

Year groups: KS1 & KS2	
Curriculum area: PSHE	Focus of lesson: Self-esteem
National Curriculum Reference: Pupils should know: H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	
Learning Objective(s): - To discuss how we are all different and how we should celebrate differences - To be able to identify key adults and activities that support us when we are feeling low	Assessment Strategies: - Group discussion - Poster
Resources: Sticky notes, Paper, colouring pens, pencils	

Time	Teaching and Learning Activities Key Questions and Vocabulary	Support and Challenge
15 mins	Brainstorm a list of ways people are different from each other. Include physical differences (such as eye color) and non-physical (such as favorite kinds of music). Make a list on a whiteboard or flipchart. Things on the list might include: likes/dislikes, abilities (some people are good at math, some at writing, some at art, some at sports, some at music, etc.) interests, height, weight, body build (slender, muscular, etc.), complexion, hair colors/type (straight, curly, etc.), eye color, preferences	Here are some resources to look at to aid understanding: Books for KS1: 'Giraffes can't dance' – Giles Adreae 'The nervous knight' – Anthony Lloyd Jones 'Worrysaurus'- Rachel Bright 'Wilma Jean the worry machine' – Julia Cook
10 mins	Point out that some things we can change through effort (by studying, practicing, learning), some things are out of our power to change (height, race, who our parents are), and some will change over time (our natural hair color, our joints and muscles, our experiences). Activity - List three things they like about themselves and three things they are good at. These can be the same things. Ask for volunteers to share examples of what they wrote. Write down these things on a whiteboard or	Books for KS2:

10 mins	<p>flipchart. Point out that everyone has strengths and that these strengths are part of what make us unique and special. The fact that we are all different is also part of what makes the world interesting.</p>	<p>'Guts' - Raina Telgemeier, 'Outsmarting worry' - Dawn Huebner</p>
20 mins	<p>Discussion - Ask if anyone has ever been teased for something that makes them unique or picked on someone else for being unique. How did that feel? How did you deal with the situation? How might you deal differently with the situation today? Allow this to be a sharing time without a lot of processing or attempted problem-solving. Remind everyone about being kind and sensitive to any points that are raised. Thank chn who are willing to share these reflections. Acknowledge that being made to feel different can hurt a lot. Reinforce positive actions or thoughts that are shared. If young people share things that are currently happening and are of concern, follow-up privately with them afterward to learn if they need additional support or intervention.</p>	<p>'Duke's journey of courage' – Tanya Lindsquist</p> <p>Breathing techniques: Bring It Down - Flow GoNoodle - YouTube</p> <p>Rainbow Breath - Flow GoNoodle - YouTube</p>
5 mins	<p>Ask the class to make a list of things they can each do to have a positive self-esteem and body image. Encourage them to be creative; they may come up with surprising and fun suggestions. The list might include: healthy eating, singing, reading, positive self-talk, hobbies, journaling, sleep, talking to trusted people etc. Draw a picture of yourself and write al of these different points around the image</p> <p>Plenary – Share some of the images</p>	<p>Melting - Flow GoNoodle - YouTube</p>