

When the Hugs Came



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

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Lesson	Objective
1	I understand that there is a broad range of jobs people can have.
2	I understand that some diseases can be prevented by vaccinations and immunisations.
3	I understand the feelings associated with change and loss.

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

Lesson 1



Objective: I understand that there is a broad range of jobs people can have

Resources

- Copy of 'When the Hugs Came'
- Copy of KS2 workbook for each child
- Pictures (either on board or printed)

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 two things. Firstly, we are going to think about the different jobs people have within our communities.

Display pictures for children to see (this can either be on the board or individual copies of them for small groups – the provided pictures are just a guide; please add any others you feel are appropriate).

Talk about where these people work. They have different jobs within our community which help us – our communities would not work as well without them.

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.

What do these pictures show? Who might work in these places?

How do these people help us?

<p>Remind children of the ‘When the Hugs Came’ story.</p> <p>Explain to the children that since 1914, the government has employed war artists to document conflict. These capture moments in history that some people might not see and that should be remembered.</p> <p>Show children a selection of war art pictures – the included are a guide, there are lots more available on the Imperial War Museum’s website (Art at IWM Imperial War Museums)</p> <p>Finish the lesson by colouring the bottom hand to show that Lesson 1 has been completed.</p>	<p>Can children match the job with the location?</p> <p>Where do we find the people who can help us? Can children identify that they are found in all towns and cities?</p> <p>Where was the dad in the story? What was his job?</p> <p>What do these pictures show? If we were going to illustrate the Covid-19 pandemic in this way, what or who might we include? (Encourage children to think about representing different parts of society in one picture.)</p> <p>ACTIVITY: Children to create their own ‘war art’ style picture in their workbook to illustrate the pandemic. Encourage them to think about the different people in our communities who have helped us.</p>
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Standing-by on Train 21:
One of the Civilian Evacuation Trains Ready to Evacuate Casualties at Short Notice
Evelyn Dunbar, 1941



Foreign Service-men in Hyde Park, Early Summer, 1940
Kenneth Rowntree



A Railway Terminus, 1941
Henry Carr



Christmas Day in the London Bridge YMCA Canteen, 1920
Clare Atwood

Lesson 2



Objective: I understand that some diseases can be prevented by vaccinations and immunisations.

Resources

- Copy of 'When the Hugs 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.

Pose question to children: what happens to us when we are ill? Who do we go to see? What are we sometimes given?

Antibiotics are medicines we are given when we are ill to make us better.

Vaccines – sometimes injections, sometimes tablets.

Explain that we haven't always had vaccines. Before people knew about vaccines, there were lots of bad illnesses that people could catch.

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.

Does anyone know what are we sometimes given, possibly when we are babies, to make sure we don't become ill in the first place?

Does anyone know any vaccines that they have had or other people have had?

How have vaccines helped us recently?

Show the children a picture of Edward Jenner.

Explain that Edward Jenner was a country doctor who lived near Gloucester in the 18th century. He is famous for being the first doctor to use vaccines to protect people against a disease called smallpox.

Watch film –

[The life and work of Edward Jenner \(dramatisation\) | History - True Stories - YouTube](#)

This video does contain descriptions of smallpox. If you feel that the children in your setting would find this distressing, the video link below is for a cartoon version of similar information.

<http://www.youtube.com/watch?v=jJwGNPRmyTI> (Edward Jenner)

Recap the video with the children.

Edward Jenner's discovery changed the world – smallpox isn't something we have to worry about in this country anymore. In the same way, the Covid-19 vaccinations have helped us to be more protected against this virus.

Finish the lesson by colouring the middle hand to show that Lesson 2 has been completed.

Does anyone know who this is?

What protected the milkmaids from smallpox?

ACTIVITY: children to retell a vaccine discovery story – this could be Jenner's discovery of smallpox or the invention of the Covid-19 vaccine over the last 2 years.



Lesson 3



Objective: I understand the feelings associated with change and loss.

Resources:

- Copy of 'When the Hugs 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.

In the story, the children looked forward to their dad coming home.

Discuss these changes with the children. Which ones have they had to get used to? Which ones have been hard?

Talk about the fact that sometimes changes can be good. Show children

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?

Can the children think of any changes that the family had had to get used to over the year?

- Staying apart
- No hugs
- Masks
- Tests
- Dad couldn't come home

the seasons wheel. Every year, the seasons change and when one ends, we know that it will come back again the following year.

Other changes can be good – look at life cycle pictures. Growing up is good, but can we go backwards when that has happened?

We haven't just lost older people during the pandemic. We have all lost parts of our lives.

Discuss things that we might have lost – possibly cancelled birthday parties, time with our family and friends.

