**The Resilience Programme**

St Francis Xavier’s Primary

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# The Resilience Programme

## Background

Educating and supporting children around death, dying and bereavement, in schools, frequently relies on the individual interest and expertise of staff. Support and education is therefore ad hoc and unequitable. An action research project was undertaken to explore the role of hospices in working with school communities to address this issue. This process involved school and hospice staff, parents/carers and children working together to explore, design and advance practice around death, dying and bereavement from a health promoting perspective. The Resilience Programme was identified, developed and piloted as a result of this process. It is situated within the context of two additional practice innovations which included a schools bereavement policy and bereavement training for school staff. These three innovations are mutually responsive to the broader needs of children’s experiences of death, dying and bereavement.

## The Programme

The Resilience Programme recognises that children will have a variety of experiences of change and loss throughout their life and that the school has a role in both preparing and educating children in how to manage these situations. By specifically focussing on developing the resilience of children, the programme aims to develop their knowledge and skills to cope with change and loss experiences. It involves a curriculum of activities for children aged 3 to 12, covering early, first and second levels of the Curriculum for Excellence. It is based on 19 learning intentions, the majority of which meet experiences and outcomes in Health and Wellbeing in the Curriculum for Excellence but with some aspects also covered through Religious Education, Science and Social Subjects. The programme overlaps considerably with other aspects of teaching, providing ideal opportunities for inter-disciplinary learning.

The programme recognises the school responsibility to support children, staff and their families through personal experiences of loss and bereavement. In order to ensure this takes places, bereavement policy and procedures need to be in place. This is currently being developed at local authority level and a draft policy is currently available in the school. Training can be accessed via the local Hospice.

### Programme Aims

To introduce change and loss as a normal part of life

To develop the skills and capacity of children to cope and manage change and loss

To develop an awareness of other people’s needs concerning change and loss and how to respond appropriately

### Learning Objectives

To consider the various changes that can occur throughout the life cycle

To discover the positive and negative impact of change and loss

To explore reactions to change and loss

To develop cultural and religious awareness around responses to change and loss

To develop individual and community capacity to manage the impact of change and loss

### Learning intentions (L.I.)

L.I. 1: To understand what living means

L.I. 2: To understand that there are different stages in our lives

L.I. 3: To explore attitudes to older people

L.I. 4: To understand that death is part of the life cycle

L.I. 5: To understand that death is the end of the life of the physical body not the soul

L.I. 6: To explore some of the moral issues relating to causes of death (only second level)

L.I. 7: To understand the process and purpose of organ donation (only second levels)

L.I. 8: To understand the role of the hospice in improving quality of life

L.I. 9: To understand that there are several purposes to funeral rites

L.I. 10: To understand burial and cremation (only second levels)

L.I. 11: To explore the common features of major world religions regarding death and funeral rites (only first and second levels)

L.I. 12: To understand that change and loss are a natural part of life

L.I. 13: To develop learners’ vocabulary about change and loss

L.I. 14: To understand we can learn ways of managing feelings

L.I. 15: To understand that we can help others

L.I. 16: To understand the importance of expressing feelings as part of moving on (healing)

L.I. 17: To understand that memories are important in relation to loss and change

L.I. 18: To understand that grief will affect different people in different ways (only first and second levels)

L.I. 19: To understand that I can look forward to the future

#### Where the learning intentions will be addressed:

At certain times there will be an expressed focus on the learning intentions using mini-themes at specific points in the school year (see annual overview). The mini themes include: Transition; Remembrance; New Life and Hospice Care. Others should be addressed through standalone lessons (see annual overview) by incorporating these learning intentions into existing teaching. Many of the learning intentions can also be addressed on an ongoing basis throughout the year, for example, through novels, assemblies and writing tasks.

# Annual Overview

Mini-theme: **TRANSITION** (August – September)

L.I.12: To understand that change and loss are a natural part of life

L.I. 13: To develop learners’ vocabulary about change and loss

L.I. 14: To understand we can learn ways of managing feelings

L.I. 15: To understand that we can help others

L.I. 16: To understand the importance of expressing feelings as part of moving on (healing)

L.I 19: To understand that I can look forward to the future

Mini-theme: **REMEMBRANCE** (November – December)

L.I. 4: To understand that death is part of the life cycle (only first and second levels)

L.I. 5: To understand that death is the end of the life of the physical body not the soul

L.I. 6: To explore some of the moral issues relating to causes of death (only second level)

L.I. 9: To understand that there are several purposes to funeral rites

L.I. 10: To understand burial and cremation (only second level)

L.I. 11: To explore the common features of major world religions regarding death and funeral rites (only second level)

L.I. 16: To understand the importance of expressing feelings as part of moving on (healing)

L.I. 17: To understand that memories are important in relation to loss and change

L.I. 18: To understand that grief will affect different people in different ways (only first and second levels)

Mini-theme: **NEW LIFE** (April – May)

L.I. 1: To understand what living means

L.I. 4: To understand that death is part of the life cycle

L.I. 12: To understand that change and loss are a natural part of life

L.I. 13: To develop learners’ vocabulary about change and loss

L.I. 14: To understand we can learn ways of managing feelings

L.I. 16: To understand the importance of expressing feelings as part of moving on (healing)

L.I. 17: To understand that memories are important in relation to loss and change

L.I. 19: To understand that I can look forward to the future

Mini-theme: **HOSPICE CARE** (June, in line with Hospice GO YELLOW DAY)

L.I. 3: To explore attitudes to older people (second level)

L.I. 8: To understand the role of the hospice in improving quality of life

**Standalone lessons**

L.I. 1: To understand what living means (science: only first and second levels)

L.I. 2: To understand that there are different stages in our lives (Language/Topic)

L.I. 3: To explore attitudes to older people

L.I. 6: To explore some of the moral issues relating to causes of death (SCIAF - quality of life: second level)

L.I. 7: To understand the process and purpose of organ donation (only second level)

