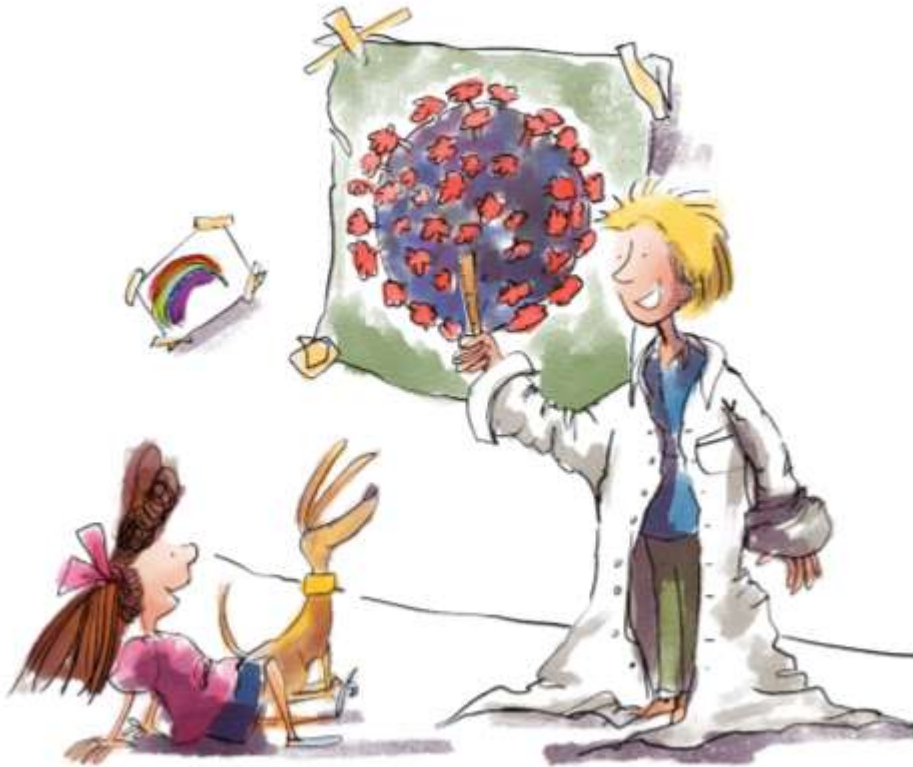


# When the Bugs Came



Key Stage 2 PSHE lessons  
based on the book  
by Joe Fisher

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1	I understand how bacteria and viruses can affect our health and how we can limit the spread of infection.
2	I understand that our feelings can be affected by things around us and I know there are strategies to support mental health.
3	I understand the reasons for rules and laws and the consequences of not following these.
4	I understand that different groups of people make up our communities and what it means to be part of a community.
5	I understand that the internet can be used positively and negatively.

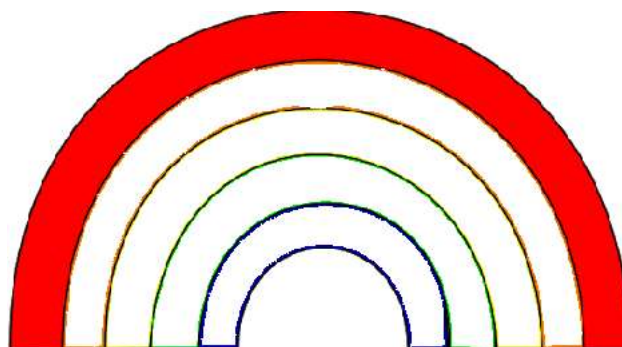
Lesson objectives have been taken from the Programme of Study for PSHE Education created by the PSHE Association

## Lesson 1

**Objective:** I understand how bacteria and viruses can affect our health and how we can limit the spread of infection.

**Resources**

- Copy of 'When the Bugs Came'
- Copy of KS2 workbook for each child



Bring the children into a circle. Use any normal routines for setting up a PSHE lesson. This could involve setting ground rules about what happens when someone talks.

Read the story of 'When the Bugs Came'.

Watch this video (or similar):

[https://www.youtube.com/watch?v=KirHm\\_sYfi](https://www.youtube.com/watch?v=KirHm_sYfi)

Bacteria and viruses can make us ill, especially if we don't make sure that we are keeping our hands clean.

