level of trust and cooperation.

b) Circle of Cooperation

Holding the tape in the Circle of Trust, ask the children to lower themselves slowly to the ground by bending their knees. They then need to cooperate to pull themselves back up to a standing position.

c) Trust Walk

Use a long piece of tape or pieces knotted together. To maintain equal spacing between the children, tie a knot for each child along the tape. The children can stand alternate sides of the tape, which enables more children to take part. Encourage all the children to close their eyes during the activity, apart from the children at each end of the tape. These two children are then responsible for leading the line through the school or around the playground, avoiding steep inclines, staircases and other places that pose significant safety risks. The group should consist of no more than 15 children.



Healthy and Safer Lifestyles

Managing Safety and Risk

Resource 1 - Risky Situations













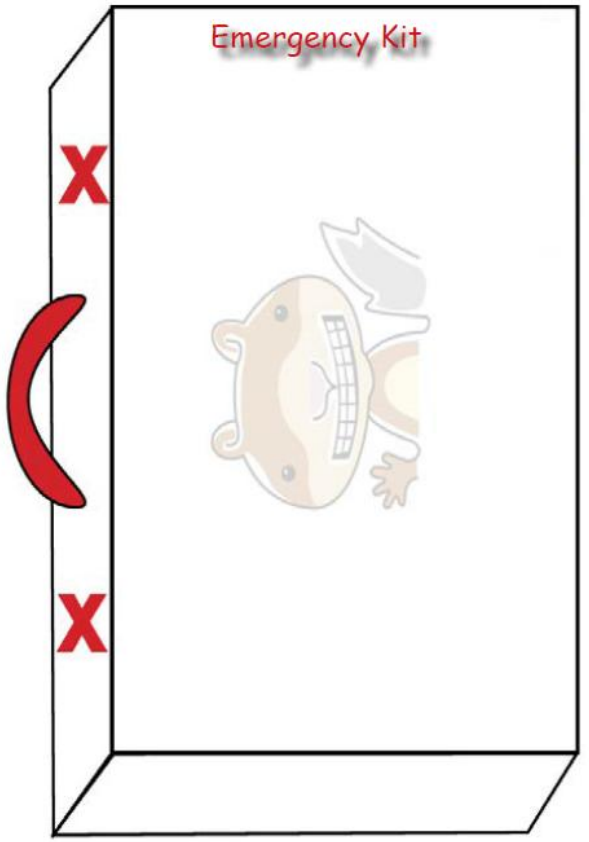






Healthy and Safer Lifestyles • MSR 5/6 Managing Safety and Risk

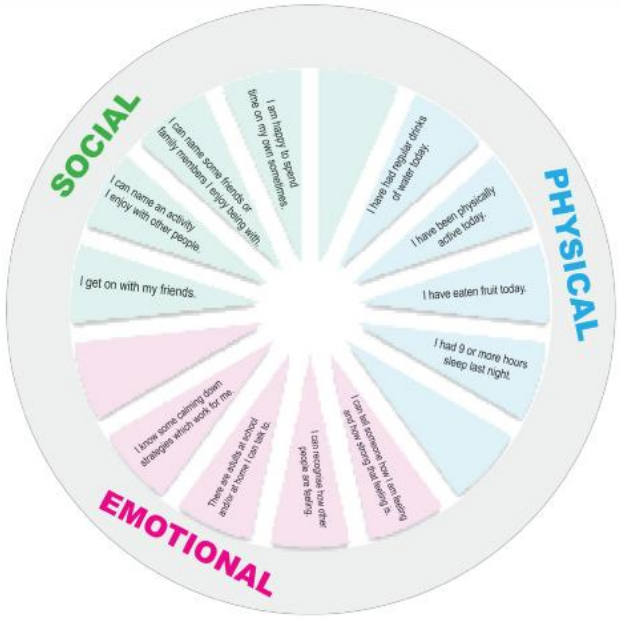
Resource 2 - Emergency Kit



Healthy and Safer Lifestyles

Healthy Lifestyles

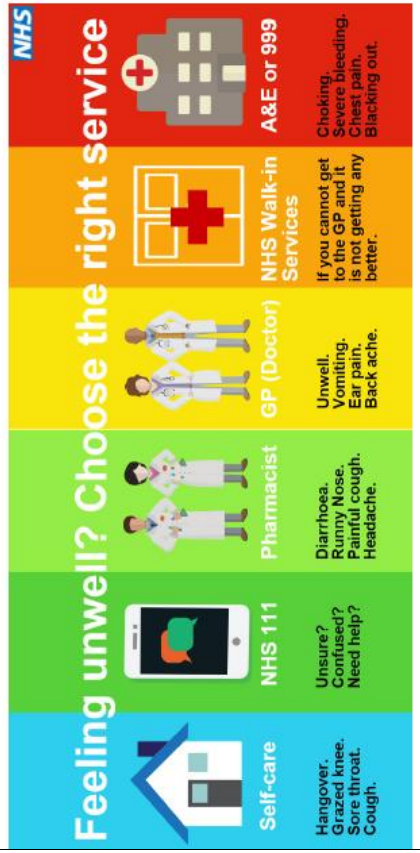
Resource 2 - How healthy am I today?