# Links to Curriculum for Excellence: Experiences and Outcomes

## EARLY LEVEL

|  |  |  |
| --- | --- | --- |
| L.I. 1 | SCN 0 – 01a | I have observed living things in the environment over time and am becoming aware of how they depend on each other.  |
| L.I. 2 | HWB 0 – 47b | I am aware of my growing body and I am learning the correct names for its different parts and how they work.  |
| L.I. 3 | HWB 0 - 09a | As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.  |
| L.I. 4 | SCN 0-01a | I have observed living things in the environment over time and am becoming aware of how they depend on each other.  |
| L.I. 5 | RERC 0 – 14a  | I know that when I pray I am speaking to God.  |
| L.I. 6 | N/A | N/A |
| L.I. 7 | N/A |  |
| L.I. 8 | SOC 0 -16a | I can explain how the needs of a group in my local community are supported. |
| L.I. 9 | RERC 1-03aHWB 0-07a | I am exploring God’s relationship with others and I have reflected on how people’s faith has helped them in difficult times.I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. |
| L.I. 10 | N/A |  |
| L.I. 11 | N/A |  |
| L.I. 12 | SOC 0 -12a (Nursery)HWB 0 – 07a | While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasonsI am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss |
| L.I. 13 | HWB 0 – 02a  | I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. |
| L.I. 14 | HWB 0 – 02a | I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. |
| L.I. 15 | HWB 0 – 08a | I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. |
| L.I. 16 | HWB 0 – 03a | I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. |
| L.I. 17 | HWB 0 – 07a | I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. |
| L.I. 18 | N/A |  |
| L.I. 19 | HWB 0 – 06a | I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available |

## FIRST LEVEL

|  |  |  |
| --- | --- | --- |
| L.I. 1 | SCN 1– 01a | I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions.  |
| L.I. 2 | HWB 1 – 47b | I am aware of my growing body and I am learning the correct names for its different parts and how they work.  |
| L.I. 3 | HWB 1 - 09a | As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.  |
| L.I. 4 | SCN 2-14aSCN 1-14a | By investigating the lifecycles of plants and animals, I can recognise the different stages of their development. By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited.  |
| L.I. 5 | RERC 1-07a  | I have explored the events of the Passion, Death and Resurrection of Jesus and I have reflected on the Catholic meaning of eternal life.  |
| L.I. 6 | N/A |  |
| L.I. 7 | N/A |  |
| L.I. 8 | SOC 1-20a | I have developed an understanding of the importance of local organisations in providing for the needs of my local community.  |
| L.I. 9 | RERC 1-03aHWB 1-07a | I am exploring God’s relationship with others and I have reflected on how people’s faith has helped them in difficult times.I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. |
| L.I. 10 |  | N/A |
| L.I. 11 | RERC 1-26a | I am aware of family and community values in the Jewish and/or Muslim faiths.  |
| L.I. 12 | HWB 1– 07a | I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss |
| L.I. 13 | HWB 1– 01a  | I am aware of and able to express my feelings and am developing the ability to talk about them.  |
| L.I. 14 | HWB 1– 02a | I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. |
| L.I. 15 | HWB 1– 08aHWB 1-09a | I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.  |
| L.I. 16 | HWB 1– 03a | I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. |
| L.I. 17 | HWB 1– 07a | I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. |
| L.I. 18 | HWB 1-04a | I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.  |
| L.I.19 | HWB 1 – 06a | I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. |

## SECOND LEVEL

|  |  |  |
| --- | --- | --- |
| L.I. 1 | SCN 2-01a | I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. |
| L.I. 2 | LIT 2-26a | By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. |
| L.I 3 | HWB 2 - 09a | As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.  |
| L.I. 4 | SCN 2-01a | I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions. |
| L.I. 5 | RERC 2-07a  | I have explored the events of the Passion, Death and Resurrection of Jesus and I have reflected on the Catholic meaning of eternal life. |
| L.I. 6 | HWB 2-16 | I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. |
| L.I. 7 | SCN 2-12a | By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing.  |
| L.I. 8 | SOC 2 -16a | I can explain how the needs of a group in my local community are supported. |
| L.I. 9 | RERC 2-03aHWB 2-07a | I am exploring God’s relationship with others and I have reflected on how people’s faith has helped them in difficult times.I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. |
| L.I. 10 | N/A |  |
| L.I. 11 | RERC 2-27aTCH 2 - 03b | I can share some of the key features and rituals associated with the Jewish and/or Muslim communities’ places of worship and their festivals.Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. |
| L.I. 12 | HWB 2 – 07a | I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss |
| L.I. 13 | HWB 2 – 02a  | I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. |
| L.I. 14 | HWB 2 – 02a | I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. |
| L.I. 15 | HWB 2 – 08a | I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. |
| L.I. 16 | HWB 2 – 03a | I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. |
| L.I. 17 | HWB 2 – 07a | I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. |
| L.I. 18 | HWB 2-04a | I understand that my feelings and reactions can change depending what is happening within and around me. This helps me to understand my own behaviour and the way others behave. |
| L.I. 19 | HWB 2 – 06a | I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available |

# Mini Theme: Transition

**This theme will be covered throughout the school and nursery in August/September.** All staff should plan to address the following Learning Intentions as part of the Health and Wellbeing curriculum.

**Learning Intentions**

L.I.12: To understand that change and loss are a natural part of life

L.I. 13: To develop learners’ vocabulary about change and loss

L.I. 14: To understand we can learn ways of managing feelings

L.I. 15: To understand that we can help others

L.I. 16: To understand the importance of expressing feelings as part of moving on (healing)

L.I 19: To understand that I can look forward to the future

**These learning intentions are to be highlighted in your planning folder as you cover them.**

The Experiences and Outcomes below should be included in your weekly plans and evaluated at the end of the mini-theme.

## Nursery

**Learning Intentions**

To understand that change and loss are a natural part of life (L.I. 12)

To develop learners’ vocabulary about change and loss (L.I. 13)

To understand we can learn ways of managing feelings (L.I. 14)

|  |
| --- |
| **Experiences and Outcomes**I have observed living things in the environment over time and am becoming aware of how they depend on each other. SCN0-01aWhile learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons SOC 0-12aI know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a |
| **Success Criteria*** I can talk about changes in the seasons
* I can describe my feelings about the seasons
* I can describe a variety of feelings and the reasons why I might feel them
* I understand that it’s okay to have lots of different kinds of feelings
 | **Possible Activities*** Talk about seasons
* Nature walks
* Gathering leaves – rubbings etc.
* Looking at animals throughout seasons over the two years – to see repetition of seasons
* Link to nursery life
* Discuss how we feel in different seasons
* Transition activities
 | **Resources*** Creating Confident Kids ‘Moving On’ Pack
* Books
* Camera
* Photo album/ wall display
* Artwork
 |

## Primary 1

**Learning Intentions**

To understand that change and loss are a natural part of life (L.I. 12)

To develop learners’ vocabulary about change and loss (L.I. 13)

To understand we can learn ways of managing feelings (L.I. 14)

|  |
| --- |
| **Experiences and Outcomes**I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02aI am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 0-07aI understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 0-03a  |
| **Success Criteria*** I can talk about change in my own life
* I can describe my feelings about change
* I can link my behaviour to my feelings
* I can describe how I feel better when someone helps me
* I can identify people who can help me
* I understand that I can ask for help
 | **Possible activities*** Talk about past experience e.g. coming into P1, moving house etc.
* Describe how worries or expectations matched up to reality
* Describe what helped with feelings
* Discuss children’s own experiences e.g.