If the pepper represents germs that stick to your hands, when we touch a door handle, these germs transfer off our hands and onto it! They're then there to be picked up by the next person who touches the door handle. If everyone is transferring germs onto the door handles and other surfaces that we touch, we are picking up lots of germs.

What do we have to remember during PSHE lessons?

- We stay quiet when someone is talking.
- We show respect for our friends and their ideas.

How do the children in the story try to stop the germs spreading?

What does this show us?

Why would washing our hands help us to stop germs making us ill?  
Who can explain using the video to help?

By trying to keep our hands clean, we're hopefully putting fewer germs onto the surfaces we touch which means there are fewer for us to catch!

Handwashing is one of the most important ways we can protect ourselves from COVID-19.

Bring the class back together and allow children to share their poster ideas.

Finish the lesson by colouring the red part of the rainbow to show that Lesson 1 has been completed.

Who can think of any other strategies we could use to keep ourselves safe? Possible suggestions:

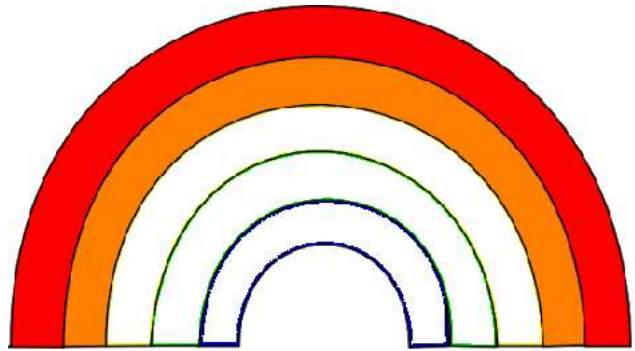
- Wearing a mask
- Coughing into your elbow
- Using (and throwing away) tissues
- Staying 2m apart
- Using hand gel

**ACTIVITY:** On the first page of their workbook, children to fill in the thought bubbles to show how good hygiene can be promoted.

How will these measures help to keep everyone safe?

## Lesson 2

**Objective:** I understand that our feelings can be affected by things around us and I know there are strategies to support mental health.



### **Resources**

- Copy of 'When the Bugs Came'
- Copy of KS2 workbook for each child

Bring the children into a circle. Use any normal routines for setting up a PSHE lesson. This could involve setting ground rules about what happens when someone talks.

Remind children of what we were looking at in the last session.

Ask the children how they are feeling today. Go around the circle and ask the children to think of and say an emotion.

Remind the children that all emotions and feelings are valid.

When things aren't going as well, we might feel different emotions.

What do we have to remember during PSHE lessons?

- We stay quiet when someone is talking.
- We show respect for our friends and their ideas.

Who can remember which book we read?

How many feelings can we collect?

How might we feel when we are having a really good day and things are going well?

How might we feel when things change or aren't going as we could expect them to?

How do you think the children in our story felt when things had to change?  
How can we make ourselves feel better when we are having a bad day?

When we are in scary or stressful situations, it is OK to feel worried or anxious. It is important to think about how we might help ourselves when we feel like this.

How can we fill ourselves with good things and feelings so that we can cope when things are difficult?  
What can we do?

**ACTIVITY:** Turn to the page in the workbook with the bucket outline on it. Explain that the buckets represent them. We need to fill it with good things for when things are difficult. What could we do to make ourselves feel better? Or, what did we do to make ourselves feel better when things changed?

For example:

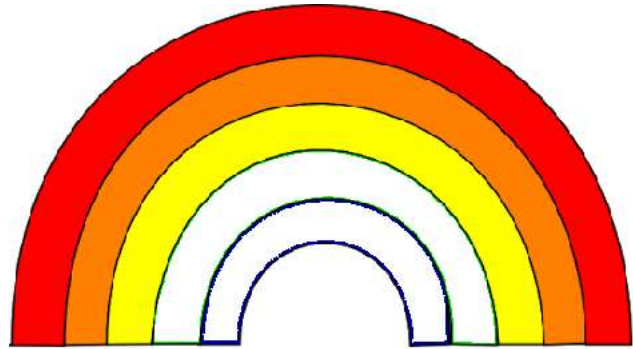
- Go outside for a walk or a run – fresh air helps
- Talk to a friend on WhatsApp or Facetime
- Activities at home – games/reading/baking

Bring everyone back together and ask children if they would be happy to share their bucket-filling ideas.