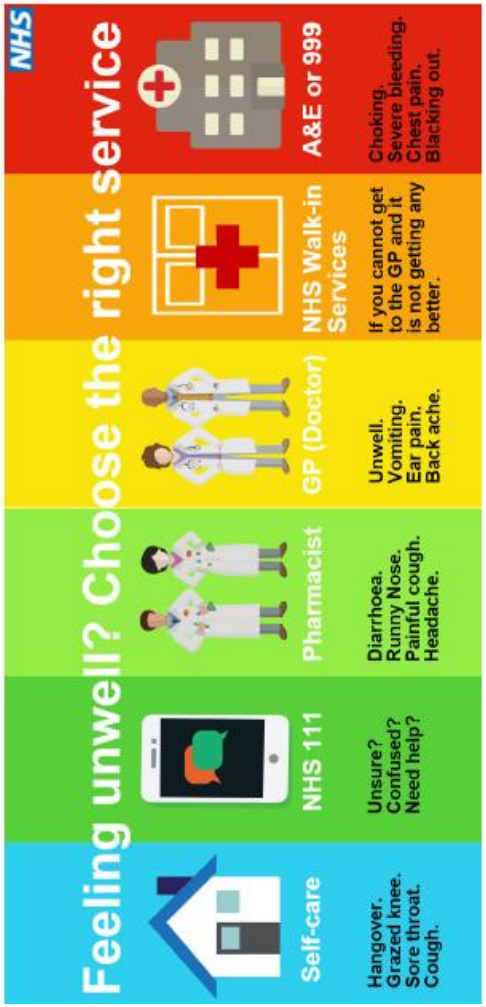
1. Fill in the blank segments with a statement of your own.
2. Shade each section red, amber or green according to how far you agree with the statement for yourself today.
3. Identify patterns in your wheel of health e.g. Which sections have the most green? Are there many red or amber sections? Are they mainly in one area?
4. You may wish to discuss your findings with a friend. You can then set yourself a target to improve one area of your health.
5. Complete another wheel at a later date and see if anything has changed.
6. Remember that it is unrealistic to have a totally green wheel, but that we need to be aware of health in all three areas and where we could make changes.

Healthy and Safer Lifestyles • HL 5/6 Healthy Lifestyles

Resource 8 - Feeling unwell? Choose the right service



Resource 8 - Feeling unwell? Choose the right service



Healthy and Safer Lifestyles • HL 5/6 Healthy Lifestyles

Resource 9 - Healthy Lifestyles Problem Page

Dear HLPP,

I want to be healthy but we live in a city. Mum says it's too dangerous to play outside and we don't have a car to go to the swimming pool etc. My mum is a vegetarian and I don't like vegetables so it's hard to choose the right sort of food. I have some good friends and I usually enjoy school. Please help.

From Dylan

Hi!

I love sport - especially football and basketball. I eat lots of chocolate 'cos it gives me energy but my friends say it is unhealthy and I have lots of fillings so my dentist is always telling me not to eat it. But I play sport for about 2 hours every day and my lunch never fills me up. What can I do?

Sarah

Hello Healthy Lifestyles,
I'm not sure if you can help? I keep getting very angry at school and can't seem to calm down again. My friends are starting to leave me on my own so I get lonely at break time. I've got a new baby sister and I love her but she keeps screaming at night so our whole family are tired all the time.
Matt

Hi, my name's Sam and I really love cooking so I eat healthily most of the time. The problem is I really don't like water. We are always being told to drink it at school. By the end of the day I usually have a headache from not drinking. I used to be quite a fast runner but I'm getting slower. I like fizzy drinks but I know they are not healthy. Any ideas?

Thank you!

Dear Healthy Lifestyles, I'm writing to ask if you need any extra people to help you answer all the letters. I am very healthy. I eat lots of fruit and vegetables and I never eat chocolate, biscuits or cake. I go to all the sports clubs at school so I am busy every night. I swim very early on Saturday mornings and play football all day on Sunday. Write back soon! from Pat

Eatwell Guide

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.