When I feel \_\_\_\_\_\_, I \_\_\_\_\_\_\_\_.I\_\_\_\_\_\_\_ because I felt \_\_\_\_\_\_\_.* Circle time activities
* Role plays and scenarios from stories about asking for help e.g. lost, scared, alone in playground
* Identify people who help us in school and at home
 | **Resources*** Creating Confident Kids ‘Moving On’ Pack
* Books about house moves, new babies, going to school etc.
* Creating Confident Kids ‘Feelings’ Pack
* Books e.g. Big Bag of Worries
 |

## Primary 2

**Learning Intentions**

To understand that change and loss are a natural part of life (L.I. 12)

To develop learners’ vocabulary about change and loss (L.I. 13)

To understand we can learn ways of managing feelings (L.I. 14)

|  |
| --- |
| **Experiences and Outcomes**I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 1-07aI am aware of and able to express my feelings and am developing the ability to talk about them. HWB 1-01a |
| **Success Criteria*** I can talk about change in my own life
* I can describe feelings about change
 | **Possible activities*** Talk about past experience e.g. coming into P1, moving house etc.
* Explore experiences of change/ loss through fiction and personal recount
* VCOP activities, naming feelings
* Create ‘Mr Men’ characters of different feelings and write their story
 | **Resources*** Creating Confident Kids ‘Moving On’ Pack
 |

## Primary 3

**Learning Intentions**

To understand that change and loss are a natural part of life (L.I. 12)

To develop learners’ vocabulary about change and loss (L.I. 13)

To understand we can learn ways of managing feelings (L.I. 14)

To understand that we can help others (L.I. 15)

To understand the importance of expressing feelings as part of moving on (L.I. 16)

|  |
| --- |
| **Experiences and Outcomes**I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 1-07aI am aware of and able to express my feelings and am developing the ability to talk about them. HWB 1-01aI know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 1-02aI understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 1-04a |
| **Success Criteria*** I am aware of and able to express my feelings and am developing my ability to talk about them.
* I can link my behaviour to my feelings
* I am developing strategies to manage my feelings
 | **Possible Activities*** Use scenarios/ books and role play to elicit ‘feelings’ words
* VCOP activities re feelings I can describe a variety of feelings and the reasons why I might feel them
* Be able to link behaviour to feelings e.g.

When I feel \_\_\_\_\_\_, I \_\_\_\_\_\_\_\_.I\_\_\_\_\_\_\_ because I felt \_\_\_\_\_\_\_.* Create Feelings First Aid Kit

Identify feelings* Categorise uncomfortable feelings
* Find ways to help when you feel bad
* People
* Activities
* Places/things
 | **Resources*** Confident Kids Pack – Feelings
 |

## Primary 4

**Learning Intentions**

To develop learners’ vocabulary about change and loss (L.I. 13)

To understand we can learn ways of managing feelings (L.I. 14)

To understand the importance of expressing feelings as part of moving on (L.I. 16)

To understand that I can look forward to the future (L.I. 19)

|  |
| --- |
| **Experiences and Outcomes**I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 1-01aI understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 1-03a |
| **Success Criteria*** I know that I can express feelings through words and actions
* I know when and how to ask for help
* I can work towards achieving my own goals
* I know who can help me to set and achieve goals
 | **Possible activities*** Role play and scenarios
* Discussion of playground situations reflecting on behaviour
* Keeping own record of star chart
* Discuss targets, goals for p4
* Share these with parents through homework diaries
 | **Resources**Creating Confident Kids Pack - Feelings and Goals |

## Primary 5

**Learning Intentions**

To understand that change and loss are a natural part of life (L.I. 12)

To develop learners’ vocabulary about change and loss (L.I. 13)

To understand we can learn ways of managing feelings (L.I. 14)

To understand that we can help others (L.I. 15)

To understand the importance of expressing feelings as part of moving on (L.I. 16)

|  |
| --- |
| **Experiences and Outcomes**I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 2-02aI am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 2-07a |
| **Success Criteria*** I can discuss changes in my own life
* I can describe my feelings about change
* I can describe feelings using the appropriate words
* I can understand the words that others use to describe their feelings
 | **Possible activities*** Children identify and discuss a time of change from own experience (e.g. moving class) list the positive and negative effects of that change.
* Use a journal to briefly record feelings in a variety of situations, look back at these to discuss similarities and differences.
* Use characters from texts (novels etc.) as stimulus for writing about change
 | **Resources**Creating Confident Kids –Feelings |

## Primary 6

**Learning Intentions**

To develop learners’ vocabulary about change and loss (L.I. 13)

To understand we can learn ways of managing feelings (L.I. 14)

To understand that we can help others (L.I. 15)

To understand the importance of expressing feelings as part of moving on (L.I. 16)

To understand that I can look forward to the future (L.I. 19)

|  |
| --- |
| **Experiences and Outcomes**I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 2-02aI am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 2-07aI understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB2-03a |
| **Success Criteria*** I am aware of and able to express my feelings
* I know that feelings affect the way that we behave
* I can describe feelings using the appropriate words
* I can understand the words that others use to describe their feelings
* I can set appropriate goals for myself
* I know that there are people/places/activities that help me when I find things difficult
 | **Possible activities*** Recap and build on Feelings First Aid kit (Coping Strategies)
* Explore how the First Aid Kit changes as we mature and experience more change (discussion/role play)
* Explore how unique each person’s First Aid Kit is to them (discussion/role play)
* Children suggest and role play scenarios where they could use the Feelings First Aid Kit
* Talk about a time you used the First Aid Kit and
* Talk about a time you should/could have used it and possibly avoided negative consequences (e.g. getting into a fight)
* Discuss or write about their goals, worries, hopes for the new school year These can then be shared with parents in a way decided by pupils
 | **Resources**Wall display of Feelings First Aid Kit  |

## Primary 7

**Learning Intentions**

To understand that change and loss are a natural part of life (L.I. 12)

To develop learners’ vocabulary about change and loss (L.I. 13)

To understand we can learn ways of managing feelings (L.I. 14)

To understand that we can help others (L.I. 15)

To understand the importance of expressing feelings as part of moving on (L.I. 16)

