coram
Life Education

Programme Overview

This document gives a synopsis and a set of learning outcomes for each of Coram Life Education's primary aged programmes (3 to 11 year-olds)

3 to 4 year-olds:

Taking Care of Myself

Children meet Harold the Giraffe who is preparing to attend Nursery. They help him to get ready by showing him how to use the items in his wash-bag. Using a body tunic the children learn about the functions of some major internal organs and then exercise with an imaginary walk to Harold's Nursery. They see what Harold gets up to at Nursery before he returns home for a nap while the children have a sleep under the star-lit ceiling. Harold sings them a song about how special they all are before they each have a chance to say goodbye to him.

Children:

- Understand that the body gets energy from food, water and air and that exercise and sleep are important to our health.
- Name major internal body parts – heart, blood, lungs, stomach (tummy).
- Understand the importance of basic personal hygiene (e.g. washing, cleaning teeth and brushing hair).

4 to 5 year-olds:

All About Me

The children meet Harold the Giraffe who is very excited about going to his grandparents' house and they help him check he has everything in his bag including the items in his wash-bag. Using a body tunic the children learn about the functions of some major internal organs. Harold gets plenty of exercise at the park and the children all join in exercising their bodies too. Back at his grandparents' house Harold is feeling fed up and calls the Life Education Centre for ideas to cheer him up. Everyone feels a lot better after a sleep under the star-lit ceiling and Harold comes out to thank everyone for their help before singing one of his favourite songs about being happy and healthy.

Children:

- Understand that the body gets energy from food, water and air and that exercise and sleep are important to our health.
- Name major internal body parts – heart, blood, lungs, stomach (tummy), brain.
- Understand the importance of basic personal hygiene (e.g. washing, cleaning teeth and brushing hair).
- Understand that medicines can sometimes make people feel better when they're ill and understand issues of safety and responsibility.
- Know some strategies for dealing with sadness (what to do or who to talk to for help).

5 to 6 year-olds:

My Wonderful Body

The children learn about the major food groups before looking at TAM (the interactive body model) to learn how food, water and oxygen get into the body to give it energy. Harold the Giraffe wakes up after a good night's sleep and checks his lunch box for school but there is something missing! The children work out what he needs to have a balanced meal in his lunchbox before setting off to the school garden which gives them all plenty of exercise. At the school garden Harold's friend Kiki the Kangaroo tries to help Harold find some fruit for his lunchbox but upsets their friend Derek the Penguin by mistake. The children help to sort everything out before Harold returns to sing them his special song about different foods.

Children:

- Understand that the body gets energy from food, water and air (oxygen) and that exercise and sleep are important to our health.
- Name major internal body parts – heart, blood, lungs, stomach, intestines, brain.
- Know that foods can be divided into different groups and that a healthy diet is made up of a balanced mixture of these foods.
- Understand the importance of basic personal hygiene (e.g. washing, cleaning teeth).
- Understand that medicines can sometimes make people feel better when they're ill and understand issues of safety and responsibility.
- Understand that a person's behaviour can hurt others' feelings and think up strategies for making up when friends fall out.

6 to 7 year-olds:

Feelings

Harold is very excited as he is having a party for all his friends! He is disappointed that one of his friends can't come to the party because he is not feeling well. After a discussion about the safe use of medicines the children learn about the body by looking at TAM. They then join Harold at his party and his friend Derek offers to take photos. Using some of Derek's photos the children become 'Feelings Detectives' to work out how the children in the pictures might be feeling and the possible reasons why. Back at the party Kiki turns up late but feels left out of the action – the children help her think through how she could solve this problem and everyone is friends again. After a final 'body shake' exercise routine Harold meets the children again and sings them his special party song!

Children:

- Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.
- Name major internal body parts – heart, blood, lungs, stomach, small and large intestines, brain and know how food, water and air get into the body and blood.
- Understand that medicines can sometimes make people feel better when they're ill and understand issues of safety and responsibility.
- Recognise, name and understand how to deal with feelings (e.g. anger, loneliness).
- Understand the difference between bullying and isolated unkind behaviour.
- Understand that that there are different types of bullying and unkind behaviour.
- Understand that bullying is unacceptable, but know that for most of the time, most children do not take part in bullying behaviour, or experience bullying.
- Know where someone could get help if they were being upset by someone else's behaviour.

