

## Health and Wellbeing Experiences and Outcomes:

<b>Mental, emotional, social and physical wellbeing</b>				
<b>EARLY</b>	<b>FIRST</b>	<b>SECOND</b>	<b>THIRD</b>	<b>FOURTH</b>
<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> <b>HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a</b></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> <b>HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a</b></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> <b>HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a</b></p>				

## Literacy and English Experiences and Outcomes:

<b>Listening and Talking – Understanding, analysing and evaluating</b>				
<b>EARLY</b>	<b>FIRST</b>	<b>SECOND</b>	<b>THIRD</b>	<b>FOURTH</b>
<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> <b>LIT-07a/ LIT 0-16a/ ENG 0-17a</b></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> <b>LIT 1-07a</b></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> <b>LIT 2-07a</b></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> <b>LIT 3-07a</b></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> <b>LIT 4-07a</b></p>

## Progression

<b>Early</b>	<b>First</b>	<b>Second</b>	<b>Third/Fourth</b>
<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.*

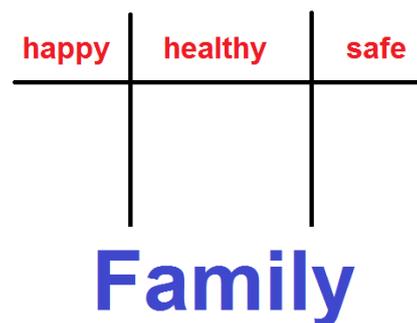
### Resources:

'Mommy, Mama and Me' – Lesléa Newman

Paper and markers

### Step 1:

- Discussion: *What do families do to keep you happy, healthy and safe?*
- Create a heart chart with the titles – happy, healthy and safe.
- Write words or draw pictures to show what families do.



### Step 2:

- Show the front cover of 'Mommy, Mama 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 'Mommy, Mama and Me'. It looks like these two women, Mommy and Mama, are looking after the child together.*

### Step 3:

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

### Step 4:

- Show the picture of Mommy and Mama at the park.
- **Share:** *Mommy and Mama are in the park. How can you tell that they're all having a good time at the park?*
- Children to share something they like doing and who they like doing it with.
- 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:

'Mommy, Mama and Me' – Lesléa Newman

Paper and markers

### Step 1:

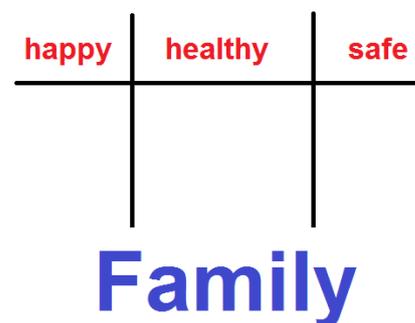
- Show the front cover of 'Mommy, Mama and Me' and discuss:
  - *Who do you think is in the picture?*
  - *What do you think this story is going to be about?*

### Step 2:

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

### Step 3:

- In pairs: discuss the different things that Mommy and Mama do with and for their child in the book, identify how Mommy and Mama make the child feel healthy, happy and safe.
- Pairs should create a chart with examples of where Mommy and Mama 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:

'Mommy, Mama and Me' – Lesléa Newman

'What is a Family?' video clip - <https://www.youtube.com/watch?v=WyVfaB2nlao>

Paper and markers

### Step 1:

- Watch the 'What is a Family?' video clip and discuss:
  - *What are the key messages from the video clip?*
  - *How is family diversity promoted in school?*
  - *How is family diversity promoted in what we read and watch?*

### Step 2:

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

### Step 3:

- Make a list of the things which Mommy and Mama do with the child in the book.
- Discuss: *Are there particular types of things which Mommy and Mama do, or do they share out the same types of things?*
- **Share:** *"Mommy, Mama 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 Mommy and Mama 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:

'Mommy, Mama 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:

- Discuss: *How is family diversity promoted in the materials that we read and watch in school?*
- Look at the Stonewall Key Dates for LGBT Equality (2000):  
*“Legislation is introduced to repeal Section 28 in England and Wales. The bill is defeated. Scotland abolishes Section 28. It remains in place in England and Wales.”*
- **Share:** *Introduced by Margaret Thatcher's government, Section 28 of the 1988 Local Government Act stated that councils should not "intentionally promote homosexuality or publish material with the intention of promoting homosexuality" in its schools or other areas of their work.*
- Discuss:  
*- What impact do you think Section 28 has had on the resources we have in schools? e.g. reading books in early primary.*

### Step 2:

- Read 'Mommy, Mama and Me'
- Discuss: *How does the book support equality and diversity?*

### Step 3:

- Share the following statement on display for young people:  
***“Learning and teaching resources do not fully reflect family diversity.”***
- Learners to create a text, e.g. speech or news report, for the creators of learning and teaching materials which:
  - shares their thoughts on the impact of Section 28 on resources
  - provide examples of currently learning and teaching resources which show stereotypical families
  - provides examples of and the impact of resources which promote family diversity
  - makes a case for resources to include wider examples of family diversity.