To understand that I can look forward to the future (L.I. 19)

|  |
| --- |
| **Experiences and Outcomes**I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 2-02aI am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 2-07aI understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB2-03aI understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available HWB 2-06a |
| **Success Criteria*** I can explore experiences of change/ loss through fiction and personal recount
* I can explore the losses and gains that come with change
* I know and can use strategies to manage my feelings
* I can apply my learning about feelings to everyday situations
* I know that feelings are not ‘good’ or ‘bad’ but they can lead to good or bad behaviour
* I know that everyone has the right to feel the way that they do
* I understand that everyone has the right to share as much or as little as they want to
* I know that feelings affect the way that others behave
* I can help others to manage their feelings in an appropriate way
* I can set appropriate goals for myself
 | **Possible activities*** Examine characters in novels/other texts, list their thoughts and feelings when they are facing loss or change
* List the positive and negative results of the change
* Discuss/write in journals their own thoughts and feelings about P7 – what are they looking forward to, dreading, excited about.....
* VCOP activities about feelings
* Discuss playground scenarios and classroom behaviour and explicitly link this to feelings – identify feelings
* Explore strategies that would help us deal with feelings
* Make wall display showing coping strategies, encourage use of these when challenging situations arise
* Encourage pupils to support one another in difficult situations. Teacher model language and support mechanisms
* In ‘monitor training’ encourage use of these strategies with younger children.
* Discuss goals for P7 and decide a way to share these with parents.
 | **Resources**Creating Confident Kids – feelings, GoalsNovels |

#

# Mini Theme: Remembrance

**This theme will be covered throughout the school and nursery in November, particularly focused between the Mass of the Holy Souls (30th Oct) and Remembrance Day (11th Nov.) We will celebrate a service of Remembrance at 11am on Tues 11th November.**

The Experiences and Outcomes below should be included in your weekly plans and evaluated at the end of the mini-theme.

**Learning Intentions**

L.I. 4: To understand that death is part of the life cycle (only first and second levels)

L.I. 5: To understand that death is the end of the life of the physical body not the soul

L.I. 6: To explore some of the moral issues relating to causes of death (only second level)

L.I. 9: To understand that there are several purposes to funeral rites

L.I. 10: To understand burial and cremation (only second level)

L.I. 11: To explore the common features of major world religions regarding death and funeral rites (only second level)

L.I. 16: To understand the importance of expressing feelings as part of moving on (healing)

L.I. 17: To understand that memories are important in relation to loss and change

L.I. 18: To understand that grief will affect different people in different ways (only first and second levels)

## Nursery

**Learning Intentions**

To understand that memories are important in relation to loss and change (L.I. 17)

|  |
| --- |
| **Experiences and Outcomes** I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a |
| **Success Criteria*** I can use my memory
* I know and can use some things that help me to remember
* I can explain that memories are linked to feelings
 | **Suggested activities*** Play memory games, e.g. pelmanism, Kim’s Game and discuss how to remember.
* Use the Learning Journey processes to talk about how photos and drawings remind us of being in nursery.
* Talk about remembering:
	+ I remember ...
	+ People/ events
* When I remember \_\_\_\_\_\_\_\_\_, I feel \_\_\_\_\_\_\_\_
 |

## Primary 1

**Learning Intentions**

To understand that death is the end of the life of the physical body not the soul (L.I. 5)

To understand the importance of expressing feelings as part of moving on (healing) (L.I. 16)

To understand that memories are important in relation to loss and change (L.I. 17)

|  |
| --- |
| **Experiences and Outcomes** I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 0-07aI know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a |
| **Success Criteria*** I can use my memory
* I know and can use some things that help me to remember
* I can explain that memories are linked to feelings
* I can talk about a time I have been upset
* I can talk about what helped me to feel better
* I can talk about what I should do if I felt that way again
* I know and can define the terms ‘soul’ and ‘heaven’
 | **Suggested activities*** Play memory games, e.g. pelmanism, Kim’s Game and discuss how to remember.
* Talk about remembering:
	+ I remember ...
	+ People/ events
* When I remember \_\_\_\_\_\_\_\_\_, I feel \_\_\_\_\_\_\_\_
* Personal recounts (P1)of experiences / books
* Role play/ scenarios
* Circle Time
* Use All Souls Day as a stimulus for discussion – Catholics believe that after we die we live forever in Heaven with Jesus.
* Use children’s reporting of family bereavements as a stimulus for discussion and prayer
 |

## Primary 2

**Learning Intentions**

To understand that death is the end of the life of the physical body not the soul (L.I. 5)

To understand the importance of expressing feelings as part of moving on (healing) (L.I. 16)

To understand that memories are important in relation to loss and change (L.I. 17)

|  |
| --- |
| **Experiences and Outcomes** I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 1-07a |
| **Success Criteria*** I know that Catholics believe when we die our ‘souls’ live in ‘heaven’
* I know that I can express feelings through words and actions
* I know when and how to ask for help
* I can talk about how I cope when I am sad
* I can talk about how other people cope when they are sad
 | **Suggested activities*** Learn the prayer ‘Eternal Rest’
* Talk about the terms ‘soul’ and ‘heaven’
* Creating Confident Kids ‘Feelings’ Pack
* Talk about the different ways in which we handle different kinds of sadness e.g. difference between falling out with friends sadness as opposed to getting a row sadness
 |

## Primary 3

**Learning Intentions**

To understand that death is the end of the life of the physical body not the soul (L.I. 5)

To understand the importance of expressing feelings as part of moving on (healing) (L.I 16)

To understand that memories are important in relation to loss and change (L.I. 17)

|  |
| --- |
| **Experiences and Outcomes** I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss HWB 1– 07aI am exploring God’s relationship with others and I have reflected on how people’s faith has helped them in difficult times. RERC 1-03a |
| **Success Criteria*** I can talk about how memories make me feel
* I know several ways to capture memories
* I know that different things help me remember
* I know that Catholics believe when we die our ‘souls’ live in ‘heaven’
* I can talk about how I cope when I am sad
* I can talk about how other people cope when they are sad
 | **Suggested activities** * Talk about how different kinds of memories make us feel e.g. still smile when remember doing X, still squirm when I remember doing Y.
* Talk about how we can try to capture memories
* Talk about why we try to capture memories e.g. how do we choose the events/ people we photograph?
* Learn the prayer ‘Eternal Rest’
* Talk about the terms ‘soul’ and ‘heaven’
* Creating Confident Kids ‘Feelings’ Pack
* Talk about the different ways in which we handle different kinds of sadness. What helps to make me feel better when I feel sad?
 |

## Primary 4

**Learning Intentions**

To understand that death is part of the life cycle (only first and second levels) (L.I. 4)

To understand that death is the end of the life of the physical body not the soul (L.I. 5)

