



Working together with individuals, families and medical professionals to offer support and information on Syncope and Reflex Anoxic Seizures

Foundation Stage Lesson/ Project on RAS and Syncope

Curriculum Areas: Personal, social and emotional development (PSED); Communication Literacy and Language - including IT work & Knowledge and Understanding of World - this could also link to Mathematical Development making charts on differences between themselves etc.

Focus: Emotional Development- Expressing and showing awareness of his/her own needs and those of another.

Looks closely at similarities and differences.

Vocab: special, different, help, care for, colours, close eyes, curl up, faint, special sleep, dizzy, cuddle, friend, syncope.

Possible story prompts:

1. Your Feelings, series (includes I'm Special) looks at new and unusual situations faced by children.
2. Your world, my world (4 years +) photo pack for citizenship, looking at 4 children from around the world and explore what makes up their own special identity., and their role in caring for and helping others.

Aim:

1. To continue to develop sensitivity to the needs of others.
2. To recognise and begin to explain ways in which everyone is special because everyone is different.

Class Activity:

1. Listen to one a story / look at photos which celebrate differences.
2. In turn, recall a difference, and explain why you think this makes the person special.
3. **Teacher:** Explain what makes someone with 'syncope' special.

Syncope is a tricky word, it is one that Doctors use to describe somebody who may suddenly fall into a special sleep. There's nothing wrong or frightening with this, they may have had a surprise, and then their heart needs them to lie down so that it can rest. We can help them feel better - and this is important to remember! Always call for a grown if you think 'X' has suddenly 'fallen to sleep'. The grown up will let 'X' have a sleep in a nice quiet area, and then when (s)he wakes up and feels better, we can play



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together just as usual. So their biggest need is for us to be their friend.

Group Activity:

1. Small group time taking turns to say something that makes themselves special and how this makes them feel.
2. Take turns to say something that is special about another child in the group and how you could make them feel good about this.

Follow Up:

1. Make a class or individual book reflecting positive images about each child - in what ways they are special and how their class friends help them to feel good about this. (Eg. For RAS/Syncope child, 'X' always reads me a story after I have a special sleep).