Check the label on packaged foods

Each serving (150g) contains

Energy	Fat	Saturates	Sugars	Salt
3355kJ 795kcal	3.0g LOW	1.3g LOW	34g HIGH	0.9g MED
17%	4%	7%	38%	15%

of an adult's reference intake

Typical values (as sold) per 100g: 697kJ/ 167kcal

Choose foods lower in fat, salt and sugars

Eat at least 5portions of a variety of fruit and vegetables every day

Fruit and vegetables

Choose wholegrain or higher fibre versions with less added fat, salt and sugar

Potatoes, bread, rice, pasta and other starchy carbohydrates

Beans, pulses, fish, eggs, meat and other proteins

Eat more beans and pulses. 2 portions of sustainably sourced fish per week, one of which is oily. Eat less red and processed meat

Dairy and alternatives

Choose lower fat and lower sugar options

Oil & spreads

Choose unsaturated oils and use in small amounts

Eat less often and in small amounts

6-8 a day

Water, lower fat milk, sugar-free drinks including tea and coffee all count.

Limit fruit juice and/or smoothies to a total of 150ml a day.

Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS

Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

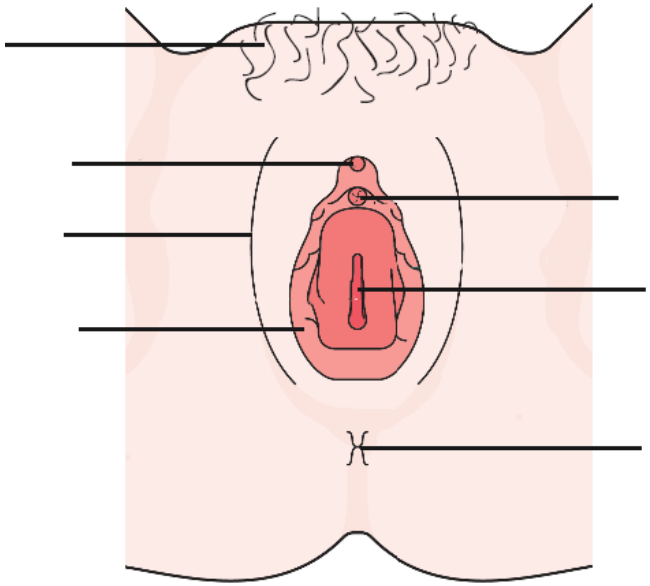
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Healthy and Safer Lifestyles

Relationship and Sex Education

Resource 3 - Female External Parts

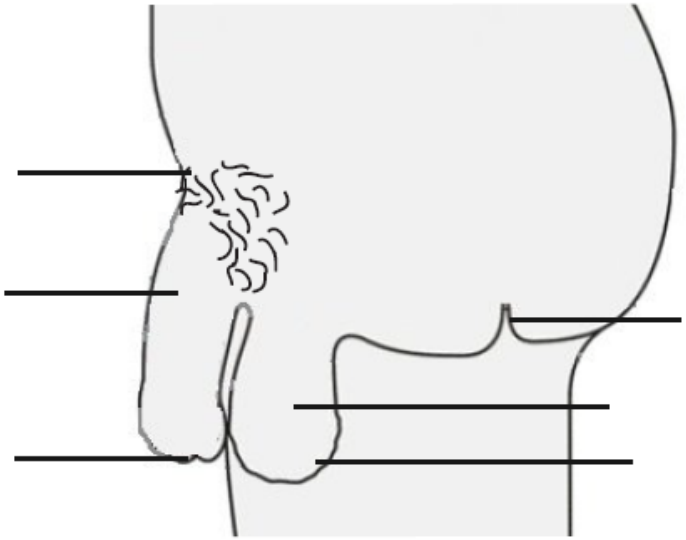
The whole area is called the _____



Outer Labia	Clitoris	Anus	Opening to the urethra
Inner Labia	Pubic hair	Vulva	Opening to the vagina

Healthy and Safer Lifestyles • RS 5 Relationships and Sex Education

Resource 2 - Male External Parts



penis	anus
testicle	pubic hair
scrotum	opening to the urethra

Resource 10 - Puberty Myths

Every period lasts about a week	If a male's penis starts to thicken when he is younger, he will have a bigger penis as an adult.
A female's period will happen every month as soon as she start menstruating	When a child's body starts to change at puberty, the first change might be their hands and feet getting bigger.
Males always feel embarassed when their voice gets deeper.	An adult male's testicles are 7 times bigger than the testicales of a 5 year old male.
All females start their periods when they are 13 years old.	All males develop hair on their chest.
Puberty is always scary and unpleasant.	Males and females reach puberty at the same time.
Only females develop breasts at puberty.	Only males' voices get deeper at puberty.

Resource 11 - Female through Puberty

