

YEAR	TERM	LESSON	SKILL	EYFS/PSHE LOs	INTRODUCTION	MAIN ACTIVITY	I = Individual activity A = Adaptable activity G = Group-only activity
Reception	2-Self Care	L1	Discoverer	01; 03; 05	Pretend To Eat A Juicy Strawberry Ways we can help our bodies feel healthy. Healthy foods - fruit & vegetables	Guess My Favourite Healthy Snack (A) Discover friends' favourite snack. Groups of 3-4, act out eating favourite healthy snack, can also ask questions.	
Reception	2-Self Care	L2	Noticer	01; 02; 05	Sleeping Bunnies Notice when our bodies need a rest; how do you feel when you're tired (warning signs)	Relaxing My Hands (I) Hand cream, notice massaging different parts of the hand, how does it feel/what do they notice. More relaxed after?	
Reception	2-Self Care	L3	Advisor	01; 02; 13	Pretend To Brush Our Teeth How do we keep our bodies clean & healthy? Advisor might say don't; Notice feeling unclean	Finger Paint Thoughts (A) Finger paint, colours to reflect thoughts and feelings. Notice how hands feel before and after cleaning.	
Reception	2-Self Care	L4	Noticer	02; 05	Give Myself A Hug What do we do to keep our body clean & healthy? Noticer - when our skin needs moisturiser. Advisor - after haven't bothered to wash, any thoughts? Mindfulness for when having unhelpful thoughts.	How I Look After Myself (I) How many times per day do you usually brush teeth, eat fruit, bed by 8 etc. Noticing ways you are already kind to and look after yourself.	
Reception	2-Self Care	L5	Discoverer	02; 05; 06	Pretend To Eat A New Fruit What can we do to look after our emotional health/feelings (tired, relaxation when unsettled, reduce sugar, break from screens). Discover what a new fruit looks like, imagine taste.	Magic Beans Self-Care Jar (I) Exercise, Sleep & rest, Personal hygiene, Bran food (& water). Colour in a magic bean for each activity done today. Complete over next week.	
Reception	3-Give To Others	L1	Discoverer	13	All About Sharing Think about ways we Give To Others (family/hugs, friends/share, pets/walk, chores/tidy, garden/water, earth/recycle). Sharing cookies video.	How Can I Help At Home? (I) Identify ways they already help in these areas (colour handout). Think of and draw one new way they can Discover Giving To Others (or do more).	
Reception	3-Give To Others	L2	Noticer	03; 04; 07	Being Kind Small ways to be kind - how can we Notice what others like/don't like (dog wags tail, person smiles) and when others need help? (hamster cage smells).	Stork Sticks Together (G) Pose alone then with a partner to lean against for support. Help each other to make it easier.	
Reception	3-Give To Others	L3	Advisor	07; 08	Sharing Why do we share - times when we really didn't want to share. How does sharing make others look/feel?	Sharing is Caring (G) Sharing game, practise sharing (share/swap food cards until everyone has one of each). Easier to share apple/chocolate?	
Reception	3-Give To Others	L4	Noticer	07; 13; 17	Pass The Smile How does giving to others make them feel? What can we give to others that is free? (help/donate). Pass the Smile circle game.	A Picture For Someone Special (A) Think of a special person and how they make the child feel. Draw a picture to give to them, to say 'thank you'.	
Reception	3-Give To Others	L5	Discoverer	06; 14	Help The Planet Recycling discussion & video. What can we recycle? What else can we do to help the planet (walk to school, use less water, etc.)	Sorting Our Rubbish (I) Sorting items to recycling labels, join the items on a worksheet to the correct box. Discover anything new to recycle?	
Reception	4-Connect With Others	L1	Discoverer	08; 16	Spot The Activities What does connect with others mean (playing with friends, activities with family).	Hide and Seek (G) Play hide and seek, playing/connecting with friends - what hiding place did you Discover? Draw favourite thing to do with friends.	
Reception	4-Connect With Others	L2	Noticer	06; 13	Same and Different Spot the difference; we all have things in common and things that are different. Think about games your friends all like, and games only you/your friend likes.	Noticer Detectives (G) Cut out favourite activity, stick it on your top, find someone with the same. Pretend to do/play the activity, then draw it.	
Reception	4-Connect With Others	L3	Advisor	01; 02	Singing All Together The Friendship Code - What matters in friendship? Rules for how friends treat each other. (Share, say positive things, need time apart, OK to have no special best friend, friendships can change, make up).	What Kind of Friend Am I? (I) Choose 3 most important friendship traits (having fun, making others laugh, playing, sharing, dancing, listening). Draw themselves doing it.	
Reception	4-Connect With Others	L4	Noticer	07; 08	Musical Emotions Things around us can change how we feel. Listen to music clip, how does it make you feel? Where? Sometimes we can accidentally upset someone; how can we notice? Or notice when we make them happy?	Notice How I Make Others Feel (A) Show pictures of items (spider, beach, dog) and act out how it makes you feel. How can you tell how the other person feels? (Practise noticing how others feel)	
Reception	4-Connect With Others	L5	Discoverer	04; 05; 08	Making Friends What ways have you Discovered to make new friends? Say hello, smile, ask a Q, listen, be kind, take turns, join in, share)	Beans On Toast (G) Team game, jumping on obstacles to get across a 'river'. Discovering ways to work as a team, support each other.	
Reception	5-Challenge Yourself	L1	Discoverer	01; 02; 04	Don't Drop It A challenge is something new you try to test yourself. Who can keep a water drop on their hand the longest?	Just Move My (I) Practise isolating body parts by wiggling/shaking them. Discovering new ways to move your body.	
Reception	5-Challenge Yourself	L2	Noticer	03; 04	Courage What makes you scared? First day of school - nervous? Courage is trying something new that are a bit scary.	Coping With Yoga (I) Yoga can help when we feel scared or worried, help us feel better and feel brave. Ladybird (calm), Cobra (strong), Mountain (energy/courage)	
Reception	5-Challenge Yourself	L3	Advisor	05; 08	Whack-a-Mole How our thoughts are like whack-a-mole - if we try to squash them down, they pop back up again. Advisor's job is to keep up safe.	Safe or Not Safe? (I) Situations (on PowerPoint) and to cut out and stick, sort into safe/not safe (hot pan, strangers, breaking a window)	
Reception	5-Challenge Yourself	L4	Noticer	07;	Notice Our Feelings When Challenged Where can I feel it? Identifying how/where emotions feel in the body (scenes on PowerPoint)	Sort My Feelings (I) Sorting emotions as pleasant/unpleasant. When do you feel these?	
Reception	5-Challenge Yourself	L5	Discoverer	05; 16; 17	Safe and Brave Choices Being brave is trying new things that are a bit scary - but if it's not safe, being brave can be dangerous. Should we be brave, or safe? (cross a busy road, big slide, answer door to stranger, first swimming lesson)	My Discoverer Mask (I) Discoverer is our superpower, helps us make brave and safe choices. Design a superhero mask, to help you feel brave.	

Reception	6-Embrace The Moment	L1	Discoverer	01; 02	Embrace The Moment Notice 5 Things, labelling things around us, different senses	Mindful Drink of Squash (I) Really notice the squash, with all senses. Exercise - then a different flavour. Did you discover something new about the squash?
Reception	6-Embrace The Moment	L2	Noticer	07; 16; 17	Feeling Musical Embracing on the inside. Things in our environment can change how we feel - different styles of music, how did it make you feel?	Colour My Petals (I) Using the emotions wheel, notice and colour different feelings you are feeling right now.
Reception	6-Embrace The Moment	L3	Advisor	16; 17	Cloud Spotting How our Advisor thoughts can get in the way when we are trying to embrace the moment. Try cloud spotting for one minute - do any Advisor thoughts pop up?	Mindful Colouring (I) Tally how many Advisor thoughts you notice while colouring mindfully.
Reception	6-Embrace The Moment	L4	Noticer	04; 06	Stretch It Out Noticing what is happening inside and outside of our bodies while stretching.	Yoga Phonics (G) Notice our own and others' bodies spelling out CVC words through yoga poses.
Reception	6-Embrace The Moment	L5	Discoverer	14	Glitter Jar Discover what it's like to practise just observing your thoughts like a glitter (not fighting them, like whack-a-mole)	My Glitter Feelings Jar (I) Design your own glitter feelings jar
Year 1	1-Exercise	L1	Discoverer	H1	Is This Exercise? Exercise involves moving our bodies, and keeps our bodies healthy. Which of our favourite activities is exercise?	Move Like An Animal (A) Use your Discoverers to act out the movements of different animals.
Year 1	1-Exercise	L2	Noticer	H1	Simon Says (animal theme) Notice which parts of our bodies we can move. When do we use different parts of our bodies? How is this different to how some animals move?	Stand Up Sit Down (A) Stand up/sit down 3x, 5x, 10x - notice how do your bodies feel after each? Cool, warm, or hot?
Year 1	1-Exercise	L3	Advisor	H2	1, 2, 3 Game Different types of exercise - fast, slow & steady, strong. Use Advisors to remember rules for 1, 2, 3 game (which action each refers to)	Guess What Ball Game I'm Playing/Star Breathing (A) In pairs, pretend to play a ball game, use Advisors to think about what game they are acting. Using Advisor to listen to thoughts, and colour/draw the thoughts.
Year 1	1-Exercise	L4	Noticer	H2	Zumba Kids How do you notice exercise makes you feel? Emotions. What did you notice doing Zumba?	How Do You Like This One? (G) Exercise actor acts out exercises; feeling actor shows how they feel about this exercise. Other has to guess. How did you know? What did you notice?
Year 1	1-Exercise	L5	Discoverer	H3	Making Shapes Why is exercise good for us? When can we plan to do it? Discover making a number/letter with their bodies, some can demonstrate and class to guess.	Find Your Favourite Exercise Break (A) Practise 3 new quick exercises (Cross Crawl, Roaring Lion, Wall Press) and plan which days/how many times the plan to do them this week.
