Kingfisher PSHE Curriculum

In the Kingfisher partnership, we strive for all children to develop good relationships with all members of our school community and beyond. All of us will have mutual respect and understand that we are all unique with different gifts. Children will be able to problem solve when things go wrong with relationships. They will know how to keep themselves safe, both physically and mentally.

Our PSHE curriculum focuses on a range of areas, such as, learning behaviours, emotions, bullying, healthy relationships, rules and responsibilities, our community, growth mindset, healthy lifestyles and relationships and sex education.

The curriculum is taught on a rolling programme as we have mixed age classes. When we deliver relationships and sex education the children will be taught in their individual year groups. We use the Educator Solutions scheme for this which has been developed to meet the statutory guidance.

In EYFS, Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

As part of our behaviour policy, we have a restorative approach. Children are encouraged to talk about what has happened, think about the feelings of others, about how they might do things differently next time and what they can do now to put things right again.

PSHE is broken up into four ribbons of knowledge. These are the main areas of PSHE and then each area is broken down into more detail. The four ribbons are: health and well-being, relationships, living in the wider world and sex education.

Year group	Autumn Year A	Spring Year A	Summer Year A	Autumn Year B	Spring Year B	Summer Year B	Autumn Year C	Spring Year C	Summer Year C
EYFS/KS1	Learning Behaviours Core unit 2- Family and Friends	Core unit 2 - Communication Core unit 3 - Rules and responsibilities	Core unit 1 - Healthy Lifestyles/Hygiene Relationships and Sex Education (Educator Solutions resources)	Learning Behaviours Core unit 1 - Keeping safe	Core unit 2 - Fairness Core unit 2 - Bullying	Core unit 3 - Money and finance Relationships and Sex Education (Educator Solutions resources)	Learning Behaviours Core Unit 1 – Emotions	Core unit 2 – communities Extremism and radicalisation	Growth Mindset Relationships and Sex Education (Educator Solutions resources)
Year 3/4	Learning Behaviours Core unit 1 – Aspirations Core Unit 2 - Bullying	Core unit 1 - First aid Core Unit 2 -Healthy lifestyles/ nutrition and food	Core unit 3 - Rules and responsibilities Relationships and Sex Education (Educator Solutions resources)	Learning Behaviours x 2 lessons Core unit 1 - Emotions Core unit 2 - Communication Collaboration	Core unit 3 - Economic awareness Core unit 3 - Diversity and discrimination	Core unit 2 - Similarities and differences Relationships and Sex Education (Educator Solutions resources)			
Year 5/6	Learning Behaviours lessons Core unit 3 - Rules and responsibilities Extremism and radicalisation	Core unit 1 – aspirations and emotions Core unit 2 – communication and collaboration	Relationships and Sex Education (Educator Solutions resources)	Learning Behaviours Core unit 1 - safety	Core unit2/3 - Similarities and differences/diversity	Core unit 3 - Economic Awareness/making money Relationships and Sex Education (Educator Solutions resources)			

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What do the children need to know and be able to do?

Kingfisher Ribbons		EYFS/Key stage 1	Lower Key stage 2	Upper Key Stage 2
Health and Well Being	Healthy Lifestyles Growing and changing Keeping safe Aspirations and growth mind-set	**EYFS** Make healthy choices about food, drink, activity and toothbrushing. Know and talk about the different factors that support their overall health and wellbeing Think about the perspectives of others. Build constructive and respectful relationships. **KS1** To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health To learn the importance of and how to maintain personal hygiene. To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends) To learn that household products, including medicines, can be harmful if not used properly. To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To understand about the ways that pupils can help the people who look after them to more easily protect them. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.	To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet To learn what is meant by the term 'habit' and why habits can be hard to change To understand what positively and negatively affects their physical, mental and emotional health. To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To understand conflicting feelings To understand school rules about health and safety, basic emergency aid procedures, where and how to get help To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe	To understand what positively and negatively affects their physical, mental and emotional health To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

Relationships	Feelings and emotions Healthy relationships Valuing difference	**EYFS** Shows sensitivity to others' needs and feelings and form positive relationships with adults and other children Plays co-operatively, taking turns with others Takes steps to resolve conflicts with other children by compromises Initiate conversations, taking into account what others say. Talks about how they and others show feelings Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Think about the perspectives of others. Show resilience and perseverance in the face of challenge. Build constructive and respectful relationships. **KS1** To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of	To be able to recognise and respond appropriately to a wider range of feelings in others To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families To learn that their actions affect themselves and others To work collaboratively towards shared goals To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)	To be able to recognise and respond appropriately to a wider range of feelings in others To be able to recognise and respond appropriately to a wider range of feelings in others To learn that their actions affect themselves and others To work collaboratively towards shared goals To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability To recognise and challenge stereotypes. To understand the difference between, and the terms associated with sex, gender identity and sexual orientation To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to
		not keeping any secret that makes them feel uncomfortable, anxious or afraid To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class To identify and respect the differences and similarities between people		recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.