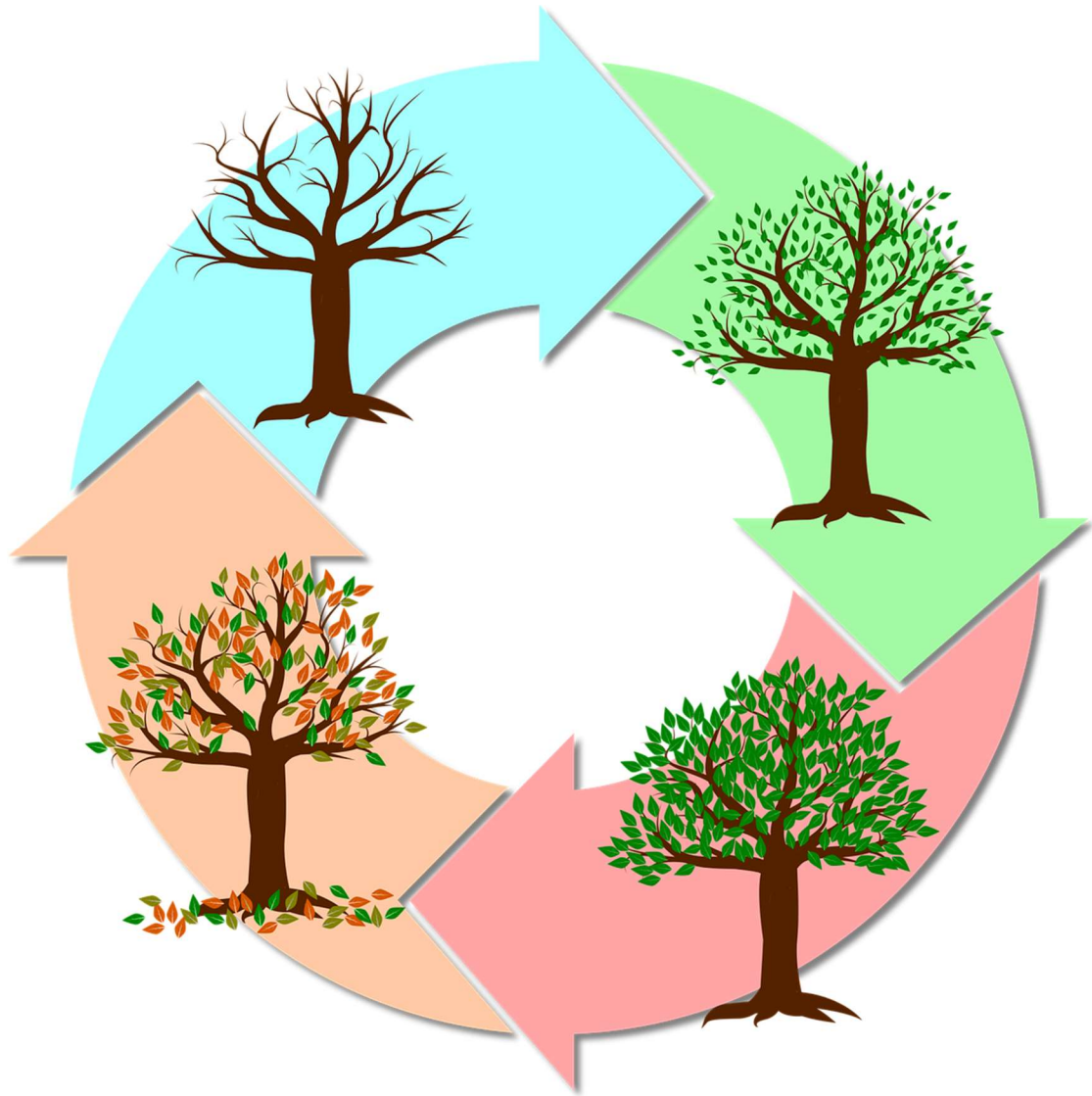
Now that things are feeling a bit more normal, what changes are we hoping for this year? These could be things like being able to see family more or have a birthday party or a holiday.