Year 1	2-Self Care	L1	Discoverer	H1	Apple Tasting Self-care of our bodies to stay healthy. Food Dudes - healthy snacks. Apple tasting - Discover different/new types of apples.	My Healthy Creation (A) Design & draw a new creative healthy snack, e.g. smiley face or animal using fruits.
Year 1	2-Self Care	L2	Noticer	H1; H2	Mindful Raisin What we ate when we were born, then started eating new (soft) foods. Bad effects of sugar. Noticer - mindful raisin exercise.	Eat Like A Baby (G) Pretend to try the food for the first time (acting as a baby). Act out how they feel about it, partner has to guess (notice the emotion).
Year 1	2-Self Care	L3	Advisor	H1; H6; H7	Brush Along With Budd Personal hygiene - what do we do to stay clean & healthy? What happens if we don't do these things? Important to look after teeth - practise.	My Hands Are Muddy (I) Tray of mud. Advisor thoughts when told getting hands muddy? Write in thought bubble. Any thoughts as it dries? As you clean them?
Year 1	2-Self Care	L4	Noticer	H1; H4	If You're Tired & You Know It/ Resting Snowflake How to notice when we need a rest. Ever difficult to sleep? What can we do that helps? Tired & You Know It song, resting snowflake yoga pose & meditation.	How Ready To Sleep Do I Look? (G) Act out different levels of tiredness. Suggest different things we can do to help (self hug, resting snowflake, deep breaths, etc.) - add to own bedtime routine.
Year 1	2-Self Care	L5	Discoverer	H2; H12	Smoothie Time Eating healthy/drinking water benefits (better mood, concentrate, be creative). Physically & emotionally safe? Hand out fruits - find other 'fruits' to make a smoothie - pretend to blend/drink it.	My Self-Care Jar (I) Exercise, sleep & rest, hygiene, brain food, staying safe. Which are most important? Give themselves a 'bean' each time they do a self-care activity at home that week.
Year 1	3-Give To Others	L1	Discoverer	R9; L1; L3	Sharing Is Caring Think about ways we Give To Others (presents, share, pets, chores, garden, environment). Toddlers learning to share video - others feel happy when we share.	How Can I Help At Home and School? (I) Identify ways they already help in these areas (colour handout). Think of and draw 2 new ways they can Discover Giving To Others (or do more), one at home and one at school.
Year 1	3-Give To Others	L2	Noticer	H8; H14; F	Being Kind Small ways we help people every day. Short Story Kindness video (dog/bird). Notice what they need exercise.	Kindness As We Grow (A) Exercise - pictures of different people needing different things at different ages. In pairs, pretend to be in need, guess what it is that they need. Handout - fill the kindness bags - what can you give/do for people in your life that age?
Year 1	3-Give To Others	L3	Advisor	R2; R9	Lend A Hand To Others How, why - Advisor thoughts that get in the way? ("it's boring, don't want to share, etc.)	How Will I Lend A Hand? (I) Imagine going to spend free time helping others, plan for this week. What are some Advisor thoughts that show up?
Year 1	3-Give To Others	L4	Noticer	R1; R2; R9	Smiling Is Infectious Ways to give to others that is free. Smiling is infectious video/poem - pass the smile game.	Who Makes Me Smile? (I) Think about someone who is special to them, and when they made them smile. Draw the person, and themselves and how they felt when they made them smile. Give it to the person.
Year 1	3-Give To Others	L5	Discoverer	L1; L3; L5	How To Help The Planet Different ways to help the environment - travelling, recycling, household energy, water, rubbish (don't litter), wildlife (feed birds, flowers for bees)	What Did We Find? (A) Walk around the school, litter pick. Sort to recycling labels. Draw what was found on handout in corresponding section.
Year 1	4-Connect With Others	L1	Discoverer	R7; R12	Being A Kind Friend What do we do to be a kind friend? What does an unkind friend do? What do you notice you feel? Making new friends video - enjoy the same things, be kind.	Connect Dominos (G) Find someone with the same domino card; how can we all connect? Team work, Discover ways to be a good friend.

Year 1	4-Connect With Others	L2	Noticer	R8; L1; L2	The Friendship Code All have similarities and differences, things we like. Video - develop Our Class Friendship Code.	The Noticer Survey (G) Notice What My Friends Like - survey what are our favourite things to do with friends (acted out). What if you were the only one who liked it?
Year 1	4-Connect With Others	L3	Advisor	H13; H14;	Connect With People That Help Us Who helps us? (parents etc.) Important to tell the truth. Community - In an emergency? > 999 call video. How can we help those who help us?	Who's On My Team? (I) Who would be on their 5-a-side protection team (4 people who keep them safe). What can help? Be honest, patient, ask for help.
Year 1	4-Connect With Others	L4	Noticer	H16; R1; R	Stranger Danger How can you Notice is you feel uncomfortable? Advisor thoughts/rules about staying safe? 5 body safety rules.	Guess How I Feel? (A) All pretend to be one of the emotions from the wheel, turn your wheel to guess. Draw a time they remember feeling this way.
Year 1	4-Connect With Others	L5	Discoverer	R6; R7; L3	Word Association game Working as a team - what is a community? What communities do you belong to? Helping our community - how can we help? Look after each other's feelings? Listen to others? > Word Association	Beans On Toast (G) Team game, jumping on obstacles to get across a 'river'. Discovering ways to work as a team, support each other. (Paper gets smaller).
Year 1	5-Challenge Yourself	L1	Discoverer	H3	Quick Melt What does challenge mean - test your skills, can be scary. Think of a time you've done something new. How long can you hold the ice for before it melts?	Star Jump Challenge (A) Discoverers to challenge yourself, see how many star jumps you can do in 30s. Challenge self to do more - how did it feel?
Year 1	5-Challenge Yourself	L2	Noticer	H8; H9	Coping With New Challenges How did you feel on first day at school? Things get easier with practise, even things that seem scary (Year 1 less scary). Baby Bear video - keep trying even when we 'fall down'	Yoga Warriors (I) Yoga poses to help us feel better and be brave. Horse Pose Mountain Breath (strong/energy), Surfer (strong inside), Warrior (strong, brave, ready). How did each feel, and where?
Year 1	5-Challenge Yourself	L3	Advisor	H4; R4	Advisors Try To Keep Us Safe Advisor learns rules, away from sharp things, careful when icy etc. A-N-D	Helpful or Unhelpful (A) Scenarios, act out scenario on card, 'Advisor' gives helpful/unhelpful thought, guess which.
Year 1	5-Challenge Yourself	L4	Noticer	H4	Noticing Feelings When Challenged Different situations (scared of monsters, tired, bored waiting etc.) imagine how you feel, and where you feel it? (head hot, tummy whirling, etc.)	Sort My Feelings (A) Sorting emotions as pleasant/unpleasant. When do you feel these? Extension - discuss with a partner, where do you feel it, when did you feel it recently?
Year 1	5-Challenge Yourself	L5	Discoverer	R4; L7	Have Courage and Be Fearless What does it mean to be brave? Doing something new, even when it feels scary. What is something that scared you, but you overcame? Yoga practise.	My BOLD Superpower (I) Discoverer is our superpower, helps us make brave and safe choices. Design a superhero mask, to help you feel brave. Choose a challenge that you have been too worried to do, new food/new friend. Write inside mask - try to achieve this week.
Year 1	6-Embrace The Moment	L1	Discoverer	H18	Mindful Bubbles Use Discoverers to practise blowing bubbles in a new way, ETM, really notice how it looks, the shape, how it moves, sounds etc.	Discovering A Magical Land (I) Imagine a magical land - what do you notice there? Discuss in pairs & draw one thing you noticed.
Year 1	6-Embrace The Moment	L2	Noticer	H4	Feeling Musical Noticing how things in our environment can change the way we feel. Music clip, how do the different parts make you feel?	Musical Flowers (I) Using the same clip, colour in flower petals and draw emojis according to how each part of the music makes you feel.
Year 1	6-Embrace The Moment	L3	Advisor	H3	Changing Skies Notice Advisor thoughts, asking questions and thinking about what happened earlier or will happen later. Practise noticing thoughts, and bringing attention back to a clouds video.	The Leaves On My Stream (I) Think back to break time, and getting ready for school. What were some Advisor thoughts you noticed? Write them onto their leaves, and stick them onto the display.
Year 1	6-Embrace The Moment	L4	Noticer	R1; L1; L5	Noticer Yoga Practise yoga poses, noticing after each how they feel in each body party.	Let's Get Outside! (I) Go outside or somewhere else in the school, mindfulness noticer exercise about what the children notice inside and outside. Worksheet - draw 3 things they noticed.
Year 1	6-Embrace The Moment	L5	Discoverer	H8	Fighting or Watching out thoughts and feelings Video clip - Whack a mole. If we try to stop our thoughts, they will just pop back up again! Instead, you can just watch them, like the glitterfall.	The Leaves Of My Life (I) draw on each leaf (they can use some words as well if they like) one of the activities they most love to do. The bottom 2 leaves are for children to write or draw things they used to like when they were younger, and the top 3 leaves are for their favourite things now
Year 2	1-Exercise	L1	Discoverer	H1	Before We Could Walk What is exercise - what are the benefits? Baby Giraffe Video - we are all born Discoverers, lots of trial and error and practise. Game - move between chairs like a baby (without walking).	Different Shapes, Different Feelings (I) Practise standing tall like a tree, hunched like a T-rex, touching toes - how close can you get? Mark on ruler (worksheet).
Year 2	1-Exercise	L2	Noticer	H1	Swim in Slow Motion Aerobic exercise vs. anaerobic exercise (?) Noticing how our body moves when pretending to swim in slow motion.	Check My Pulse (I) Practise feeling pulse - like a drum beat - before, during, after exercise.
Year 2	1-Exercise	L3	Advisor	H2	Spotting Our Advisors Play I Am Yoga (again) and notice thoughts. Throw it around and notice how it feels - what advice is Advisor giving? Throw it hard/soft/high/low? (Stepping from Noticer to Advisor)	Make My Own Yoga Sequence (I) Cut out yoga flashcards, choose order, practise. Advisor - what they were good/not so good at? Which pose was good/not so good? Trying something new?