7 to 8 year-olds:

Meet the Brain

Harold is practising a song to sing in his school Top Talents Show and asks the children to assist him with his homework. Using TAM the children help out by considering which body organ is the most important before meeting the classroom brain who explains how he controls all the effects in the mobile classroom. The children learn how their brain sends and receives signals through the nerves and how it controls movements – even actions to an exercise routine! Continuing with Harold's homework the children consider whether choices such as taking a medicine, doing exercise, drinking alcohol and smoking cigarettes can help or harm the body. At the talent show Harold argues with his friend Derek over who should take the last place in the performance before the children help out by defining key friendship qualities and skills. Harold comes out to thank the children for helping and sings them his hit song about friendship!

Children:

- Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.
- Name major internal body parts – heart, blood, lungs, stomach, small and large intestines, liver, brain and know how food, water and air get into the body and blood.
- Understand how the brain sends and receives messages through the nerves.
- Understand that medicines are drugs and the times that they can be helpful or harmful.
- Understand that nicotine and alcohol are drugs and begin to understand the ways in which they can be harmful to the body.
- Identify: qualities of friendship; reasons why friends sometimes fall out; skills for making up again.

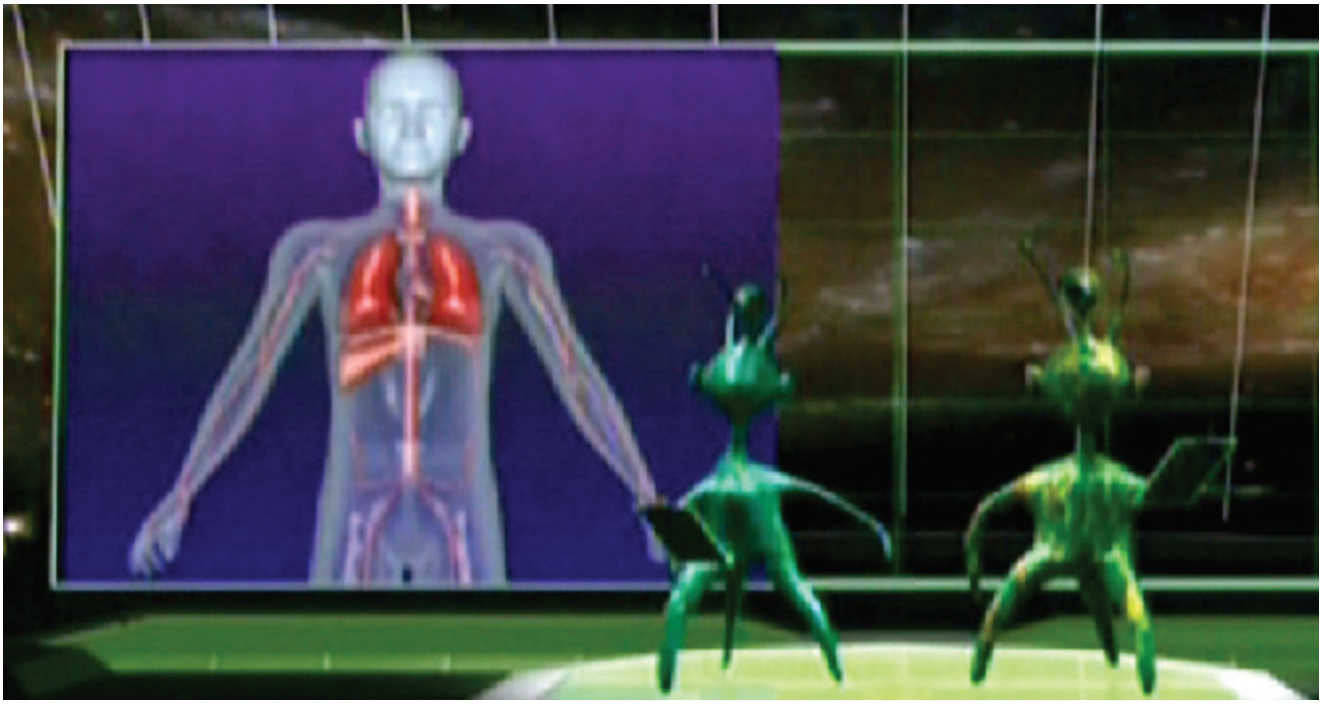
8 to 9 year-olds:

It's Great to be Me!