Living in the Wider world	Rights and responsibilities Environment Economics and finance	**EYFS** Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Think about the perspectives of others. **KS1** To learn how they can contribute to the life of the classroom and school. To help construct, and agree to follow, group and class rules and to understand how these rules help them To recognise ways in which they are all unique; understand that there has never been and will never be another 'them' To understand the ways in which we are the same as all other people; what we have in common with everyone else To learn that they belong to various groups and communities such as family and school 'them' To learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them To learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices	For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities To learn what is meant by enterprise and begin to develop enterprise skills	For pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT). To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing To learn what is meant by enterprise and begin to develop enterprise skills
Sex Education		**EYFS** Build constructive and respectful relationships. Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings. Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene. Pupils understand that there are similarities and differences between everyone and can celebrate this. Pupils can recognise what they like and dislike and feel empowered to make real, informed choices. Pupils understand the concept of privacy, including the right to keep things private and the importance of respecting another person's right to privacy.	Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem. Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness. Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships. Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl. Pupils understand the right to protect their body from unwanted touch.	Pupils can anticipate how their emotions may change as they approach and move through puberty. Pupils can anticipate how their body may change as they approach and move through puberty. Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships. Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying. Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.

		Pupils can identify the special people in their lives, what makes them special and how special people care for one another. **KS1** Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond. Pupils can correctly name the main parts of the body, including external genitalia using scientific terms. Pupils can identify and respect differences and similarities between people, and can celebrate this. Pupils understand that some diseases are spread, and that they have the right to be protected from diseases and the responsibility to protect others. Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals. Pupils can recognise how they grow and will change as they become older. Pupils can recognise different types of teasing and bullying and understand that these are wrong and unacceptable. Pupils can judge what kind of physical contact is acceptable, comfortable or uncomfortable and how to respond. Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret. Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond. Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty. Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond. Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity. Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves. Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.	Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen. Pupils can recognise how images in the media, including online, do not always reflect reality and can affect how people feel about themselves. Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs. Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language. Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM). Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this. Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.

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Key Content and Vocabulary		Assessment

EYFS /Key Stage 1	**Learning Behaviours** **EYFS suggested activities** explain why we have rules and display a small number of necessary rules visually as reminders. Suggestion: display a photo showing a child taking just one piece of fruit at the snack table. Provide opportunities for children to tell each other about their work and play. Help them reflect and selfevaluate their own work. Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show	**Family and Friends** **EYFS suggested activities** Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture. **KS1** Explore how to develop positive relationships and how family and friends care for each other. Identify which people are special to you and why. *members of your family - mum, dad, siblings, grandparents	**Communication** **EYFS suggested activities** Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. Ask children to explain to others how they thought about a problem or an	**Growth Mindset** **EYFS suggested activities** Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. **KS1** Explore your feelings when you find something difficult to	**Healthy Lifestyles Hygiene** **EYFS suggested activities** Model practices that support good hygiene, such as insisting on washing hands before snack time. Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle	**RSE** R -Understand what makes you special, understand keeping some things private, name body parts Y1 - name external genitalia parts penis and vulva Understand how to stop the spread of disease - hand over mouth, nose and out tissues in the bin then wash hands	Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons. Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve.

that mistakes are an important part of learning and going back is trial and error not failure. Have high expectations for children following instructions, with high levels of support when necessary. **KS1** recognise the enjoyment of learning and learn how to cooperate with others		emotion and how they dealt with it. **KS1** Recognise how we communicate our feelings to each other. *happy, sad, angry, looking at facial expressions Recognise the importance of listening to others and playing cooperatively with each other	do and how to tackle this. *Take some deep breaths and try again, ask a friend to help you Understand how to set yourself challenging goals	**KS1** Recognise which foods are healthy and know that exercise is good for us. To recognise why we need to keep ourselves clean, including dental care and how we can stop spreading germs.		Group work is observed during the lesson Observations also take place within unstructured times ***EYFS*** *Children are observed to assess their progress towards the early learning goals. This is recorded predominantly on Tapestry.*

Learning behaviours	Keeping safe	Fairness	Bullying	Money and finance	RSE	
EYFS suggested activities explain why we have rules and display a small number of necessary rules visually as reminders. Suggestion: display a photo showing a child taking just one piece of fruit at the snack table. Provide opportunities for children to tell each other about their work and play. Help them reflect and selfevaluate their own work. Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. **KS1** reminder: recognise the enjoyment of learning and learn how to cooperate with others.	**EYFS suggested activities** Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians. **KS1** Explore how we keep safe in the sun and on the roads. Understand the difference between secrets and surprises and who they can go to for help.	**EYFS suggested activities** Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. **KS1** Understand what is fair and unfair, right and wrong. recognise different types of teasing name calling, saying untruths	**EYFS suggested activities** Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. **KS1** Recognise what is and what is not bullying. Understand how behaviour affects others and what is impulsive or considered behaviour	**EYFS suggested activities** When role playing, set up a shop area, discuss paying for the items, saving money **KS1** To understand about keeping money safe, people make choices about what to spend their money on and how to manage their money. Understand the different jobs that people do to earn money *jobs that adults do generally and what a child could do to earn money - wash the car, clean their bedroom	Y2 - Understand how you grow and change through life. To recognise comfortable and uncomfortable physical contact and the difference between secret and surprise. personal space	Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons. Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve. Group work is observed during the lesson Observations also take place within unstructured times ***EYFS***