Year 2	1-Exercise	L4	Noticer	H2	Endurance Exercise What is endurance exercise? Activities that last a longer time. A-N-D to practise Noticing our bodies and breath any time.	Star Jump Detectives (I) How does exercise change our breathing? 10s/30s/as long as they can. Easy/harder/very hard? Write A-N-D and draw a picture for each step.
Year 2	1-Exercise	L5	Discoverer	H2; H3	Benefits of Exercise strong bones/muscles, sleep better, more energy, feel happier, heart stronger. Brainstorm & practise 'wet play ideas' (active things to do in the classroom)	Guess My Favourite Exercise (G) Cut out 3 favourite activities, in pairs act it out, guess which it is. Choose one they haven't done before, and want to try. Plan for this week.

Year 2	2-Self Care	L1	Discoverer	H1; H2	Mindful Chocolate Self care of body and mind/emotional health. Treats/sugar rush. Can try to really savour them when we do have them. Mindful Chocolate exercise.	Sugary Snack or Super Snack (A) Sugary as a treat but don't fill us up, super snacks give us energy. Sort flashcards, discuss. Draw favourite of both on worksheet. Discover if a new super snack gives you energy?
Year 2	2-Self Care	L2	Noticer	H4; H6; H	Personal Hygiene - Noticing Smells Bad smells can be helpful for safety (off milk). Invisible germs that don't smell - handwash to prevent this. Environment - fire. Smells can help us to relax (coconut hand cream, baby/mum's laundry). Jars of different smells - guess what they are.	Self-Care First Aid Plan (I) Plan activities for when they are feeling different emotions/feelings - hygiene, mindful/relaxation, exercise. Stick onto plan (emotional regulation).
Year 2	2-Self Care	L3	Advisor	H4	Self-Care & Kindness/Watching Bubbles Times when your Advisor is 'busy' - self-compassion, be kind to ourselves when you are worried/upset. Imagine their thoughts in the bubbles - watch it, as it pops.	I've Noticed A Thought! (I) ACT Auntie Compassion Thought Bubble. Watch relaxing clouds video, and what thoughts pop up. Thoughts, even painful difficult thoughts, are like clouds we can watch and pass on their own. Write/draw any thoughts.
Year 2	2-Self Care	L4	Noticer	H5; H11; H	Staying Safe Notice risks - at home (pills/oven), community (road crossing, platforms), internet safety. Yoga poses to help us cope in difficult times.	Paint My Breath (I) Notice & practise controlling breath (blow through a straw painting)
Year 2	2-Self Care	L5	Values	H1; H2	Recap - Values How to spot what is important to us, what kind of person we want to be, use these to guide. Helps us know when to use Discoverer, Noticer, or Advisor skill - whichever one will help us act according to our Values.	My Top Values (I) Choose and discuss 6 top values.
Year 2	3-Give To Others	L1	Discoverer	R9; L1; L3	Sharing is Caring Think about ways we Give To Others (saying nice things, share, play with others, help others, charity, environment). Child has nothing to eat at school - communities give to those in need.	What Can I Do For My Community? (I) Ways children give to community - planet, kind, share, play, charity, help. What do I already do, one new way to give to community.
Year 2	3-Give To Others	L2	Noticer	R1; R2; R9	Ways in which we can be kind to others Small things we can do to be kind - hold the door etc. YouTube clip - hugs in Sondrio. How can we show we care? Give our time? Donate things we don't need anymore.	Thank You For Making Me Smile (I) Smiling is Infectious poem, and game (pass the smile around). Write a thank you card to someone who has made you smile.
Year 2	3-Give To Others	L3	Advisor	R5; L3; L6	Pretend To Help The Wasps Bees vs. wasps - wasps help us too, they bother us when they're hungry, can leave a bowl of honey for them. Role play pretending to be a child with an ice cream, and wasps	If I Had A Charity (I) Choose a cause that is important to you - animal charity, environment, international, health, education, arts & culture. Draw a logo for your charity, and three fundraising ideas.
Year 2	3-Give To Others	L4	Values	R5; L3; L5	How to help the planet Video - Greta Thunberg. How can you help the environment travelling, recycling, energy, water rubbish, wildlife.	Where's My Compass Pointing? (I) Choose your Values, top 3 that are important to them for helping the planet. Score 1-6, top 3 think of one small way they can help and draw this onto their compass.
Year 2	3-Give To Others	L5	Discoverer	R5; L1; L3;	Volunteering Our Time Plastic patrol - video, then walk round the school and do a rubbish collection. Sort recyclable vs. not.	My Time To Choose (I) 1 hour a week, how could you spend this giving to others at school, home, and the community. Divide the hour between home, school, and community. Draw what they will do to help.
Year 2	4-Connect With Others	L1	Discoverer	R7; R13; R	What makes a good friend What kind of qualities do you look for in a friend, what kind of friend do you try to be? What is bullying - physical, emotional? BBC Bitesize video - tell a teacher, bullies can change.	Connect Dominos (G) Find someone with the same domino card; how can we all connect? Team work, Discover ways to be a good friend. Same as 141 but with Values cards.
Year 2	4-Connect With Others	L2	Noticer	H5; R1	Coping With Big Changes Connecting with others to cope with big change - lost someone, or someone moved away? Hugs, remembering happy times, mindfulness, making new connections) BBC Bitesize clip - about moving. Guess How I'm Feeling.	Connecting Through Yoga (G) Partnered stork pose - with and without support, connect with each other to make a hard activity a bit easier.
Year 2	4-Connect With Others	L3	Advisor	H12; R2; R	Advisors Keep Us Safe With Others Stranger danger - Noticer skills to help. Online safety. Keeping secrets - only nice surprises. Not if you're worried.	Beans On Toast (G) Team game, jumping on obstacles to get across a 'river'. Discovering ways to work as a team, support each other. Even smaller paper (A5) more of a challenge. Keeping each other safe.
Year 2	4-Connect With Others	L4	Values	R1; R9	Our Love Plant How do we show the people we love that we love them? Nurture love, like a plant. Decorate a 'love leaf'	Who Is Important To Me? (I) Top 3 important people. Link to their Values - what do they want these people to think of them? Draw people & write Values
Year 2	4-Connect With Others	L5	Advisor	L8; L9	Confidence to Be Ourselves & Include Others Think more about friends - BBC Bitesize video, what is a good friend? Advisor thoughts get in the way? Not to include someone? Sometime tell us to do things so others will like us, even though it's not really 'us'. Helpful/unhelpful Advisor messages	What Do My Passengers Look Like (I) Passengers on the bus metaphor. Some are helpful, some unhelpful. Can choose which to listen to.
Year 2	5-Challenge Yourself	L1	Discoverer	H3	Ice Cube Challenge! What does challenge mean - test your skills, can be scary. Think of a time you've done something new. How long can you hold the ice for before it melts?	Tree Pose Challenge (I) Discoverers to try a new yoga pose how long we can hold the pose with each leg. Any thoughts & feelings?
Year 2	5-Challenge Yourself	L2	Noticer	H8; H9	Guess The Feeling Noticing thoughts & feelings when challenged - where can I feel it? Emotional literacy - head/tummy/hands etc. Accepting thoughts/feelings, without resisting them.	Reverse My Thoughts (I) Basic defusion from tricky thoughts, be playful with our thoughts so they don't trouble us as much.

Year 2	5-Challenge Yourself	L3	Advisor	H4	How our Advisors keep us safe Recap Advisor - thoughts about whether or not to do something - always trying to be helpful. Sometimes not so helpful - can put us off doing things that will challenge ourselves. Notice our Advisor, and decide if the thought is helpful for challenging myself. Let's Choose Love video.	Unhook a Duck (I) Practise deciding whether thoughts are helpful or unhelpful, and 'unhooking' from unhelpful thoughts. Different thoughts might be helpful AND unhelpful, in different situations (I can't be bothered - unhelpful for challenging, helpful for self-care if poorly)
Year 2	5-Challenge Yourself	L4	Values	R5; L1	Guess the Value What does motivation mean? When we feel like doing something. If we wait until we are motivated, we might never do it! Acting on Values - do it anyway, even if our feelings tell us something different, if it's in line with our Values. Guess the Value from the short scenario.	Spotting My Strengths (I) Strength spotting cards, choose our top 3 strengths, what we're good at. What have you done/could you do to show this demonstrate this?
Year 2	5-Challenge Yourself	L5	Discoverer	R4; L7	My Superhero Discoverer helps us accept new challenges, even when unsure. Master Yoda quote - how did your favourite superhero's superpowers help them with their challenges?	My BOLD Superpower (I) Discoverer is our superpower, design a badge to include one Value. Choose an action in line with this Value, write on the back. Challenge that you have been too worried to do, new food/new friend.
Year 2	6-Embrace The Moment	L1	Discoverer	H3	Mindful Minute Spend a minute being mindful and noticing what's going on around us.	My Mindful Warrior (I) Mindful warriors are bold. Breathe, Observe, Listen, Decide. Design and colour your own Mindful Warrior. One BOLD action you can take over the next few days.
Year 2	6-Embrace The Moment	L2	Noticer	H4	Feeling Musical Different pop songs, notice how each makes us feel, use your Noticer wheel (including angry).	My Musical Flowers (I) Listen to pop songs again, draw and colour petals accordingly, different colours/shapes/sizes.
Year 2	6-Embrace The Moment	L3	Advisor	H3	Thoughts Are Like The Sea What is one thing your mind often travels to? Thoughts are like the sea - sometimes stormy, sometimes calm, can't do you any harm, have a choice about whether to listen. Surf on the waves.	My Advisor On A Bike Ride (I) Write on each road sign three goals we want to achieve - what are 2 Advisor thoughts, helpful and unhelpful, related to this goal?