Finish the lesson by colouring the orange part of the rainbow to show that Lesson 2 has been completed.

## Lesson 3

**Objective:** I understand the reasons for rules and laws and the consequences of not following these.



**Resources:**

- Copy of 'When the Bugs Came'
- Copy of KS2 workbook for each child

Bring the children into a circle. Use any normal routines for setting up a PSHE lesson. This could involve setting ground rules about what happens when someone talks.

Explain that today we are going to be thinking about rules.

Remind the children that rules are here to keep us safe. They help everyone to know what they have to do and we usually know what will happen if we don't follow the rules.

Read 'Where the Bugs Came' again. Encourage the children to join in with any parts that they remember.

What do we have to remember during PSHE lessons?

- We stay quiet when someone is talking.
- We show respect for our friends and their ideas.

Who can remember which book we have been looking at? What have we talked about so far?

Who can think of some rules that we have at school? Why do we have these rules?

What new rules can you find here that we didn't have before the pandemic?

<p>Remind children of the changes that happened in March.</p> <p>These weren't really 'rules' but they were things that were going to help us stay safe.</p> <p>It is our responsibility to try to follow these to keep everyone safe.</p> <p>During World War Two, when the country needed to be reminded to come together to help each other, posters were made to encourage people to follow the new rules and to do the things the government had asked them to do. We're going to have a look at some of them now.</p>	<ul style="list-style-type: none"> <li>• Queuing 2m apart outside shops</li> <li>• Staying 2m apart from people</li> </ul> <p>Who knows of any other rules that we have now that weren't around before?</p> <ul style="list-style-type: none"> <li>• Adults wear masks inside places that aren't home</li> <li>• We can only meet up in groups of 6</li> </ul> <p>Why did we have to start having school at home?</p> <p>What could happen if we don't follow the rules? People could be fined and we could spread the infection around without realising it.</p> <p>Can you use these posters to inspire your own COVID-19 poster?</p> <p><b>ACTIVITY:</b> In their workbook, children can design a WW2-style propaganda poster to help people remember one of the new rules:</p> <ul style="list-style-type: none"> <li>• Stay 2m apart</li> <li>• Don't be part of a big group</li> <li>• Wear a mask if you're an adult</li> </ul>
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Finish the lesson by colouring the yellow part of the rainbow to show that Lesson 3 has been completed.



# BRITONS



"WANTS  
**YOU**"