To understand that there are several purposes to funeral rites (L.I. 9)

To understand the importance of expressing feelings as part of moving on (healing) (L.I. 16)

To understand that memories are important in relation to loss and change (L.I. 17)

|  |
| --- |
| **Experiences and Outcomes** I am aware of family and community values in the Jewish faith. RERC 1-26aI have developed an understanding of the importance of local organisations in providing for the needs of my local community. SOC 1-20a |
| **Success Criteria*** I know that Catholics believe when we die our ‘souls’ live in ‘heaven’
* I know that when someone dies, we have a funeral or cremation
* I know what happens –
	+ people come together
	+ memories are shared
	+ The person's life is celebrated
	+ prayers are said
	+ tears/ grief
	+ support through hugs/ cards/ flowers
	+ words/ music
* I can describe what happens in the Jewish faith when somebody dies
 | **Suggested activities*** Learn the prayer ‘Eternal Rest’
* Talk about the terms ‘soul’ and ‘heaven’
* Discuss what the children already know about funerals
* Priest or parishioner from Bereavement Group can visit to share their work with the children (this would fit in well with Confirmation/ Communion Preparation in p4 when children learn about various ministries carried out by people in their parish.)
* Discuss how a funeral can support a family during a very difficult time.
* Research Jewish death and funeral customs
 |

## Primary 5

**Learning Intentions**

To understand that death is part of the life cycle (only first and second levels) (L.I. 4)

To understand that death is the end of the life of the physical body not the soul (L.I. 5)

To understand that there are several purposes to funeral rites (L.I. 9)

To explore the common features of major world religions regarding death and funeral rites (only second level) (L.I. 11)

To understand the importance of expressing feelings as part of moving on (healing) (L.I. 16)

To understand that memories are important in relation to loss and change (L.I. 17)

To understand that grief will affect different people in different ways (only first and second levels) (L.I. 18)

|  |
| --- |
| **Experiences and Outcomes** By investigating the lifecycles of plants and animals, I can recognise the different stages of their development. SCN 2-14aI am exploring God’s relationship with others and I have reflected on how people’s faith has helped them in difficult times. RERC1-03c |
| **Success Criteria*** I know that death is part of the life cycle
* I know that different animals have different lifespans
* I can investigate and then describe Christian beliefs about the soul and afterlife
* I can describe the funeral rites of Catholics
 | **Suggested activities*** Investigate the lifecycles of various animals
* Create wall chart of lifespans of various animals including humans
* Talk about ‘What if ... there was no such thing as death’
* Imagine what it would be like to live forever – what would be the advantages/disadvantages
* Learn the prayer ‘Eternal Rest’
* Visit from priest to talk about funeral rites.
 |

## Primary 6

**Learning Intentions**

To understand that death is part of the life cycle (only first and second levels) (L.I. 4)

To understand that death is the end of the life of the physical body not the soul (L.I. 5)

To understand that there are several purposes to funeral rites (L.I. 9)

To understand burial and cremation (only second level) (L.I. 10)

To explore the common features of major world religions regarding death and funeral rites (only second level) (L.I. 11)

To understand the importance of expressing feelings as part of moving on (healing) (L.I. 16)

To understand that memories are important in relation to loss and change (L.I. 17)

To understand that grief will affect different people in different ways (only first and second levels) (L.I. 18)

|  |
| --- |
| **Experiences and Outcomes** I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB2-07aI can share some of the key features and rituals associated with the Jewish and/or Muslim communities’ places of worship and their festivals. RERC 2-27a Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. TCH 2 - 03b |
| **Success Criteria*** I can explain the importance of memories
* I can describe memories that evoke feelings (e.g. can still make me blush/cry/smile)
* I can capture memories in different ways
* I can use my memories to make myself feel better
* I can investigate and then describe Muslim beliefs about the soul and afterlife
* I can describe the funeral rites of Muslims
 | **Suggested activities*** Recap First Level work on what happens at a Catholic funeral
* Recap on life stories
* Circle time activities about memories – earliest memory, memories of starting school, happiest/saddest memory.
* Talk about how we can use memories to change how we feel e.g. remembering a happy time when we feel sad AND recreating something about a happy time
* Talk about how we can try to capture memories
* Talk about why we try to capture memories e.g. how do we choose the events/ people we photograph?
* Make a memory box of St. Francis
* Talk about creating good times to memorise
* Talk about how some memories don’t need physical reminders
* Use ICT or books to investigate Muslim funeral customs and beliefs
 |

## Primary 7

**Learning Intentions**

To understand that death is part of the life cycle (only first and second levels) (L.I. 4)

To understand that death is the end of the life of the physical body not the soul (L.I. 5)

To explore some of the moral issues relating to causes of death (only second level) (L.I. 6)

To understand that there are several purposes to funeral rites (L.I. 9)

To understand burial and cremation (only second level) (L.I. 10)

To explore the common features of major world religions regarding death and funeral rites (only second level) (L.I. 11)

L.I. 16: To understand the importance of expressing feelings as part of moving on (healing)

L.I. 17: To understand that memories are important in relation to loss and change

L.I. 18: To understand that grief will affect different people in different ways (only first and second levels)

|  |
| --- |
| **Experiences and Outcomes** I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 2-02aThroughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. TCH 2-03bI can share some of the key features and rituals associated with the Jewish and/or Muslim community’s places of worship and their festivals. RERC 2-27eI can examine God’s relationship with myself and others. I have reflected on how the gift of faith can permeate my whole being. RERC 2-03aI understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available HWB 2-06a |
| **Suggested Criteria*** I can investigate and then describe Christian beliefs about the soul and afterlife
* I can investigate and then describe Jewish beliefs about the soul and afterlife
* I can describe the funeral rites of Christians and Jews
* I can discuss why we treat a dead body with respect even though it has no feelings
* I can explain what a eulogy is (oral & less formal)
* I can explain what an obituary is (written & formal)
* I can discuss the difference between burial and cremation
* I know what grief is
* I know that grief is different for everyone
 | **Suggested activities*** Recap First Level work on what happens at a funeral
* Learn the Prayer De Profundis
* Discuss why we have rituals around death
* Discuss who the funeral rites help
* Cooperative groups research one of the major world religion’s practices around funerals
* Groups share their learning
* Discuss what a eulogy is
* Write an obituary for a character in a film/ book or a historical figure
	+ What are the key points?
	+ What are the key dates?
	+ Brief biography
* Prepare a eulogy for the same character
* Class discussion of funeral customs
* Explore what grief means and ask children for examples for when somebody might grieve (death, moving home, moving schools and so on)
* Continue to develop feelings vocabulary
* Write a letter from Harry Potter (or another character e.g. Good night Mr Tom or father in Boy in the Striped Pyjamas) about how he feels after the death of his parents. This could also be done in relation to recent news.
* Explore the concept of puddle jumping (grieving in spurts and going through periods seemingly unaffected. It can be likened to jumping in and out of the puddles of grief.)
* Understand that people within one family suffering same loss will respond differently
 |

# Mini Theme: New Life

During April/May we will cover another mini theme across the school to develop the children’s resilience. The aim is to look at change as a natural part of life, to understand that change can be a positive experience and to develop coping strategies for dealing with change. The following themes from the resilience overview will be addressed.