Year 2	6-Embrace The Moment	L4	Values	L8	What is important to me? Think of a time you were really happy - where were you and what were you doing? What does this say about your Values?	My Values Compass (I) Write on the compass 4 Values that are important to you, think of activities you enjoy doing and 'spot the Value'
Year 2	6-Embrace The Moment	L5	Discoverer	R1; L1; L5	What Can I Feel? First palm down - how does it feel? If can't tell, turn palm up. Some pleasant, some not so pleasant to touch. Same skill as we can use to spot unpleasant and pleasant feelings.	A Noticer Walk (I) Mindful walk around school, with a mindfulness noticing exercise as you walk. What can you notice? What emotions do you feel? Hear any noises? Draw three sensations, feelings, or thought they noticed on the walk.
Year 3	1-Exercise	L1	Discoverer	H2	Discovering ways of exercising The Discoverer skill is about trying new things, and tracking (noticing) the consequences of the things we do	Tracking Our Exercise Behaviours (I) Reflective writing, when you approached (or considered approaching) a new type of exercise. One time it went well, one that didn't. What did you do? How well did it work?
Year 3	1-Exercise	L2	Noticer	H2	Role of the Notice in exercise and physical wellbeing Three yoga poses - pleasant/unpleasant? Uncomfortable - did you stick with it?	It's Free Play Time - But Don't Forget To Notice! (A) 10 minutes extra play time - some kind of physical activity. Notice emotions, sensations, social interactions, and thoughts. Write down.
Year 3	1-Exercise	L3	Advisor	H5	Skilful Use of Advisor re: Exercise A time when you didn't want to do a sport you often do. Couldn't be bothered/worried? What Advisor thought was guiding you?	Charlie's Choice Point (I) Charlie wants to join the football team, worried about it (moving away from the direction we want life to go). Identify potential help and unhelpful Advisor thoughts she might be having. Who could help you make towards moves?
Year 3	1-Exercise	L4	Values	H7	Valued Physical Activity Rating Scale Three activities you often do, how much you fulfilment/enjoyment do you get from each? Mark on rating scale.	My Values Super Hero/Heroine (I) Identify your personal superhero/heroine, from fiction or real life. Three things they have done that are awesome, what qualities/values were they showing? How would they approach a new exercise challenge - how can I approach it to show this challenge?
Year 3	1-Exercise	L5	Flexible Self- & Social-View	H1	Intro to Flexible Self-/Social-View We can grow, learn, and change as a person, and our social world can change and grow.	Growing the Me I Most Want To Be (I) Statement about self & social world, one happy with & one want to change/work on.
Year 3	2-Self Care	L1	Discoverer	H3	Eating a Balanced Diet Diet = daily eating habits. Physical and mental health benefits of balanced diet.	Balancing My Diet (I) Food groups - Bread/Grains, Vegetables, Fruit, Dairy, Meat/fish/eggs. Write down what foods you often eat. Then, identify one to try in each food group (letter to parents).
Year 3	2-Self Care	L2	Noticer	H9	Risks, Dangers, Hazards Define these terms.	Risk, Hazard, Danger or None-of-the-above? (I) Classify 25 statements as one of the above. Identify one situation in their everyday lives that fits into each category.
Year 3	2-Self Care	L3	Advisor	H10	Advisor to help us stay physically safe Advisor rules to avoid risks and hazards, e.g. "stop and look both ways"	Using The Advisor to Navigate Risks (A) Three scenarios, each has 3 choice-points, which of the 3 pieces of advice from their Advisor is the best to follow & why.
Year 3	2-Self Care	L4	Values	H17	Healthy/Not-so-healthy Substances Eat/drink that is healthy/not so? Substance adults consume not so healthy?	Using Values To Guide What We Eat, Drink, & Consume (I) 20 substances we often consume, classify all as age-restricted/legal, bad for our health/OK/good, choose self-care value, which consumables would be helpful/not-so-helpful to move towards this Value.
Year 3	2-Self Care	L5	Flexible Social-View	H14	Social Connectedness in Caring for Ourselves Video clip of monkeys working together. Helpful, cooperative, fair. Helpful others can be helpful to ourselves.	Help!!! (I) Good sources of help & support for themselves. How to seek help when we need it. What are some things I need help with - class, playground, home. What feelings/sensations do you notice?

Year 3	3-Give To Others	L1	Discoverer	R7	Ways we can be giving and kind to others Special occasions > smaller things we can be kind and giving, not waiting for special occasions?	An Appreciation Card (I) Choose a person we care about and appreciate, 2-5 qualities, what you did together. Homework to give & notice how they respond/feel.
Year 3	3-Give To Others	L2	Noticer	R7; L10	Noticing effects of giving to charitable causes Something you value/appreciate. Thankful for - gratitude. How did feel when someone was kind to you? When you were kind?	A Charitable Cause (I) Decide on a local cause, choose a fundraising idea. Why they chose that cause, and relate to personal Values. Donations sheet - homework. Helpful/less helpful thoughts and feelings (excited/worried)
Year 3	3-Give To Others	L3	Advisor	L7	Rights & Responsibilities re: environment Global warming, climate change. Actions at home or school to reduce global warming?	Protecting the Planet: Our Rights & Responsibilities (I) What are some rights/responsibilities, what are some helpful/unhelpful Advisor thoughts about sustainable living practices.
Year 3	3-Give To Others	L4	Values	L7	Rights & Responsibilities re: environment Greta Thunberg speech, encouraging humans to take more responsibility in their actions re: climate change.	Climate Change Poster (I) Linked to 3 or more Values, persuade someone that protecting the planet is really important.
Year 3	3-Give To Others	L5	Flexible Social-View	L9	Community & Our Roles Within Our Communities Definition - live in the same place, or have certain interests or activities in common. What are your communities? When did you join? What is your role?	My Communities (I) Identify communities, reason for membership, how I could connect more, and how to give to others in this community. One action over next few days to show gratitude for being part of this community.
Year 3	4-Connect With Others	L1	Discoverer	H1; R1	Using Discoverers to Connect With Others What is the favourite game you like to play with others? Joy of social connection that comes from doing things we love with others.	My DNA Game (G) Play with friends, consolidate D, N, A, & V skills, and 'me'/'my peeps' - question cards for discussion. Explore in depth discussions with peers.
Year 3	4-Connect With Others	L2	Noticer	H1; R1	Using our Noticers to Connect With Others Discussion about Values listed on the whiteboard - which one is important to you? When have you shown this?	My DNA Game (G) This time using a chosen Value to guide how you play the game, e.g. patience, kindness, listening.
Year 3	4-Connect With Others	L3	Advisor	R4; R6	Different Types of Relationships Different types of family relationships (including foster care), outside of family (friends, teachers, club teachers). Couples, some married some not, not all are a man and a woman.	Dear Advisor (I) Letter to Advisor, 2 social situations your Advisor might show up, 1 example of Advisor being helpful/unhelpful, thank Advisor for trying to be helpful.
Year 3	4-Connect With Others	L4	Values	R2	Using Values to Connect With Others What would you do with your friends if you had lots of money? Discussion about what this reflects about their Values.	Exploring My Social Values (I) 3 personal Values that you can see in your answers from the introduction. Three things you already do in your life to express those Values, and 3 things you could do.
Year 3	4-Connect With Others	L5	Flexible Social-View	R3	Friendship What makes a good friendship, how to build good friendships, even when they are tricky. Friendship soup video.	When Friendships Are Tricky (I) All friends have disagreements sometimes. Think of a situation when they were not getting along well - what feelings/sensations did you notice? One helpful/unhelpful Advisor thought, 1-2 Discoverer behaviours they tried; or what they could have tried. A couple of Values that were helpful, or would have been helpful.
Year 3	5-Challenge Yourself	L1	Discoverer	H7	Embracing New Challenges 5 ways to wellbeing YouTube clip.	Choose a Challenge! (I) Drawing, painting, story writing, cooking, building, reading, swimming, cycling, rate 1-10 how much you like. Your favourite activity - what did you do to challenge yourself within this activity. Something else you'd like to learn within this activity - plan how/when to do this over the next week.
Year 3	5-Challenge Yourself	L2	Noticer	H16	Challenging ourselves to move past old and comfortable habits What is a habit? Hard to stop doing. All humans have habits. Some helpful, some not so helpful.	Breaking Bad Habits With The Noticer (I) Choose a not so helpful habit behaviour, when/where you do this, what do you feel/think, who is affected by this, how it makes them feel, one positive behaviour I could do instead.
Year 3	5-Challenge Yourself	L3	Advisor	L2	Advisor rules and school/society's rules Think of rules we have a) in class, b) in school, c) laws in this country. Similar to Advisor thoughts - words that tell us what we should/shouldn't do. Different because we can choose which Advisor thoughts to listen to!	Exploring Helpful Rules (A) Groups of 3-4, some examples of rules/laws - why do we have this rule? What are some challenges you face at school - think of 2 Advisor thoughts that might be helpful, and why they are helpful. Try out the Advisor thought next week.
Year 3	5-Challenge Yourself	L4	Values	H6	Using Values to Achieve Challenging Goals Discuss a time you were really stretching yourself in class. Noticing tricky emotions/share an area of the curriculum you feel less confident in. Helpful/unhelpful Advisor thoughts?	A Heroine's/Hero's Challenge (I) 2-3 Values that are important when challenging yourself in the classroom. A character or person who is good at showing these values, times they noticed them showing these values in their actions. How can you use these Values to stretch yourselves over the next week?
Year 3	5-Challenge Yourself	L5	Flexible Self-View	H5	Relating Skilfully to Tricky Self-View Thoughts We all have tricky thoughts, these are normal, and sometimes about ourselves when we are doing things we find hard. "This is too hard" or "I am no good"	My Flexible Self as a Learner (I) Rate how good you think you are at some school subjects. Then rate how much we want to improve in these areas. One thing you could do, one helpful and unhelpful Advisor message, develop new Advisor thought.
Year 3	6-Embrace The Moment	L1	Discoverer	H6	Value of Noticing and Appreciating the Moment What did you notice on your journey to school? Lots of things we often don't notice - autopilot, things we don't remember even though we know we did them.	Mindful Walking (I) Mindfulness exercise while walking - notice breathing, footsteps, temperature, clothes, wind, sounds, colours. Can help if we get caught up in tricky thoughts and feelings.