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**GOD SAVE THE KING**

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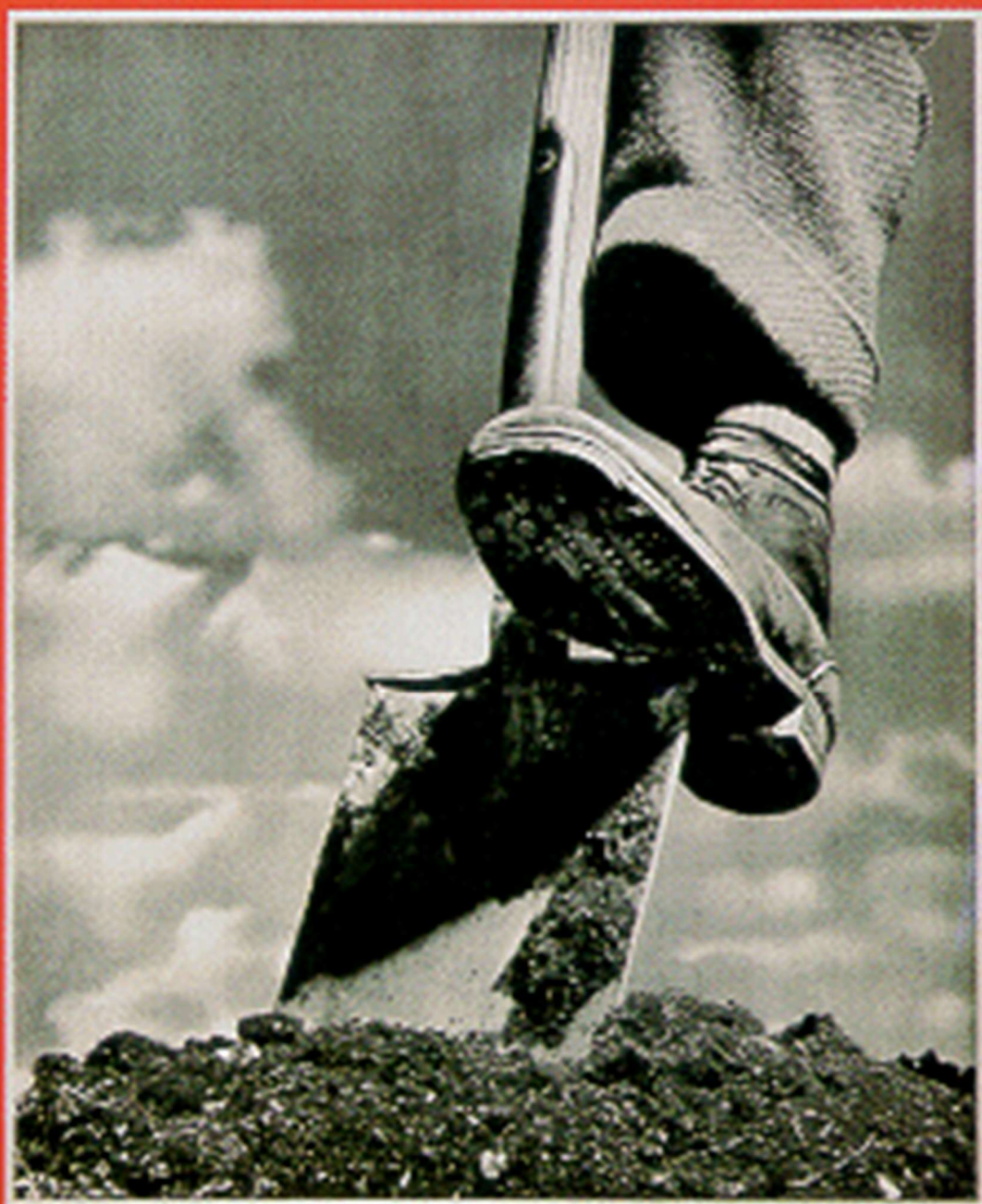
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# DIG FOR VICTORY





# We Can Do It!



*Howard Chandler Christy*

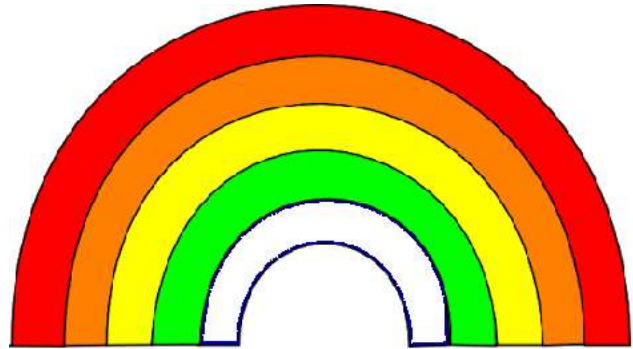
POST FEB. 15 TO FEB. 28



WAR PRODUCTION CO-ORDINATING COMMITTEE

## Lesson 4

**Objective:** I understand that different groups of people make up our communities and what it means to be part of a community.



**Resources:**

- Copy of 'When the Bugs Came'
- Copy of KS2 workbook for each child
- Card folded for each child to make their thank you card

Bring the children into a circle. Use any normal routines for setting up a PSHE lesson. This could involve setting ground rules about what happens when someone talks.

Ask the children to think about the different people that they know.

Go around the circle and ask the children to say a different job that they can think of (for example, teacher, nurse, farmer). We could say that these jobs are some of people's roles and responsibilities. Explain that within a community, everyone has a different role to play.

What do we have to remember during PSHE lessons?

- We stay quiet when someone is talking.
- We show respect for our friends and their ideas.

Who can remember which book we have been looking at? What have we talked about so far?

What jobs do they do?

During the pandemic, which groups of people have been really important? Can the children think of any? For example:

Discuss these roles and responsibilities with the children. For example, people working in supermarkets have been making sure the shelves were stocked so we could do our shopping. They were responsible for making sure we didn't all rush into the shops at once and only a certain number of people were allowed in at a time. Their role was to keep the supermarket running for us.

Remind the children that we all have a part to play and our role during the lockdown was just as important!