**Learning Intentions**

L.I. 1: To understand what living means

L.I. 4: To understand that death is part of the life cycle

L.I. 12: To understand that change and loss are a natural part of life

L.I. 13: To develop learners’ vocabulary about change and loss

L.I. 14: To understand we can learn ways of managing feelings

L.I. 16: To understand the importance of expressing feelings as part of moving on (healing)

L.I. 17: To understand that memories are important in relation to loss and change

L.I. 19: To understand that I can look forward to the future

*(Please remember we are talking about* ***all*** *feelings, not just the uncomfortable ones)*

The experiences and outcomes listed for your stage (**in bold overleaf**) must be covered. Many are from HWB but there are also cross curricular links for some classes.

You can cover the learning intentions in any way you choose, some activities are suggested for each level as a starting point.

## Nursery

**Learning Intention**

To understand that illness and death are part of the life cycle (L.I. 4)

To understand that change and loss are a natural part of life (L.I. 12)

To understand that memories are important in relation to loss and change (L.I. 17)

|  |
| --- |
| **Experiences and Outcomes**I have observed living things in the environment over time and am becoming aware of how they depend on each other. SCN 0 – 01a |
| **Success Criteria** * I can describe the life cycle of a butterfly
 | **Suggested activities** * Use a butterfly farm to teach lifecycle of the butterfly
* Talk about what will happen to the butterfly, eventually
 | **Resources** * Butterfly farm
* Butterfly books
 |

|  |
| --- |
| **Experiences and Outcomes**I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss HWB 0 – 07aWhile learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons SOC 0 -12a |
| **Success Criteria** * I can talk about changes in the seasons
* I can describe my feelings about the seasons
* I can talk about transition
* I can describe my feelings about transition
* I can use my memory
* I know and can use some things that help me to remember
* I can explain that memories are linked to feelings
 | **Suggested activities** * Talk about seasons
* Nature walks
* Gathering leaves – rubbings etc.
* Looking at animals through seasons
* Over the two years – to see repetition of seasons
* Link to nursery life
* Discuss how we feel in different seasons – good and not so good
* Transition activities
* Play memory games, e.g. pelmanism, Kim’s Game and discuss how to remember.
* Use the Learning Journey processes to talk about how photos and drawings remind us of being in nursery.
* Talk about remembering:
	+ I remember ...
	+ People/ events
* When I remember \_\_\_\_\_, I feel \_\_\_\_
 | **Resources** * Creating Confident Kids ‘Moving On’ Pack
* Stories
* Camera
* Photo album/ wall display
* Artwork
* Memory games
* Playing cards
* Camera
* Wall displays
* Books
* Souvenir/ object/ photo that prompts memories from home
 |

## Primary 1

**Learning Intentions**

To understand what living means (L.I. 1)

To understand that change and loss are a natural part of life (L.I.12)

To develop learners’ vocabulary about change and loss (L.I.13)

To understand we can learn ways of managing feelings (L.I.14)

To understand the importance of expressing feelings as part of moving on (healing) (L.I.16)

To understand that memories are important in relation to loss and change (L.I. 17)

To understand that I can look forward to the future (L.I. 19)

|  |
| --- |
| **Experiences and Outcomes**I have observed living things in the environment over time and am becoming aware of how they depend on each other. SCN 0 – 01a |
| **Success Criteria** * I can identify things that are living
* I can explain how we know that something is living
 | **Suggested activities** * Outdoor learning treasure hunt – photobook
* Sorting of images
* Discussion of how we know that something is living
* Sorting/ discussion of Discovery bag objects
* Bring in photo/drawing of living and non-living object from home
 | **Resources** * Camera
* Nursery garden
* Images
* SmartBoard activities
* Discovery bag
* Wall display
 |

|  |
| --- |
| **Experiences and Outcomes****I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0 – 02a** |
| **Success Criteria** * I can describe a variety of feelings and the reasons why I might feel them
* I understand that it’s okay to have lots of different kinds of feelings
* I can link my behaviour to my feelings
 | **Suggested activities** * Use scenarios/books and role play to elicit ‘feeling’ words and discuss how we all feel things at different times
* Use a ‘Feelings’ dice
* Draw feelings onto a body outline
* Draw feelings onto a face outline
* Make a face to show a feeling
* Make a body shape to show a feeling
* Discuss children’s own experiences e.g. When I feel \_\_\_\_\_\_, I \_\_\_\_\_\_\_\_.

I\_\_\_\_\_\_\_ because I felt \_\_\_\_\_\_\_.* Circle time activities
* Role play scenarios from stories
 | **Resources** * Creating Confident Kids ‘Feelings’ Pack
* Today I feel Silly by Jamie Lee Curtis
* Sad Isn’t Bad
* Angry Arthur
* Books about feelings
* Video clips
* ‘Feelings’ dice
* Assemblies
 |

|  |
| --- |
| **Experiences and Outcomes****I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 0 – 07a** |
| Success Criteria  | Suggested activities  | Resources  |
| * I can talk about changes in my own life
* I can describe my feelings about change
* I can use my memory
* I know and can use some things that help me to remember
* I can explain that memories are linked to feelings
* I can talk about a time I have been upset
* I can talk about what helped me to feel better
* I can talk about what I should do if I felt that way again
 | * Talk about past experience e.g. coming into P1, moving house etc.
* Describe how worries or expectations matched up to reality
* Describe what helped with feelings
* Children suggest ways to help nursery children about to make transition (3rd term)
* Children support nursery pupils through transition programme (3rd term)
* Play memory games, e.g. pelmanism, Kim’s Game and discuss how to remember.
* Use the Learning Journey processes to talk about how photos and drawings remind us of being in nursery.
* Talk about remembering:
	+ I remember ...
	+ People/ events
* When I remember \_\_\_\_\_\_\_\_\_, I feel \_\_\_\_\_\_\_\_
* Personal recounts (P1)
* Discussion of experiences / books
* Role play/ scenarios
* Circle Time
 | * Creating Confident Kids ‘Moving On’ Pack
* Books about house moves, new babies, going to school etc.
* Transition programme
* Memory games
* Playing cards
* Camera
* Wall displays
* Books
* Souvenir/ object/ photo that prompts memories from home
 |