Year 3	6-Embrace The Moment	L2	Noticer	H6	Some experiences are easier to embrace than others Friend wanted to play a different game and you played it, or wanted to stop working but carried on, even though you didn't want to do it. Can be worth sticking with something even if it's tricky.	Noticing Physical Sensations (I) Given 3 (textured) objects, close eyes, use Noticer skills to explore it and stay with it. Mindfulness exercise. Handout of physical characteristics, emotional experiences, pleasant/unpleasant, etc.
Year 3	6-Embrace The Moment	L3	Advisor	H7	Relating to Advisor Messages Discuss a time you wanted to do something new, but you got conflicting Advisor messages. What Values might be helpful?	Create Your Own Embrace-The-Moment Story (I) Storyboard comic strip - character faced with a choice point situation, what is the situation, 2 different Advisor messages, how they make your character feel (uncertain, worried)

Year 3	6-Embrace The Moment	L4	Values	H7	Taking Opportunities To Embrace The Moment Recap last week's lesson.	Create Your Own Embrace-The-Moment Story (I) Choose which Values, what the character does, what happens next, and how they feel.
Year 3	6-Embrace The Moment	L5	Flexible Social-View	R2	Establishing and Building Upon Friendships Benefits of having friends (enjoying company, helping each other, not feeling alone, cooperation)	Appreciating Others (G) Pick 3 names out of a hat, in 3 rounds approach that person and tell them 1 thing you appreciate about them.
Year 4	1-Exercise	L1	Discoverer	H1	Value of Exercising in Groups What kinds of physical activity do you do in groups or pairs at home/at school?	Design Your Own Group Exercise (G) Using the equipment provided, think up a group-based exercise game, what are the rules? Reflection - what worked well in their game, what could be improved now they've tried it out?
Year 4	1-Exercise	L2	Noticer	H5	Noticing the effects of physical activity What is your favourite sport and why do you like it so much? Play with friends, exciting, winning, etc. How have you used your Discoverer to try out new skills over the last year or so?	My Favourite Physical Activity: A Personal Journey (I) What could/couldn't I do/would like to be able to do at 3/6/9/12 in this sport/exercise
Year 4	1-Exercise	L3	Advisor	H7	How we experience different thoughts and feelings in relation to exercise Exercise is good for our mental health as well as physical. Advisor can be un/helpful in terms of helping us keep fit and healthy.	Design Your Advisor (I) Draw two Advisors; one when it's being helpful, and one when it's being unhelpful. Describe why they chose those key features.
Year 4	1-Exercise	L4	Values	H1	Using Values to guide exercise behaviours Who is someone you know who does a lot of exercise - what do they do? Why do you think they exercise so much? Note any core Values.	Values As Guides For Exercise (I) Choose one Value that feels really important to you. What do you already do/ could you do to show this Value in your play and exercise?
Year 4	1-Exercise	L5	Flexible Social-View	H2	Exercising in groups We can help each other learn, grow, achieve when we exercise together. Core values = collaboration, helpfulness, awareness etc.	The Joy of Shared Exercise (G) Interview each other about experiences of doing exercise in groups. One question for each DNA-V skill.
Year 4	2-Self Care	L1	Discoverer	L7	Different types of self-care skills Eight essential early self-care skills - brushing teeth, washing hands, brushing hair, putting on shoes, dressing/undressing, using velcro, zipping/unzipping, bathing/washing	Growing My Self-Care Skills At Home (I) How do you rate (independent, partly independent, others help me) for 16 self-care skills. Choose one skill to work on getting better at in the next week.
Year 4	2-Self Care	L2	Noticer	L7	Benefits of Self-Care skills What are the practical/emotional benefits of being able to do self-care skills (positive sense of self-efficacy)	Noticing The Benefits Of Self-Care (I) Choose 3 self-care behaviours to focus on, one emotional and practical benefit, and one benefit to others of being able to do this.
Year 4	2-Self Care	L3	Advisor	L1	Role of the Advisor in Using Good Self-Care Can be helpful or unhelpful about the importance of self-care. Can you think of some helpful/unhelpful Advisor thoughts related to e.g. teeth brushing, eating healthily.	The Self-Care Debate (G) List as many self-care behaviours as you can, as many unhelpful Advisor thoughts as you can think of. Half - helpful Advisors, half - unhelpful Advisors. Our role is to decide which bits are un/helpful, and how to act.
Year 4	2-Self Care	L4	Values	H23	Who care for us and how they do so Discuss 2-3 people, at home, school, or somewhere else. Noticer skills to help them to help you. How could you help others to care for you?	Caring For Me (I) One thing ____ does for me in terms of cooking, laundry, getting ready, shopping, arranging fun activities - one thing I do for myself, and one thing I would like to start doing more for myself. What Values would you show?
Year 4	2-Self Care	L5	Flexible Social-View	H11; H8	Seeking emotional support when you need it Inside Out emotional health clip - important to be able to recognise when we are feeling a certain way, and to be able to seek the right support.	Seeking Social Support (I) Design a poster, some things that might make us sad or worried, how we might go about seeking support, how we could be supportive.
Year 4	3-Give To Others	L1	Discoverer	R2	Value of acts of kindness and generosity Being kind to others benefits ourselves; sense of personal connection, sense that we are being a good person, encourage others to be kind to us, create a supportive community.	Five Random Acts of Kindness (I) Plan 5 random acts of kindness, plan what/where/when/who/why. Plan to do over the next week.
Year 4	3-Give To Others	L2	Noticer	R2	Students' experiences of doing random acts of kindness Was it hard? How do you think it made the other person feel?	Noticing The Effects of Kind Acts (I) Write a short essay about your acts of kindness - what, who, any thoughts, feelings, or sensations, did it change how you feel about that relationship? What they have learned about the value to yourself and others of doing kind acts.
Year 4	3-Give To Others	L3	Advisor	L9	Role of the Advisor of being kind to others Count your breath; explore how active our minds are, count up and restart at 0 when you get distracted by a thought. Thoughts constantly on the go; memories, about the future - all part of being human.	Using Our Advisors To Be Kind To Others (I) Write about Advisor thoughts that popped up during your random acts of kindness. Consequences of following a helpful/less helpful Advisor thought. Can you do some more random acts of kindness over the next week and notice the Advisor thoughts that show up?
Year 4	3-Give To Others	L4	Values	R7	Using Values to make giving more personally meaningful What Values can we identify in our own and others' random acts of kindness? Video clip - Five Ways To Wellbeing (Give)	Expressing Kindness In Our Own Way (I) What Values are important to you to show in your actions when you are giving to, or being kind towards, others? Being a good child/sibling, sharing, showing gratitude, etc. What can I do better?
Year 4	3-Give To Others	L5	Flexible Social-View	L15	Connection between sustainability and charity Discuss why donating things we don't need anymore can be beneficial to others, and to ourselves (others may not be able to afford as much, form of recycling, make us feel good).	Dear...[Local Charity] (I) Choose which local charity to donate the items to. Write a letter to the charity, to be placed with the items. What and why you are donating, why giving to charity is a good thing for ourselves, others, and for the planet.

Year 4	4-Connect With Others	L1	Discoverer	L8	Using our Discoverers to find ways of resolving conflict and disagreement Is it OK to have disagreements with friends? Arguments can be tricky, are common, can make it hard to see the other's point of view, can be recovered from.	Resolving Conflicts Through Empathy and Understanding (I) Reflective writing activity, an argument you have had since being in Year 4, reflect on what thoughts and feelings the other person may have been experiencing, what you did to help make things better, anything else you could do better next time.
Year 4	4-Connect With Others	L2	Noticer	R1	Using the Noticer to improve our social connections Being close to others is good for us and can even help our physical health. What physical contact would be inappropriate? What would you do to seek support and safety?	The Social Connection Interview (G) Interview a classmate about what makes a good friend, have you ever been let down by someone, what advice would you give someone who is lonely/bullied? What can you do this week to be a good friend, especially helping someone who might have felt lonely?
Year 4	4-Connect With Others	L3	Advisor	R2; R9	Discussion about secrets What secrets have you been told before? What secrets would be fine to keep? What secrets would not be OK to keep? Safe vs. unsafe secrets - safe will be told eventually and make everyone smile; unsafe makes you feel confused, threatened, unsafe, or uncomfortable.	Skilfully Dealing With Secrets (I) Design a poster for younger students about safe vs. unsafe secrets, what emotions we might notice when someone tells us a secret, 1-2 Advisor thoughts to listen to when someone tells us a secret.
Year 4	4-Connect With Others	L4	Values	R3; R15	Discussion about managing dares What is a dare? What have you been dared to do? What Values can help us respond to an unsafe dare? Courage, mindful of consequences, honest. Some can be dangerous; use our DNA-V skills to manage dares if they are unsafe	Using Values To Manage Dares (I) Write about a dare you have been asked to do. Risks/dangers, emotions you might notice, un/helpful Advisor thoughts, 3 Values that can guide your actions, what actions could you take to show these Values.
Year 4	4-Connect With Others	L5	Flexible Social-View	R4; R19	Different kinds of adult partnership-relationships What kinds of relationships do we have in our lives? Family, friends, teachers etc. Romantic partnership relationships can be husband/wife, gay marriage, civil partnership, unmarried. Important values are tolerance, open mindedness, understanding etc.	A Loving Partnership Relationship (I) Brainstorm Values, Actions, and Challenges - what are the Values we should show, Values-based actions, and some of the challenges.
Year 4	5-Challenge Yourself	L1	Discoverer	H7	Discussion about stepping out of our comfort zones Explore what this means - this can help us to grow, learn, and have adventures.	Unicorns, Magic & Rainbows! (I) Write a poem about something you achieved when you stepped out of your comfort zone, or just a general poem about this topic. What it means, what kinds of emotions you might notice, Advisor thoughts, and what could happen if we use our Discoverer to step out of our comfort zone.
