

Health and Wellbeing Experiences and Outcomes:

Mental, emotional, social and physical wellbeing				
EARLY	FIRST	SECOND	THIRD	FOURTH
<p><i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</i> HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a</p>				
<p><i>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</i> HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a</p>				
<p><i>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</i> HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a</p>				

Literacy and English Experiences and Outcomes:

Listening and Talking – Understanding, analysing and evaluating				
EARLY	FIRST	SECOND	THIRD	FOURTH
<p><i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i> LIT-07a/ LIT 0-16a/ ENG 0-17a</p>	<p><i>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</i> LIT 1-07a</p>	<p><i>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions and by asking different kinds of questions of my own.</i> LIT 2-07a</p>	<p><i>I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.</i> LIT 3-07a</p>	<p><i>I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.</i> LIT 4-07a</p>

Progression

Early	First	Second	Third/Fourth
<p><i>I know when I feel happy, healthy and safe.</i></p> <p><i>I am able to talk about myself.</i></p>	<p><i>I know how adults can make children feel happy, healthy and safe.</i></p> <p><i>I am able to make notes under given headings.</i></p>	<p><i>I understand the diversity of different families.</i></p> <p><i>I understand how we can be persuaded by things we read and watch.</i></p>	<p><i>I understand the impact of legislation on policy and practice.</i></p> <p><i>I am able to explore an issue, using evidence to justify my points.</i></p>

By the end of Early Level

- ❖ *I know when I feel happy, healthy and safe.*
- ❖ *I am able to talk about myself.*

Resources:

'Daddy, Papa and Me' – Lesléa Newman

Paper and markers

Step 1:

- **Share:** *The back cover says 'I love my family!'*
- Invite children to share what they love about their families.

Step 2:

- Show the front cover of *'Daddy, Papa and Me'* and discuss:
 - *Who do you think is in the picture?*
 - *What do you think this story is going to be about?*
- **Share:** *This story is called 'Daddy, Papa and Me'. It looks like these two men, Daddy and Papa, are looking after the child together.*

Step 3:

- Read the book together, making the following observations:
 - *In this family there is a Daddy, a Papa and a child.*
 - *Both Daddy and Papa help to look after their child.*
 - *Both Daddy and Papa help to make the child feel happy, healthy and safe.*

Step 4:

- Show the picture of Daddy and Papa showing how to sew and throw.
- **Share:** *Daddy and Papa are showing their child how to do something. How do you think that they are feeling?*
- Children to share something they have learned and who taught them it.
- Celebrate that we all have different people around us who help us feel happy, healthy and safe.

By the end of First Level

- ❖ *I know how adults can make children feel happy, healthy and safe.*
- ❖ *I am able to make notes under given headings.*

Resources:

'Daddy, Papa and Me' – Lesléa Newman

Paper and markers

Step 1:

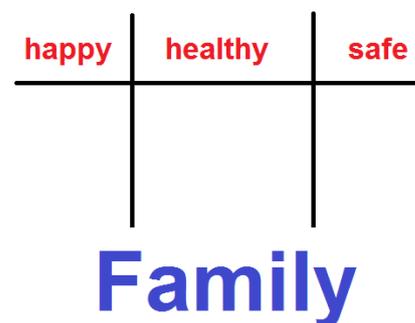
- Show the front cover of 'Daddy, Papa and Me' and discuss:
 - *Who do you think is in the picture?*
 - *What do you think this story is going to be about?*

Step 2:

- Read 'Daddy, Papa and Me' together.
- **Share:** *In this family there is a Daddy, a Papa and a child. Families come in all shapes and sizes. They're all different.*

Step 3:

- In pairs: discuss the different things that Daddy and Papa do with and for their child in the book, identify how Daddy and Papa make the child feel healthy, happy and safe.
- Pairs should create a heart chart with examples of where Daddy and Papa keep their child happy, healthy and safe.
- Share their suggestions across the class.



By the end of Second Level

- ❖ *I understand the diversity of different families.*
- ❖ *I understand how we can be persuaded by things we read and watch.*

Resources:

'Daddy, Papa and Me' – Lesléa Newman

McCain – We are Family advert clip: <https://www.youtube.com/watch?v=aJ9fjN1az9g>

Paper and markers

Step 1:

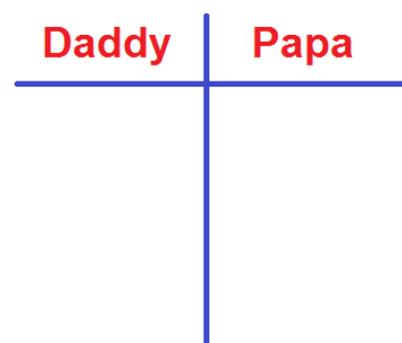
- Watch the 'McCain – We are Family?' video clip and discuss:
 - *What are the key messages from the advert?*
 - *What different types of families are promoted within the advert?*

Step 2:

- Read 'Daddy, Papa and Me' together and discuss:
 - *How does this book promote family diversity?*

Step 3:

- Make a list of the things which Daddy and Papa do with the child in the book.
- Discuss: *Are there particular types of things which Daddy and Papa do, or do they share out the same types of things?*
- **Share:** *"Daddy, Papa and Me" is an example of a book which promotes equality and diversity through different types of families. It does not promote any particular stereotypes as both Daddy and Papa help to look after their child.*



By the end of Third/ Fourth Levels

- ❖ *I understand the impact of legislation on policy and practice.*
- ❖ *I am able to explore an issue, using evidence to justify my points.*

Resources:

'Daddy, Papa and Me' – Lesléa Newman

Stonewall's Key Dates for LGBT Equality: <http://www.stonewall.org.uk/about-us/key-dates-lesbian-gay-bi-and-trans-equality>

Paper and markers

Step 1:

- Look at the Stonewall Key Dates for LGBT Equality (2002):
"Equal rights are granted to same-sex couples applying for adoption."
- **Share:** *Prior to the 2002 act, same sex couples could not adopt children. This was a turning point for Lesbian, Gay, Bisexual and Transgender (LGBT) History, meaning that same sex couples had the same rights to adoption.*
- Discuss:
 - *What impact do you think the 2002 act has had on family diversity?*

Step 2:

- Read 'Daddy, Papa and Me'.
- Discuss: *How does the book support equality and diversity?*

Step 3:

- Look at the Stonewall Key Dates for LGBT Equality (2008):
"The Human Fertilisation and Embryology Act 2008 recognises same-sex couples as legal parents of children conceived through the use of donated sperm, eggs or embryos."
- **Share:** *Prior to the 2008 act, when having a child via a surrogate, only heterosexual married couples could apply for the parenthood to be reassigned from the surrogate family to them. The change of the law meant that same sex couples and unmarried couples could apply for the parenthood to be reassigned to them.*
- Discuss:
 - *What impact do you think the 2008 act has had on family diversity?*

Step 4:

- Share the following statement on display for young people:
"The changes in the law between 2002 and 2008 have had a positive impact on equality and diversity."
- Learners to create a presentation board with words and pictures which:
 - shares key equalities legislation linked to family diversity between 2002 and 2008
 - shares the improvements in family diversity
 - shares the impact that it has had on society, including the creation of resources such as 'Daddy, Papa and Me' which education school aged children and young people.