	To use your imagination in your work and play, recognise the importance of concentrating						*Children are observed to assess their progress towards the early learning goals. This is recorded predominantly on Tapestry.*
Key Stage 2	**Learning Behaviours** Recognise the importance of having a go at something and not giving up. **Rules and Responsibilities** Understand why rules are needed in different situations, know that actions have consequences To understand the importance of planning ahead.	**Bullying** Recognise the difference between hostile incidents and bullying, understand how peer pressure can influence choices. Understand persistence and resilience and why these traits are important.	**Safety/First Aid** Understand how to keep safe online and make sensible choices. Know how to keep safe at the beach (water), in the kitchen (wires, saucepans etc.) and make an emergency call	**Healthy Lifestyles/Food** Recognise a range of jobs connected with food *chef, baker, grocer, farmer, know and understand the function of different food groups *fruit and veg, protein, fat, carbohydrate, dairy - eat well plate	**Similarities and Differences** Understand how we are all connected by similarities, understand family make-ups may differ and respect these, recognise different cultures and beliefs and respect them	**RSE** Y3 - recognise how your body changes as you grow - height, Explore gender stereotypes, understand the right to protect your body from unwanted touching. penis, testicles, vulva, vagina Know when it is right to break a confidence.	Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons. Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve. Group work is observed during the lesson Observations also take place within unstructured times
	Learning behaviours Explore the importance of how we can improve our work.	**Communication and Collaboration** Recognise the many ways we communicate and the need to communicate clearly. To be able to listen to others. To understand how to work collaboratively with others towards a shared end goal.	**Emotions** To listen, reflect on and understand other viewpoints. To be able to show empathy towards others. Develop strategies to manage and control strong feelings.	**Economic awareness** To learn about and reflect on their own spending habits/choices To understand why financial management and planning is important at a young age	**Diversity and discrimination** Understand the terms discrimination and sterotype. To be able to challenge stereotypes relating to gender and work.	**RSE** Y4 - anticipate body changes are related to puberty. foetus, puberty Understand acceptable and unacceptable physical touch. similarities and difference can come from family make up	Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons. Staff provide feedback during the lesson so that pupils know what

			To understand choices and spending money wise			they are doing well and what they need to improve. Group work is observed during the lesson Observations also take place within unstructured times
Learning Behaviours Recap on all the learning behaviours as a reminder for this year **Rights and Responsibilities** To know and understand the meaning of the following:- democracy, sovereignty, dictatorship, government, monarchy	**Communication and collaboration** Understand the need for confidentiality at times when we communicate. To understand the role of the listener. Recognise the skills needed in team work.	**Growth mindset** To reflect on different mindsets, explore impact of words and phrases on mindsets, *using the word clever to describe someone isn't helpful - it is false praise that can have a negative effect - can become reluctant to try as afraid they will make mistakes	**Aspirations** Recognise your strengths and weaknesses and how to improve and recognise your achievements so far. Explore how to set your own goals for the future.	**Emotions** Develop strategies to understand and manage strong feelings and the emotions related to negative pressures. Understand and recognise the emotions related to conflict and how we solve conflict	**RSE** Y5 - understand how to maintain healthy relationships. Explore how your body changes through puberty. puberty, penis,erection, wet dreams Use correct terms to describe sexual orientation, including unacceptable homophobic and transphobic bullying. sex, intersex, transgender, gay, lesbian	Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons. Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve. Group work is observed during the lesson Observations also take place within unstructured times

Learning behaviours To understand how they have changed and grown with their learning behaviours, explore what type of learner you are.	**Safety** Be able to take action and make responsible choices. Some medicines are safe to take but we shouldn't take other people's medication, we shouldn't takeillegal drugs. Responsible choices around drinking alcohol- legal age what you do if you see a friend drinking alcohol. Think about choices around smoking. To understand the consequences of misuse of substances and identify the risks of use and misuse related to drugs and alcohol.	**Similarities and differences** Explore racial discrimation and its impact on society. Understand the importance of family in different cultures. To respect the similarities and differences between people.	**Diversity** To understand the benefits of living in a diverse community and learn to celebrate diversity.	**Economic awareness** To explore the meaning of budgeting and how you budget. Recognise the terms loan, interest, tax, discount.	**RSE** Y6 - understand sexual intercourse leads to reproduction and use correct terms. sexual inercourse, conception, semen, sperm Understand nature and consequences of discrimination. FGM is against the law in Britain. Infections can be transmitted through sexual intercourse.	Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Questioning is also used throughout lessons. Staff provide feedback during the lesson so that pupils know what they are doing well and what they need to improve. Group work is observed during the lesson Observations also take place within unstructured times