Year 4	5-Challenge Yourself	L2	Noticer	H7	Different kinds of challenges and what we might notice when challenging ourselves Being a skilled Noticer regarding our feelings, including emotions, can help us do something that might be helpful in tricky situations, like ask for help.	Notice Before; Notice During; Notice After (I) One activity you enjoy and one you don't. Write something you have achieved in each. What thoughts, feelings, and sensations did/might you notice before, during, and after the challenge?
Year 4	5-Challenge Yourself	L3	Advisor	H15	School rules What are 3 school rules we have to keep us safe. How does it keep us safe? Is there a context when following this same rule might not be helpful?	Using The Advisor To Stay Safe In School (A) Relating to one context around school, six Advisor rules that are good rules to keep us safe and well, and why these are useful. Work as a group, feed back at the end.
Year 4	5-Challenge Yourself	L4	Values	L13	Ethics & ethical consumption A bit like Values, one area where there is a need for ethical considerations is how we consume goods and products (what we choose to buy). Fair trade (someone has been paid to make it), and whether it can be reused or recycled.	Applying Our Values To Consumer Behaviour (I) Write a letter to the prime minister, tell them why we feel it is important to develop policies that encourage people to be more ethical when they consume goods and products. How could they encourage supermarkets etc. to sell ethical products? Include Values as reasons for ethical consumption.
Year 4	5-Challenge Yourself	L5	Flexible Self-View	H18	Discussion about puberty Who knows what this means? Video, slide of typical changes (mood swings, pubic hair, underarm hair, body odour, acne, breasts, hips, periods, voice, penis, chest hair, shoulders)	Using Our Flexible Self-View To Understand Puberty (A) Develop an interview with questions for a trusted adult in school, about puberty. Physical and emotional changes, changes in what you're interested in, etc.
Year 4	6-Embrace The Moment	L1	Discoverer	H21	Using DNA-V to manage health and safety concerns outdoors While embracing the moment, we need to make sure we are staying safe. What is one activity you like to do outdoors, and one possible safety issue? Life involves risk, using our Discoverer means skilfully managing that risk.	My DNA For Outdoor Play! (I) Write down 3 activities you enjoy doing and often do outdoors. What, where, at least one risk or consideration, what you do to manage these risks. Plan to do one outdoor activity over the next week, and use their Discoverers to safely manage risks involved.
Year 4	6-Embrace The Moment	L2	Noticer	H6	Why we humans worry Worry can be useful. The trick is not to avoid worrying, but to worry well. If we get caught up in our worries, they can get in the way. Being able to talk about the things that worry us is a sign of real strength.	The Gold Inside Our Worries (Part 1) (I) Three tricky situations - what is the child worried about, and what is important to them. How could each child use their DNA-V skills to respond to their worry? We should figure out why we are worried, and how we can use them to move toward our goals!
Year 4	6-Embrace The Moment	L3	Advisor	H6	Why we humans worry In prehistoric times, cavemen faced a lot of dangers. Worrying helped them stay vigilant for threats and danger like predators.	The Gold Inside Our Worries (Part 2) (I) A Letter To Terrance - has has a falling out with a friend and feels like the class have sided with the friend. Explain to Terrance why we worry, advice about how he could use his DNA-V skills in this situation.
Year 4	6-Embrace The Moment	L4	Values	H1	Discussion about linking Values to actions and activities One activity you do regularly, that makes you happy. Link to Values.	When I Feel Happiest (I) Write about an activity you do that makes you feel happy, either alone or with others. Write about where we do this activity, and some of the thoughts, feelings and sensations you often notice when doing this activity. Three Values that you feel connected to.

Year 4	6-Embrace The Moment	L5	Flexible Self-View	H22; H25	Discussion about the internet and online safety What devices do you use to access the internet, what games or activities do you play? Do any involve playing with people you've never met? Risks of chatting with people we don't know online?	Developing A Strong Self-View For Online (I) Only use online games your parents have said it's OK to use. If in doubt, check with a trusted adult. If someone you don't know tries to chat with you online, don't reply. Tell a trusted adult straight away. Don't share any personal information about yourself online. Talk to a trusted adult regularly about what you've been up to on your internet device, as they might be able to advise you about how to use your device well and safely. Design a poster.
Year 5	1-Exercise	L1	Discoverer	H1	Discussion about the value of trying out new forms of exercise Benefits of regular exercise, both physical and emotional.	Design Your Own Yoga Pose (I) Background of yoga, Hatha Yoga with challenging yoga poses (video). Try out Warrior pose, then design your own yoga pose. How did it feel?
Year 5	1-Exercise	L2	Noticer	H6; H20	Things we often notice when we exercise Three experiences you often notice; physiological, cognitive, emotional, sensory.	Mindful Exercise (I) 30 seconds of an exercise, brief A-N-D, record what you noticed.
Year 5	1-Exercise	L3	Advisor	H1; H2	Using our Advisor to stay fit and healthy Advisor thoughts (about what we should do), video about evolution of the human mind/ Advisor. Can keep us safe and give us useful information. Have you ever considered doing some form of exercise, but worried about what people will think of you?	Taking The Advisor For A Run (I) Think of an exercise you would like to improve at. What tricky Advisor thought might show up? Write it down, then add "I am having the thought...", then "I notice I am...". This can help us to unhook from tricky Advisor thoughts, thoughts are not necessarily the 'truth'
Year 5	1-Exercise	L4	Values	H1	Linking our Values to exercise Values list, which do you feel you are expressing when doing exercise? Does it feel different to do exercise because you chose to, vs. activities you have been told to do?	Valued Exercise Bullseye (I) Mark on the quadrant how far you engaged in activities you would like to have done - exercise at/out of school, by myself/with others. What behaviours have you done that led you to put your cross close to/far from the centre? Plan one exercise behaviour you would like to do more of, which Value this brings to life.
Year 5	1-Exercise	L5	Flexible Self-View	H1; H16	How our view of our 'self' affects the way in which we exercise Developing a flexible self-view is about being able to notice all of the different views that we hold about ourselves, to decide in each moment what we most want to be about and to act in a way that shows that in our behaviours. Habit means a settled or regular tendency, hard to give up. What good habits relate to staying physically fit and healthy?	Creating Your Own Exercise DNA-V (I) Using DNA-V template, doodle Values (what exercise is important and why), Advisor thoughts (helpful and unhelpful, that you notice when engaging in this activity), Noticer (what emotions and sensations you notice), and Discoverer (doodle yourself when trying out new activities and challenging yourself). Flexible Self-View and growth mindset is important to further develop in these physical activities.
Year 5	2-Self Care	L1	Discoverer	H22	Using our Discoverer to promote safe use of the internet What are some of the things we use the internet for? Online gaming, smart media, online learning. Danger of sharing personal information - noticing that someone is trying to access personal information. What are some unhelpful rules?	Using Your Discoverer For Online Safety (I) YouTube clip, staying safe online, design a poster for KS1 children skilful use of DNA-V skills to stay safe online. D-trying new things, N-noticing when someone is trying to get their personal info, A=helpful rules to stay safe.
Year 5	2-Self Care	L2	Noticer	H8	Challenges of change What are some positive changes you've been through (moving house, new baby), less positive/scary changes? (any of these, friend moving away, pet dying).	Coping Skills Comic Strip (I) We can feel both excited and a bit scared and nervous at the same time. Write a comic about a big change, either something they have been through or not. Physical/social change, thoughts and feelings (nice and not-so-nice), and 2 self-care strategies.
Year 5	2-Self Care	L3	Advisor	H4; H13	Self-Care and the media Where do we see adverts? Physical, online, TV etc. What adverts can you remember seeing? Show examples - what thoughts and feelings do you notice? Important to notice these messages and how they are affecting us, to decide whether the message helps us with our self-care.	Dear Mr Advertiser (I) Write a letter to expressing discontent with the advert's message - why they are providing that message, what they could do differently to promote self-care behaviours.
Year 5	2-Self Care	L4	Values	H15	Staying safe during playtimes Rules that keep us safe at playtimes. Discussion of different rules, why we have that rules, are there any times when it would be important to break that rule? Any new rules it would be good to have? What would happen if none of these rules were being followed?	Design your perfect playground (I) Draw your ideal playground - can have anything you like. Write down 3 rules that would be helpful to follow to stay safe in your playground. Are there any times that it would be helpful to break these? Questioning rules can be helpful for understanding why they are there.
Year 5	2-Self Care	L5	Flexible Social-View	H23	People who help us stay healthy and safe Write down as many people as you can who help to keep us safe and healthy - at home, other family, people at school, other people in the community. Choose one of them who loves you very much - imagine you've been hurt and are in hospital, put yourself in their place - what thoughts, feelings, & sensations would you notice?	Helping Hands (I) Someone who helps me and one thing they do; one thing I do to help them help me; one more thing I could do (or do more of) to help them - immediate family, wider family, adults at school, friends, wider community.
Year 5	3-Give To Others	L1	Discoverer	R1	Importance of giving to others Two ways we can give to others - physical things, saying something nice, providing emotional support, helping when someone has hurt themselves. Video - free hugs in Santorini, what thoughts and feelings might they experience?	The Thoughtfulness Festival (G) Name in a hat three times - take 3 names, in three rounds find the person and say something that you like about them. What did you notice about them? What did you feel?

Year 5	3-Give To Others	L2	Noticer	L1; L10	Giving to others and just and charitable causes What are some large-scale problems humans face? Lack of food, healthcare, corruption, homelessness etc.) In what ways to communities address this social problem? Are there any that feel particularly important to you?	A Charitable Cause (I) Prepare a presentation 3-5 minutes long about one charitable cause - improving access to education, healthcare, reducing poverty, homelessness. One thing our community does well to support this cause, what does it do not so well, what could they do better, what could we do as a group to support this cause
Year 5	3-Give To Others	L3	Advisor	R2	Value of kindness and giving to others Random acts of kindness - what does the term mean, what RAK we might often do for others, or have done for us. YouTube clip - random acts of kindness - how might they have felt about doing/receiving the RAK?	Random Acts of Kindness (I) Plan RAK we would be willing to do over the next week or so - rate all possible acts 1-3, from 1's circle 3 you would like to try. Helpful & unhelpful Advisor thoughts.