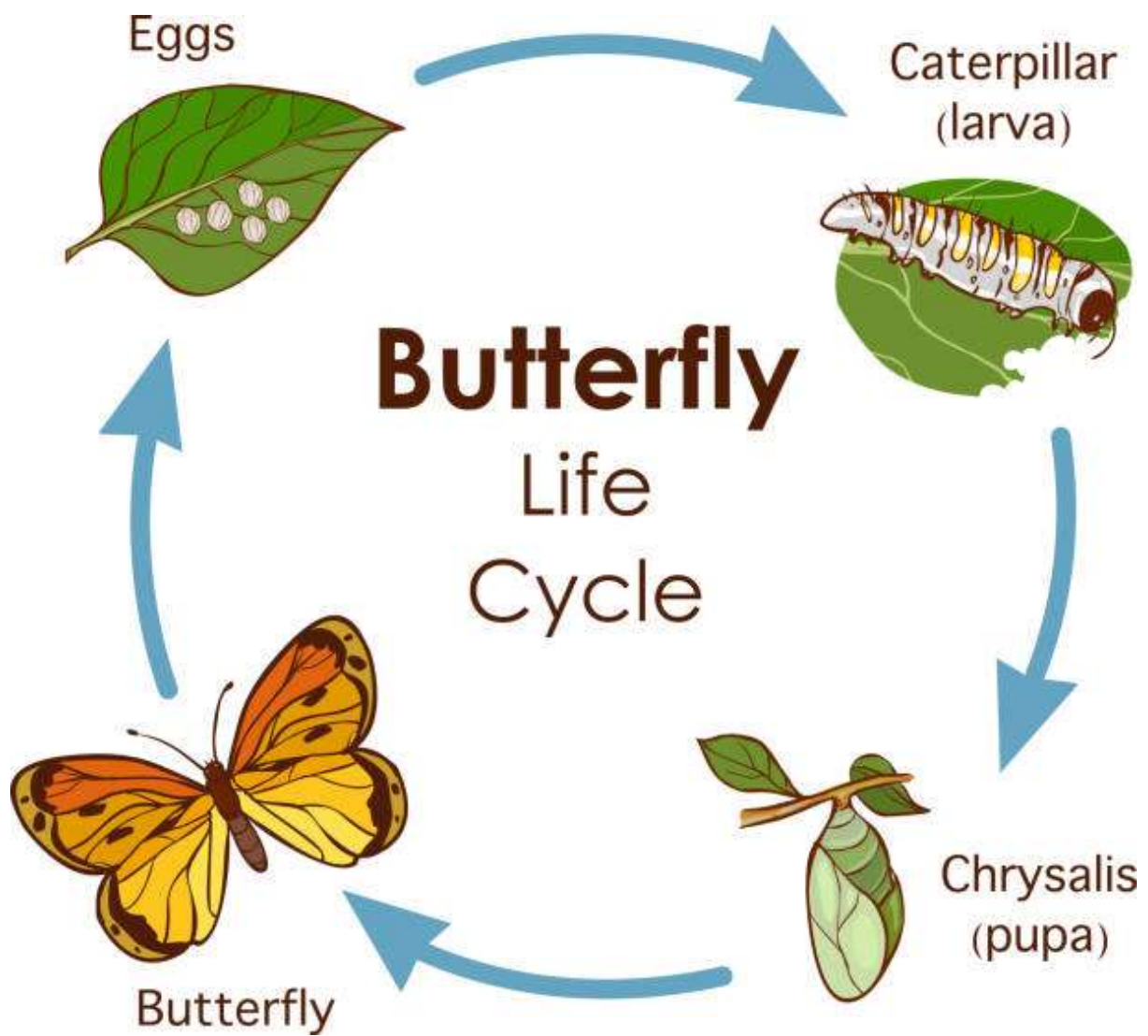
What happens when animals or people get old? Explain to the children that it is OK to feel sad when we lose someone or something that is important to us.

How has this made you feel?
Encourage the children to share their feelings if they feel able.