We had to make sure that we stayed apart from other people and that we stayed at home when we could. We had to wash our hands and not see our friends or family for a long time.

Look back at 'When the Bugs Came'. Look at page 11 – "We drew lots of rainbows, and stood at our door. Saying thank you and clapping our heroes, for sure."

- NHS workers
- People working in shops or supermarkets
- Delivery drivers
- Post men and women
- Refuse collectors
- Teachers

What have these people's roles and responsibilities been?

What were our roles and responsibilities?

How did we show people that we appreciated what they did when we couldn't see them?

**ACTIVITY:** Ask the children to think of someone they could say thank you to for keeping them safe this year. This could be their mum or dad or



Finish the lesson by colouring the green part of the rainbow to show that Lesson 4 has been completed.

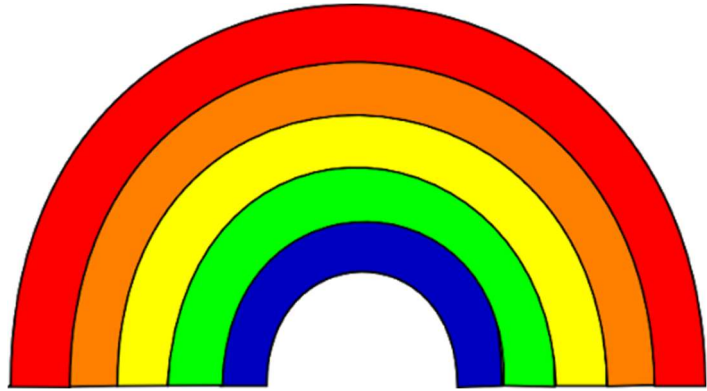
someone at home. It could be someone who works in a shop or a hospital. It could be a postman or woman. Ask the children to make a card to say thank you for everything this person has done to help keep them safe this year.

## Lesson 5

**Objective:** I understand that the internet can be used positively and negatively.

**Resources:**

- Copy of 'When the Bugs Came'
- Copy of KS2 workbook for each child



Bring the children into a circle. Use any normal routines for setting up a PSHE lesson. This could involve setting ground rules about what happens when someone talks.

Make a list of devices that the children suggest.

Look back at 'When the Bugs Came' once more. Read the story with the children, encouraging them to join in with the parts that they can remember.

What do we have to remember during PSHE lessons?

- We stay quiet when someone is talking.
- We show respect for our friends and their ideas.

Who can remember which book we have been looking at? What have we talked about so far?

What devices do you use to go on the internet?

At the beginning of the year, what did you mainly use your digital devices for? How has this changed since the lockdown happened?

What did the children in the story use their digital devices for? (Talking to family on phones and laptops). How many of you have done the same thing?

Talk to the children about why this has been a good thing. Video calls mean that we can see people who are far away and keep in touch even if we can't visit them.

Bring the children back together. Explain that it is important to know how good the internet can be but also how to keep ourselves safe when we are talking to people online.

We have been speaking to people we know online (our family and friends).

Social media can also be really useful; ask the children if they can think of why this might be.

It might help you keep in touch with people; maybe it keeps you up to date with the news; perhaps it gives you ideas of recipes to try or activities to do.

People usually only put the best parts of their lives on there. This means that it is very easy to look at pictures and think everyone is having a better time/coping better/doing more exciting things. This isn't a good thing to do, particularly when the world is looking different from how it usually does.

**ACTIVITY:** Ask children to find the page in their workbook with the picture that looks like a blank computer screen. Can they draw a picture here of someone they kept in touch with online during lockdown?

How have we made sure we've done this during lockdown?

Why do we need to be a little bit careful when looking at social media feeds?

How can we help ourselves to not feel discouraged by social media?

Limit the amount of time we use it.  
Remember that this is only a snapshot  
of the best parts of someone's lives.  
Remember that you don't have to  
share everything that happens on  
social media!

Finish the lesson by colouring the  
blue part of the rainbow to show that  
Lesson 5 has been completed.

## Appendix

How does this relate to the statutory PSHE guidance?

By the end of primary school, pupils should know:		
Health & prevention	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Lesson 1
Mental wellbeing	<p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	Lesson 2
Respectful relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	Lesson 4
Internet safety and harms	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Lesson 5