## Primary 2

**Learning Intentions**

To understand what living means (L.I. 1)

To understand that change and loss are a natural part of life (L.I. 12)

To understand we can learn ways of managing feelings (L.I. 14)

|  |
| --- |
| **Experiences and Outcomes****I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions. SCN 1– 01a** |
| **Success Criteria** * I can identify the characteristics of living and non-living things
* I can explain how we know whether or not something is living
 | **Suggested activities** * See science planner
 | **Resources** * P2 Stanley Thorne Unit 5 Staying Alive
 |

|  |
| --- |
| **Experiences and Outcomes****I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 1– 01a** |
| **Success Criteria** * I am aware of and able to express my feelings and am developing my ability to talk about them.
 | **Suggested activities** * Use scenarios/ books and role play to elicit ‘feelings’ words
* VCOP activities re feelings I can describe a variety of feelings and the reasons why I might feel them
 | **Resources** * Creating Confident Kids ‘Feelings’ Pack
 |

## Primary 3

**Learning Intentions**

To understand we can learn ways of managing feelings (L.I. 14)

To understand that I can look forward to the future (L.I. 18)

This work will also tie in with preparation for Reconciliation with a focus on:

* the link between feelings and behaviour
* the effect that behaviour has on our relationships
* the need to repair relationships and the positive effect this has on our mental wellbeing

|  |
| --- |
| **Experiences and Outcomes**I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 1– 02aI understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 1 – 06a |
| **Success Criteria** * I can link my behaviour to my feelings
* I am developing strategies to manage my feelings
 | **Suggested activities** * Be able to link behaviour to feelings e.g.

When I feel \_\_\_\_\_\_, I \_\_\_\_\_\_\_\_.I\_\_\_\_\_\_\_ because I felt \_\_\_\_\_\_\_.* Create Feelings First Aid Kit -
	+ Identify feelings
	+ Categorise comfortable/ uncomfortable feelings
	+ Find ways to help when you feel bad
* People
* Activities
* Places/things
 | **Resources** * Creating Confident Kids ‘Feelings’ Pack
 |

## Primary 4

**Learning Intentions**

To understand that I can look forward to the future (L.I. 18)

|  |
| --- |
| **Experiences and Outcomes**I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 1 – 06a |
| **Success Criteria** * I can work towards achieving my own goals
* I know who can help me to set and achieve goals
 | **Suggested activities** * Discuss new beginnings

“I am looking forward to … because ….” “I want to get better at ….”* Next steps

 “To help me do this I need to ….”* Talk about who and what can help me and how I can ask for help
 | **Resources** * Confident Kids pack, Goals and Moving On
 |

## Primary 5

**Learning Intentions**

To develop learners’ vocabulary about change and loss (L.I. 13)

|  |
| --- |
| **Experiences and Outcomes**I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 2 – 02a |
| **Success Criteria** * I can describe feelings using the appropriate words
* I can understand the words that others use to describe their feelings
 | **Suggested activities** * Discuss the characters in novels and films to elicit the most appropriate words to describe their feelings
* Identify the clues that indicate the characters’ feelings
* Consider feelings words and describe the situations that might elicit those feelings
* Role play the situation
* Identify the ways in which our body expresses our feelings (heart racing, tummy ache)
* Look at photographs, label the emotion displayed and think of a scenario that would explain it
* Play VCOP games to extend the children’s emotional vocabulary
* Get each child to illustrate a feelings word and create a wall display
 | **Resources** * Novels/ poetry/ youtube clips
* Art and craft materials
* Photographs that evoke emotions
 |

## Primary 6

**Learning Intentions**

To understand what living means (L.I. 1)

To understand that I can look forward to the future (L.I. 18)

|  |
| --- |
| **Experiences and Outcomes**I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. SCN 2-01a |
| **Success Criteria** * I can define living 🡪 heart pumping/ brain activity/ lungs inflating etc.
 | **Suggested activities** * Internet research on the major organs of the human
* Create a powerpoint presentation on the major organs
* See science planner
 | **Resources** * Science books
* Video clips
* Online resources
 |

|  |
| --- |
| **Experiences and Outcomes**I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available HWB 2 – 06a |
| **Success Criteria** * I can set appropriate goals for myself
* I know that there are people/places/activities that help me when I find things difficult
 | **Suggested activities** * Set goals and what steps have to be taken in the short term, medium and long term to achieve them.
* Discuss support network using ball of string thrown from child to child to create a safety web
* Create a collage showing my support network
* Discuss new beginnings

“I am looking forward to … because ….”* Next steps

 “To help me do this I need to ….”“My dreams are …. I can achieve this by ….”* Describe who and what can help me and how I can ask for help
 | **Resources** * Confident kids pack
* Wool
* Arts and crafts materials
 |

## Primary 7

**Learning Intentions**

To understand that change and loss are a natural part of life (L.I. 12)

To develop learners’ vocabulary about change and loss (L.I. 13)

To understand we can learn ways of managing feelings (L.I. 14)

To understand that memories are important in relation to loss and change (L.I. 17)

To understand that I can look forward to the future (L.I. 18)

|  |
| --- |
| **Experiences and Outcomes**I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss HWB 2 – 07a |
| **Success Criteria** * I can discuss changes in my own life
* I can describe my feelings about change
* I can explore experiences of change/ loss through fiction and personal recount
* I can explore the losses and gains that come with change
 | **Suggested activities** * Identify changes in daily experiences
	+ Categorise changes as positive, neutral or negative
* Discuss transition to St. Mungo’s
	+ Identify change in daily experiences
	+ Categorise changes as above
* Discuss a time of change from teacher’s experience (e.g. moving house)
	+ Identify changes in daily experiences
	+ Categorise changes as above
* Children identify and discuss a time of change from own experience (e.g. moving class)
	+ Identify changes in daily experiences
	+ Categorise changes
* Children make a display of their own ‘life story’
 | **Resources** * Art materials to make

☺ ☹ ? displayLife story display (e.g. As train track with stations describing change) |

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| --- |
| **Experiences and Outcomes**I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 2 – 02a |
| **Success Criteria** * I am aware of and able to express my feelings
* I know that feelings affect the way that we behave
* I know and can use strategies to manage my feelings
* I can apply my learning about feelings to everyday situations
 | **Suggested activities** * Recap and build on Feelings First Aid kit (see notes)
* Explore how the First Aid Kit changes as we mature and experience more change (discussion/role play)
* Explore how unique each person’s First Aid Kit is to them (discussion/role play)
* Children suggest and role play scenarios where they could use the Feelings First Aid Kit
* Talk about a time you used the First Aid Kit and
* Talk about a time you should/could have used it and possibly avoided negative consequences (e.g. getting into a fight)
 | **Resources** * Wall display of First Aid Kits
 |

# Mini Theme: Hospice Care

This mini theme will be covered throughout the school and nursery in conjunction with Go Yellow Day (June) when a Coffee morning will be held in school in aid of Strathcarron Hospice**.**

 All staff should plan to address the following Learning Intentions.