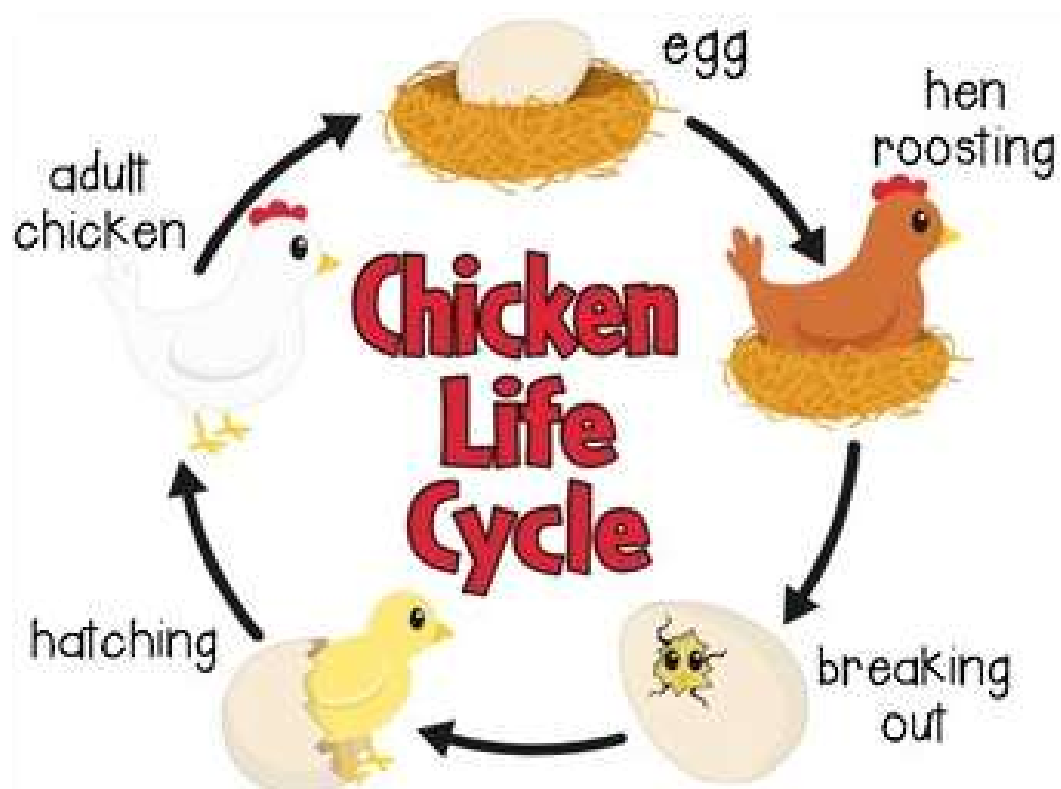
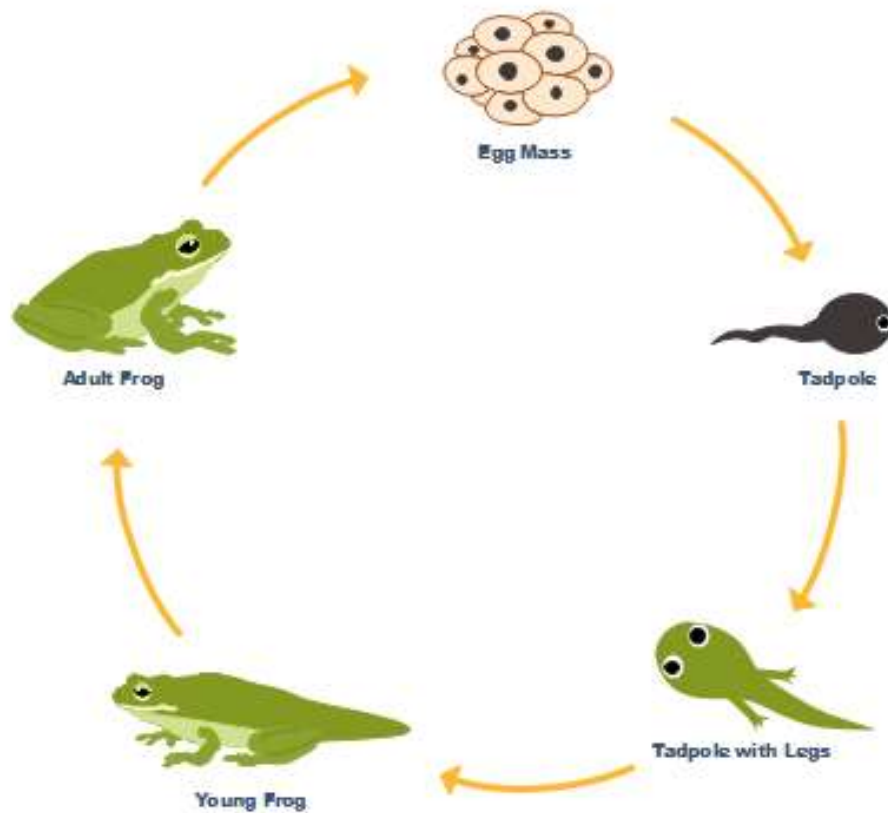
ACTIVITY: Look at the final page of the activity book. The children's change was that they were able to see their dad and hug him. This was a good change! Ask the children to think of a change they would like to happen in 2022 so that they can move forwards. Can they draw this in the box and write a sentence or two about it?

Finish the lesson by colouring the top hand to show that Lesson 3 has been completed.	
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Life Cycle of a Frog



Appendix

How does this relate to the statutory PSHE guidance?

By the end of primary school, pupils should know:		
Economic wellbeing: aspirations, work and career	L26: That there is a broad range of different jobs/careers that people can have.	Lesson 1
Health and wellbeing	H10: How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations.	Lesson 2
Mental Health	H20: About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.	Lesson 3