Harold is looking forward to his trip to Diversity World – a theme park where there is something for everyone. He is particularly looking forward to the Karaoke Kingdom where he can sing one of his favourite songs. While he is on his way the children look at TAM to consider how choices we make – such as doing exercise and taking a medicine – can affect what happens inside the body. At Diversity World Harold and his friends notice the park rules on smoking and alcohol which leads to a discussion about why there are these rules. Once inside the three friends can't agree what to do as they all want to do something different. They decide to split up but Harold finds himself lonely without his friends to enjoy the day with him. He decides to go on 'The Conformatron' where he learns how important it is for us to be able to make our own choices and that we can still be friends with other people despite of, and even because of their differences. Harold finds his friends and they spend the rest of the day together!

Children:

- Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.
- Name major internal body parts – heart, blood, lungs, stomach, small and large intestines, liver, brain and know how food, water and air get into the body and blood through the body's systems – digestive, respiratory, circulatory and nervous.
- Understand that medicines are drugs, and safety issues for medicine use.
- Understand some of the key risks and effects of smoking and drinking alcohol.
- Understand that everyone is unique and feel a sense of worth.
- Recognise that there are times when we will make the same choices as our friends and times when we will choose differently.
- Understand the need to manage conflict or differences and know ways of doing this, through negotiation and compromise.
- Understand that increasing numbers of young people are choosing not to smoke or drink alcohol.



9 to 10 year-olds:

Friends

(NB Specific content may change due to teacher choice of learning outcomes)

The two aliens, Veebo and Frobi, explain how four of our body systems work together to keep us alive. The children are given the opportunity to discuss not only what a drug is but how drugs can be used for medical and non-medical reasons. The risks of smoking cigarettes and drinking alcohol are explored although there is an emphasis that increasingly most young people do not take those risks. Through role-play the children explore the influence of friends on decision making. They identify and practise assertiveness skills. The importance of our basic human emotional needs in our decision making is threaded through the programme.

Children:

- Recognise basic emotional needs, understand that they change according to circumstance.
- Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
- Identify characteristics of passive, aggressive and assertive behaviours and rehearse assertiveness skills.
- Understand the actual norms around smoking and the reasons for common misperceptions of these.
- Understand some of the complexities of categorising drugs.
- Know the basic functions of the four systems covered and know they are inter-related.
- Explain the function of at least one organ.
- Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
- Know that all medicines are drugs but not all drugs are medicines.
- Understand ways in which medicine can be helpful or harmful and used safely or unsafely.
- Know two harmful effects each of smoking/ drinking alcohol.

10 to 11 year-olds:

Decisions

(NB Specific content may change due to teacher choice of learning outcomes)

Children review what they have learnt about the body and its major systems. Children are asked to list drugs they have heard of and then consider how these drugs have medical and/or non-medical uses. Tobacco, alcohol, cannabis and solvents are all touched on in this programme. They learn about the basic laws on drugs and how a drugs criminal record can affect a young person's future aspirations. Through the use of audio visual material and role-play the children explore aspects of peer dynamics and risk taking in relation to alcohol and work out strategies for managing risk. Children consider the types of activities most young people enjoy doing which do not present the same risks as using recreational drugs.

Children:

- Identify risk factors in a given situation (involving alcohol) and consider outcomes of risk taking in this situation, including emotional risks.
- Understand the law in relation to illegal drugs and that all drugs (legal or illegal) can cause harm.
- Understand the actual norms around alcohol and the reasons for common misperceptions of these.
- Recognise / empathise with patterns of behaviour in peer-group dynamics.
- Identify popular recreational activities that most young people enjoy OR identify aspirational goals and actions.
- Recognise basic emotional needs and understand that they change according to circumstance.
- Know the basic functions of the four systems covered and know they are inter-related.
- Explain the function of at least one organ.
- Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
- Know that all medicines are drugs but not all drugs are medicines.
- Understand ways in which medicine can be helpful or harmful and used safely or unsafely.
- Understand some of the complexities of categorising drugs.

Find out more

If you'd like to discuss how our work could support your school

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