**Learning Intentions**

L.I. 3: To explore attitudes to older people

L.I. 8: To understand the role of the hospice in improving quality of life

**These learning intentions are to be highlighted in your planning folder as you cover them.**

The Experiences and Outcomes below should be included in your weekly plans and evaluated at the end of the mini-theme.

## Primary 1

**Learning Intentions**

To understand the role of the hospice in improving quality of life (L.I. 8)

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| --- |
| **Experiences and Outcomes**I can explain how the needs of a group in my local community are supported. SOC 0 -16a |
| **Success criteria*** I know and can state that Strathcarron hospice is a place where people help us if we’re very ill.
 | **Suggested activities**Discuss hospitalsDescribe Strathcarron Hospice as being like a hospital for people who have a disease that will not go away. Worksheet with pictures of various items – children colour yellow the things you would need to have in a hospice, or a sorting activity separating necessary items from those not needed. | **Resources*** Note to parents about the Go Yellow Day activity and discussion
* Worksheet
 |

## Primary 2

**Learning Intentions**

To understand the role of the hospice in improving quality of life (L.I. 8)

|  |
| --- |
| **Experiences and Outcomes**By exploring local organisations, I have developed an understanding of their importance in providing for the needs of my local community. SOC 1-18R |
| **Success criteria*** I know that the purpose of the hospice is to improve quality of life
 | **Suggested activities**Discussion- what makes your life good?What would you miss if you were in hospital? What would help to improve your life if you were in a hospital? Strathcarron Hospice is a special hospital for people who have a disease that won’t go away. What things do you think patients in the hospice need to make their life good? | **Resources*** Background information on hospice
 |

## Primary 3

**Learning Intentions**

To understand the role of the hospice in improving quality of life (L.I. 8)

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| --- |
| **Experiences and Outcomes**By exploring local organisations, I have developed an understanding of their importance in providing for the needs of my local community. SOC 1-18R |
| **Success criteria*** I know that the purpose of the hospice is to improve quality of life
* I know a hospice looks after people who have incurable illnesses
 | **Suggested activities**Think about a time when you were ill. Make a list of your **needs** at that time. Now make a list of what you might **want** at that time.Discuss who can help us when we are ill. How do they help us? Discuss the idea that some illnesses and conditions cannot be cured but can be treated e.g. asthma, hayfever, Strathcarron Hospice is a special hospital for people who have a serious disease that won’t go away.  | **Resources*** Background information on hospice
 |

## Primary 4

**Learning Intentions**

To explore attitudes to older people (L.I. 3)

To understand the role of the hospice in improving quality of life (L.I. 8)

|  |
| --- |
| **Experiences and Outcomes**By exploring local organisations, I have developed an understanding of their importance in providing for the needs of my local community. SOC 1-18RAs I explore the rights to which I and others re entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 1-09a |
| **Success criteria*** I know that people can be cared for at home or in the hospice
* I know some of the types of care provided by the hospice
* I can distinguish between a hospice and a care home
 | **Suggested activities**Discuss views/ stereotypes about older people, what they look like, do , enjoy, etc.Discuss some famous old people, e.g. Alex Ferguson, Desmond Tutu, and the old people the children know. Distinguish between hospice/hospital/care home and discuss the needs of older people. | **Resources** |

## Primary 5

**Learning Intentions**

To understand the role of the hospice in improving quality of life (L.I. 8)

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| **Experiences and Outcomes**Having identified the needs of a group in my local community, I can investigate how it is supported in meeting its needs. SOC 2-15M |
| **Success criteria*** I understand that the hospice treats people whose illnesses cannot be cured
* I can list some of the ways in which the hospice can make life better
 | **Suggested activities**Know that the purpose of a hospice is to improve quality of life.What is quality of life? DiscussCo-op groups make posters depicting what contributes to quality of lifeGroups swap posters and discuss how a hospice can cater for these needs in people who have an incurable disease. | **Resources**Background information about hospice |

## Primary 6

**Learning Intentions**

To understand the role of the hospice in improving quality of life (L.I. 8)

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| --- |
| **Experiences and Outcomes**Having identified the needs of a group in my local community, I can investigate how it is supported in meeting its needs. SOC 2-15MThroughout all my learning I can use search facilities of electronic sources to access and retrieve information recognising the importance this has in my place of learning, at home and in the workplace. TCH 2-03b |
| **Success criteria*** I can explain the philosophy of the hospice movement
* I can explain the roles of some of the professionals working in a hospice
* I can explain how professionals work as a multidisciplinary team
* I can recognise the similarities between the multidisciplinary team and the way we work together
 | **Suggested activities**Explore/research history and philosophy of the hospice movement.Guest speaker to talk about jobs done in the hospice.Co-op groups each prepare a job description of one person's role, then create multidisciplinary teams (one person from each group) to go to other classes in the school to briefly describe their work in the hospice. | **Resources**Speaker from the hospiceInternet -  |

## Primary 7

**Learning Intentions**

To explore attitudes to older people (L.I. 3)

To understand the role of the hospice in improving quality of life (L.I. 8)

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| **Experiences and Outcomes**Having identified the needs of a group in my local community, I can investigate how it is supported in meeting its needs. SOC 2-15MThroughout all my learning I can use search facilities of electronic sources to access and retrieve information recognising the importance this has in my place of learning, at home and in the workplace. TCH 2-03bBy considering the type of text I am creating I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience Lit 2-26a  |
| **Success criteria*** I can explain the philosophy of the hospice movement
* I can explain the roles of some of the professionals working in a hospice
* I can explain how professionals work as a multidisciplinary team
* I can recognise the similarities between the multidisciplinary team and the way we work together
 | **Suggested activities**Make a poster/ leaflet about Strathcarron Hospice. Use ICT to research what is done there, why money is required and what services are available (Posters or leaflets can focus on fundraising, asking for volunteers or educating the public about the work of the Hospice. | **Resources**www.strathcarronhospice.org |