Year 5	3-Give To Others	L4	Values	R7; R12	Distinction between values, goals, and actions What values might we show when being giving towards others? In the past week have you notice someone demonstrating this quality towards you?	Values vs. Goals (A) 20 value statements and 20 goal statements - cut and stick.
Year 5	3-Give To Others	L5	Flexible Social-View	R5	Different types of relationships Immediate family, other family, friends, acquaintances, professionals (teachers, doctor, local shopkeeper, hairdresser).	Circles of Connection (I) Me in the centre, add people in our lives according to how close we are to them. Why did you choose those near the middle? Is there anyone you'd like to be closer to? Choose one from each circle that you will act in a given way toward over the next week (time, kind words, help, a gift).
Year 5	4-Connect With Others	L1	Discoverer	L6; R14	Connecting with others in response to conflict Arguments and conflicts can lead to the strongest connections. Tell about one time you had an argument, where you eventually managed to work out your differences. Include how you worked things out. YouTube clip - restorative approaches. How do the children feel? Appreciate each other's points of view.	Acting on Conflict Resolution (Part 1) (G) In small groups, develop a play about conflict, and it's resolution. RA = helping people who have been wronged find answers to: what happened, who has been affected, what can we do to put things right, what have we learned to make different choices? Can be fictitious or based on an argument you've had.
Year 5	4-Connect With Others	L2	Noticer	L6; R14	Recap of Restorative Approaches Focus on repairing the situation, rather than punishing people. How did it feel to (practise) have a conversation with someone you've been arguing with, and hear their perspective?	Acting on Conflict Resolution (Part 2) (G) Perform plays, further reflect on feelings before and after, and how RA can help us to connect with others during times when we are in conflict and feeling distant from someone else.
Year 5	4-Connect With Others	L3	Advisor	R3	Discussion about loneliness and connecting with others Advisor evolved to keep us safe, one way it does this is by helping us live well within our social groups. YouTube clip: evolution of the human mind. Our minds evolved to be on the negative side, on the lookout for problems.	The Cave Person's Advisor (I) Design a short storyboard to illustrate helpful vs. unhelpful Advisor, two dangerous events a caveperson might have faced that would require being in a group, what the Advisor might do, what actions they would take,
Year 5	4-Connect With Others	L4	Values	R13; R17	Individual differences, similarities and diversity Write down as many ways you can think of in which humans differ - age, ability, sex, relationship status, ethnicity, religion, sexual orientation. Diversity - beyond tolerance, embracing and celebrating our differences.	The Diversity Interview (A) Write an interview for someone about a religion or ethnicity you know little about and would like to know more. What values are we showing by enquiring about others in this way.
Year 5	4-Connect With Others	L5	Flexible Social-View	R1; R2	Empathy in connecting with others Involves taking another person's perspective, and the emotion they are feeling. Usually painful or unpleasant feelings.	Design Your Own Emotions Collage (I) From magazines etc., cut out pictures showing different emotions (facial expression, body language, other clues). Choose one, write about what the emotion is, why they might be experiencing that emotion, what features help you know.
Year 5	5-Challenge Yourself	L1	Discoverer	L7	The Importance and Challenges of recycling waste What are some materials we recycle, why is it important to recycle waste, what are some negative consequences of not recycling?	A World With Recycling & Design a Recycling Bin Sign (I) Mindfulness audio file. What would the world be like if everyone littered? Design your own recycling bin signs - encourage people to recycle in the school's recycling area.
Year 5	5-Challenge Yourself	L2	Noticer	H6	Discussion about emotional challenges of doing exams and tests YouTube video - conquering exam stress. Stress can be helpful sometimes, what strategies can help us manage stress? What might we notice before and after doing tests?	The Bravest Person I Know! (I) Who is the bravest person you know? Choose 3-5 values which are important to show when feeling stressed, which this person shows in their actions. Write a paragraph about how the person would approach exams or tests.
Year 5	5-Challenge Yourself	L3	Advisor	R11	Embracing challenges when working in groups How to support and work together co-operatively, using our Advisors. YouTube clip: team building activities	Tower Challenge (G) Work in groups to build the tallest tower. Notice helpful and unhelpful Advisor thoughts.
Year 5	5-Challenge Yourself	L4	Values	H6; H7	Value of challenging ourselves What does 'comfort zone' mean? Benefits of being out of our comfort zone sometimes?	Growing Through Our Challenges (I) Worksheet - one way you stepped out of your comfort zone recently, one feeling you noticed, one unhelpful Advisor thought, Value that was important to show. Our Values are our reason for being willing to turn toward challenging situations.
Year 5	5-Challenge Yourself	L5	Flexible Self-View	H8	The importance of holding a Flexible Self-View when engaging in challenging activities One thing you are good at, one thing you are not so good at, one thing you would like to get better at. Why might these statements be helpful/unhelpful? Could make us feel not very good, or could motivate us to get better.	Past Me, Present Me, Future Me (I) Worksheet completing short statements about yourself. How has your self-view changed over time? How have your likes and dislikes, what you believe, changed over time?
Year 5	6-Embrace The Moment	L1	Discoverer	R1	Actions that helps us Embrace The Moment ETM is about how you do something, we can do this in activities with others and alone. It is about appreciating and making the most of each moment, and showing our Values in our actions.	The Valued Action Interview (I) Choose one Value you would like to get better at showing. Identify one person in your life who is very good at showing this Value in their actions. Design an interview for that person about this Value.

Year 5	6-Embrace The Moment	L2	Noticer	H6	Using our Noticer to Embrace The Moment Focus on things we appreciate and how we can show gratitude for these things. Think of something you are really grateful for - not a thing, but a person, attribute, or experience they do regularly.	The Gratitude Tree (I) Identify things you are grateful for at home, at school, and other contexts in which we spend time, and write a sentence about why you feel such appreciated for this. Write one action they are going to take to express gratitude.
Year 5	6-Embrace The Moment	L3	Advisor	H7	Human tendency to worry and why we do this One of the functions of our Advisor is to worry, while we often think of worrying as bad, it can actually be helpful sometimes. Depends on how we respond to the worry.	Inside The Worry Chest (I) The things we worry about can tell us about the things that are important to us. Write about one thing you tend to worry about (just a small worry), a helpful and unhelpful Advisor thought associated with this worry, and what is important to you about this worry - the nugget of gold!
Year 5	6-Embrace The Moment	L4	Values	H1	Embracing The Moment by taking Values-based action What are some things you enjoy doing in these 4 life domains (education, leisure, family, friends)?	Embracing Life In All Domains (I) One Value that is important to show in each domain, then one thing you've done to express that value in the past week, then one action they would like to take to further express these Values.
Year 5	6-Embrace The Moment	L5	Flexible Social-View	R7; R10	Embracing The Moment by engaging in prosocial behaviour Why do people engage in antisocial behaviour? Short-term benefits, leads to others not wanting to be their friends, not be trusted by their community, more negative for social connection.	Taking Perspectives To Build Prosocial Skills (I) Starfish story. Perspective of the young man, the old man, how do their Values differ? Understanding that we can all have different perspectives, and that's OK, we can still live co-operatively together.
Year 6	1-Exercise	L1	Discoverer	H1	Value of exercise and trying new forms of exercise Discussion about their favourite type of exercise, and why they like it so much. Why is it so important?	Create A Circuit (A) Choose 4 exercises, create an exercise circuit, and sketch this onto paper. Swap and try out another group's circuit. What sensations, feelings, and thoughts did you notice?
Year 6	1-Exercise	L2	Noticer	H2	Physical fitness/wellbeing and actions that promote them Who is the fittest, strongest, and healthiest person you know? Could be someone famous. What qualities do they show in their actions? What do you admire about them?	Connecting With Your Personal Trainer (I) Visualisation exercise, imagine the fittest person you know is in front of you, gives you advice on how to be the fittest and healthiest version of you. What advice do they give you? Worksheet writing down answers to the questions discussed.
Year 6	1-Exercise	L3	Advisor	H7	Role of the Advisor in keeping healthy and doing exercise Adverts - what advice do they give us? Unhelpful Advisor thoughts around exercise (I can't be bothered etc.)	Give Your Advisor The Microphone (I) Write down everything your mind says for 3 minutes. What did you notice about your thoughts? Did your mind ever stop? Our minds are constantly busy, never stops, including during exercise.
Year 6	1-Exercise	L4	Values	H5	Values and how they link to exercise What are Values? Qualities I want to show, what I want my life to be about, what I care about. How is a goal/action different to a Value?	Setting Valued Directions (I) Rate 10 exercise and wellbeing statements from 1-5, how important are they? How on-track are you with this goal? One action to get more on track.
Year 6	1-Exercise	L5	Flexible Self-View	H1	Two stars and a wish Two positive self-concepts and 1 less positive, about exercise	Changing, Active Me! (I) Doodle 3 things you do regularly. Doodle 4 positive self-concepts, and 2 negative self-concepts. How have these changed over the past 3 years?
Year 6	2-Self Care	L1	Discoverer	H3	Healthy eating and having a balanced diet Does having a balanced diet mean eating zero snacks, or is it OK to eat them in small amounts? Can you think of a time you tried a new food? What Advisor thoughts do we have when our parents tell us to eat all of our vegetables? Or when we eat more junk food than we should?	Play With Your Food! (I) Children try a new type of food, describe how it looks, feels, smells, tastes, and research nutritional facts about the food.
Year 6	2-Self Care	L2	Noticer	H2	Principles of Self-Care Being able to make informed choices Helping people to assess their own care needs Access to appropriate information to manage one's own care needs Developing self-care skills Using technology to meet our own self-care needs Accessing support networks (formal and informal) Taking adaptive risks and managing risks well.	Sending Loving Kindness To My Learning Self (I) Focus on:- Making informed choices about our self-care needs. How to assess one's own care needs. Loving Kindness meditation. What does it mean to be caring towards others? What do others do that makes you feel loved and cared for? Who is someone you really care about? Write a letter to yourself, what you need to learn at your best (good sleep, eat well, clothes, exercise, treating others with respect etc.) to meet physical and emotional needs
Year 6	2-Self Care	L3	Advisor	H9; H10	Risk Taking YouTube clip - the reward of risk. What healthy, adaptive risk-taking did you engage in when you were younger which helped you to develop an important skill?	Stajin' Alive Using The Advisor (G) The survival game. Overly positive Advisor, negative Advisor which stops when asked, laid-back Advisor, negative Advisor which will not stop when asked. Which human would survive? Evolved to stay active to keep us safe. Problem-seeking and problem-solving machine. Use DNA-V skills to know when to listen.
Year 6	2-Self Care	L4	Values	H5; H7	Developing Self-Care Skills What things do others do for you? What do they do to help you to learn to care for yourself more independently?	Linking Self-Care To Values (I) Rate which self-care behaviours you do, or do independently (exercise at break, wash myself, talk to X if I'm feeling sad, take time to rest if I'm feeling poorly). What Value do these link to? Choose one self-care behaviour to try doing more of, which Value it's connected to.
Year 6	2-Self Care	L5	Flexible Social-View	H11; H14	Accessing support networks One time recently you felt sad/worried, a person you approached for support, what about them makes them a good source of support?	The Most Supportive Person I Know... (I) What are some Values that you look for in someone from whom you would seek support? Most supportive person you know - what actions have you seen them do? What Values do you notice they have? Plan one action you can take to show this action.

Year 6	3-Give To Others	L1	Discoverer	R7	Value of Giving To Others Think of a time you did something kind for someone else - how did it make them feel? What ways can we give to others - especially acts that don't involve giving actual things, or for people they aren't too close to.	The DNA of Giving To Others (I) Think of a special person you are close to; what is one good memory, what Values were you showing? What is one tricky time you've had with them - what were you feeling at this time? What are some un/helpful Advisor thoughts that showed up? What could you have done to show the Value you wrote earlier? Plan something to do for your chosen person.
Year 6	3-Give To Others	L2	Noticer	R21	Emotional and social effects of giving to others and of cooperative behaviour in groups Evolved from great apes, chimpanzees are our closest ancestors, video clip - chimpanzees sharing and co-operating.	To present you, from future you (I) Future you is a compassionate, kind, and giving - what advice would they give you?
Year 6	3-Give To Others	L3	Advisor	R11; R7	Value of collaboration on group tasks Who is someone you work well with on group tasks? What qualities are helpful? Can you think of a group task that didn't go well? Why did it go wrong?	Tallest Tower (G) Work in groups to build the tallest tower, with the roles Leader, Timekeeper, Builder, Measurer. What did you Advisor thoughts say?
Year 6	3-Give To Others	L4	Values	R18	Responding to conflict with kind and compassion What types of conflicts might occur at school? Reasons? Consequences? What can be helpful?	Connecting Values to Conflict Resolution (I) Look at Restorative Approaches, written activity - thoughts, feelings, and values of those in the clip.
Year 6	3-Give To Others	L5	Flexible Social-View	R16	Stereotypes and the process of stereotyping Stereotyping is normal, can use our Noticers to appreciate one another fully	Challenging Stereotypes (I) Discussion about different genders (including non-binary). Focus on male/female stereotypes. Cut/stick activity, what role would you associate with different gender? We all stereotype, our role is to relate skilfully to stereotypes so they don't influence how we talk to people in unhelpful ways.
Year 6	4-Connect With Others	L1	Discoverer	L12	Appreciating cultural difference and diversity What is culture/cultural diversity.	Imaginary Pen Pal (I) Write a letter, then the response. Telling and asking about your/their culture. Pick from the map.
Year 6	4-Connect With Others	L2	Noticer	R2	Navigating tricky thoughts and feelings in our relationships Relationships can give us all kinds of nice, pleasant thoughts and feelings. And sometimes they can bring with them some more tricky thoughts and feelings too. YouTube clip - value of human connection (Free Hugs)	Connecting When You're Disconnected (I) Think of someone you really care about - think of a good memory, what Values were you showing? Think of a tricky time - practise A-N-D. What Advisor thoughts showed up. BOLD skills to engage Discoverer - how would you have behaved if you were really engaging your Values?
Year 6	4-Connect With Others	L3	Advisor	R10	Importance of social inclusion Is it important to feel valued and included? Have you felt left out before? What did it feel like? Passengers on the bus - same old road, doing the easy thing, or the new road - engage Discoverer, based on Values. Just let Advisor thoughts be there in the background.	What are my passengers saying? (I) Notice a classmate playing alone - passengers on the bus handout, write 3 helpful and 3 unhelpful Advisor thought, regarding the Value of being kind.
Year 6	4-Connect With Others	L4	Values	R2	Expressing Values in relationships Game of life - how did it feel having the choice made for you? Making the choice yourself?	Valuing Connection With Others (I) Top 3 Values important now, how can I bring my Values to life in my relationships now, with a specific person.
Year 6	4-Connect With Others	L5	Flexible Social-View	H16	Social habits and how they tend to form What is a habit? What are some social habits you have? Any less helpful?	Taking Your Mind For A Walk (A) Role play activity in pairs - first, the Advisor tells the person exactly what to do, and they have to do it. Act 2, the person can choose which instructions to listen to, and which to ignore. We can choose anytime what Advisor thoughts to listen to, and which not.
Year 6	5-Challenge Yourself	L1	Discoverer	H7	Engaging in challenging learning experiences in the curriculum What are some challenging but very valuable experiences? Challenging ourselves leads to growth and development.	Building Strength By Tracking What Works (I) Focus on a skill area they really enjoy, or feel they are good at. Worksheet-three past situations when they were doing activities in this area and found them challenging. What did they do to address the challenge? What thoughts/feelings did they notice? What could they have tried differently?
Year 6	5-Challenge Yourself	L2	Noticer	H1; H7	Important of Noticer in challenging situations What nice thoughts and feeling do we encounter when we are challenging ourselves? Any less pleasant? YouTube clip - challenge yourself.	My Proudest Achievement...So Far! (I) Design a certificate of achievement for your biggest achievement, something that was tricky and challenging. What thoughts and feelings do you notice as you look back? What challenges did you face?
Year 6	5-Challenge Yourself	L3	Advisor	H6	Skilful use of Advisor when challenging yourself Think of a subject you feel less confident about. What unhelpful Advisor thought do you notice? (Worksheet). When we notice unhelpful Advisor thoughts, we can: use our Noticer to get some distance from the Advisor, just let it be there in the background, thank our Advisor for trying to keep us safe, take a few mindful breaths, ask someone for help	Sorting The Advisor's Messages (A) Helpful, pleasant; helpful, not-so-pleasant; unhelpful, pleasant; unhelpful, not-so-pleasant. In groups, decide on a challenging situation, then write some Advisor thoughts that might show up in each box.
Year 6	5-Challenge Yourself	L4	Values	H7; H16	Focusing on Values when challenging ourselves Values compass metaphor; Value=direction, goal=destination.	Let Values be your guide (I) Think of a personal challenge that they are either a) already planning to do or b) would be willing to work on over the next week, something you enjoy. Which Value is important for this challenge? Value = direction, Challenge = destination.
Year 6	5-Challenge Yourself	L5	Flexible Self-View	H5; H7	Value of having a flexible self-view when challenging ourselves Negative thoughts like "I am not good enough", we can choose not to listen. Can they be helpful? For self-protection.	Growing Like A Starfish (I) Coping in times we haven't achieved what we'd hoped. A recent struggle, I was trying to behave...can still behave according to my Values.

Year 6	6-Embrace The Moment	L1	Discoverer	L16	Embracing opportunities to be enterprising ETM means noticing and appreciating the world around you, inside your skin, act according to Values, doing today (not putting things off). Enterprising = a project, especially a bold one, showing initiative.	DNA-V Matrix (Part 1) (I) Reflect on Values, four quadrants (inside/outside away/towards), set an enterprising SMART goal (try something new) to move towards Values.
Year 6	6-Embrace The Moment	L2	Noticer	L16	Embracing opportunities to be enterprising Recap of main activity from last week	DNA-V Matrix (Part 2) (I) Complete worksheet, unhelpful Advisor thoughts, one action that might move them away from their Value.
Year 6	6-Embrace The Moment	L3	Advisor	L16; H1	Skilfully relating to the Advisor to Embrace The Moment Did you manage to do your planned action? If not what Advisor thoughts got in the way? Ways to respond - Shift to the Noticer space. Hold the Advisor mind lightly - don't take it too literally or seriously. Do it anyway! Thank the Advisor for trying to look after you and consider how you can move forward in line with your values.	Sentence Building With The Advisor (I) Two BOLD goals, two unhelpful Advisor thoughts - "My Advisor is saying that ... and I can still try to... because the Value of ... is important to me"
Year 6	6-Embrace The Moment	L4	Values	H1; H6; H7	Using Values to appreciate the moment Two Kids in the Car - short story, about embracing the moment and enjoying a car ride, rather than being impatient.	To Embrace Or Not To Embrace (I) Think of a time you were in a situation when you wanted something to end; and another time you embraced the moment. Write about these in 2 short stories.
Year 6	6-Embrace The Moment	L5	Flexible Self-View	H5	Importance of developing a flexible view of ourselves in learning to Embrace The Moment Advisor thoughts that might stop us from embracing the moment if we don't apply our flexible self-view skills ("I can't do it" etc). Tricky Advisor thoughts - Step to the Noticer space to get some distance from them, whilst letting the thoughts just be there in the background. Try to push them away and stop thinking about them. Step to Discoverer space and try out a new way of responding to those tricky thoughts. Ask myself "what Values do I want to show in my actions now" and let this guide what I do.	The Self-Song (A) Based on the DNA-V song, write a flexible self-view song. About: How our self-views always contain some positive and helpful stuff and some less positive and less helpful stuff. That it's perfectly normal and OK to have negative self-thoughts sometimes. That we don't have to take self-view thoughts too seriously - they are just thoughts and they all pass in time. The potential benefits of using our flexible self-view skills to embrace every moment in life fully.