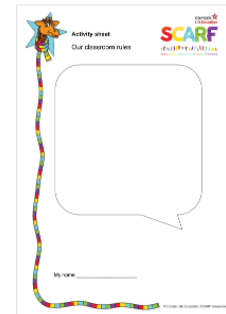


YEAR 1				
DfE Statutory	SCARF title	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary
Me and My Relationships				
RKR2, RKR3, RKR6, RKR7	Why we have classroom rules	- Understand that classroom rules help everyone to learn and be safe; - Explain their classroom rules and be able to contribute to making these.	Read/ watch 'Miss Nelson is Missing!' by Harry Allard and James Marshall, about a class of children who misbehave until their lovely teacher is replaced by a less-lovely version (note - this book is American and some of the language may need editing or explaining when you are reading it to the class). https://www.youtube.com/watch?v=tU118nZw-mg Key questions: - What are rules and why do we have them? - What rules do you have at home? - What rules do we have in school? - Are these 'good' rules? - Why do you think they are good? - Do these rules change in different areas of the school? Emphasise how to follow the rules, focussing on the skills needed for each rule With a partner/ in groups use SCARF resource to think of some class rules. Task: As a class we can write a set of class rules. Evidence in PSHE folder on T-drive	responsibility, rules, safe, work together 
CF4, CF5, CF6, CF7, RKR1, RKR11	How are you listening?	- Demonstrate attentive listening skills; - Suggest simple strategies for resolving conflict situations; - Give and receive positive feedback, and experience how this makes them feel.	Two adults to model asking a question and NOT active listening (look away*, yawn, interrupt, appear to be busy doing something else.) (*People who are neurodivergent may look away/ not feel comfortable with eye contact; be mindful of this when acting out/ discussing.) Ask the children whether you were giving the person speaking your full attention. What did they notice about your behaviour? How did it make them feel when you were behaving like that? How do we show that we are listening? (Facing towards the person talking, showing interest with our face/ nodding along, not being distracted by other things happening around, pausing our other activity/ jobs.) Discuss how we take turns, show good listening and respect other people's needs and feelings. Discuss how kindness can help us feel happy and safe, that we should apologise if we upset someone - by accident or on purpose. Task: In pairs we can practice active listening. As a class we can brainstorm makes a good listener. Photos and evidence in PSHE folder on T-Drive	feelings, safe, body language, emotions, support Fair, safe, unsafe, apologise, respect

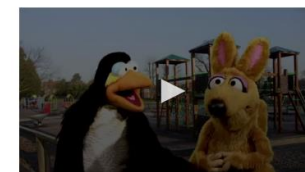
BS5, GW3, GW4, GW5, GW6	Thinking about feelings	- Recognise how others might be feeling by reading body language/facial expressions; - Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).	Teacher to start with this sentence stem and then invite the class to join in. Emphasise that it is ok and natural to have any feeling: "Today I feel..... because" State that we have different feelings in different places. Ask the children: How do you feel.... - At school? - At home? - At the shops? - At a friend's house? Ask the children to show various feelings with their face and body e.g. sad, happy, worried, angry, excited, surprised. (Note some of the specific features, (for example, raised eyebrows, narrowed eyes, crossed arms, etc.) and that in looking around the room, different people may show how they are feeling in different ways. Children to check their expression in a mirror and/or to feel their own face, checking the shape of their mouth, what their cheeks feel like, where their eyebrows are, etc.) Worried or nervous: sweaty hands, need toilet, feel sick, sore tummy, going red. Angry: body feels tight, fists clenched, feel hot, red in face, stamping, shouting, say things that upset people. Happy: feel like dancing or jumping up and down, smiling. Task: I can identify and label four different emotions and label/ explain how facial expressions show each feeling. In PSHE books	feelings, behaviour
BS5, GW2, GW3, GW4, GW5, GW6	Our feelings	- Identify a range of feelings; - Identify how feelings might make us behave; - Suggest strategies for someone experiencing 'not so good' feelings to manage these.	Read story about Harold visiting his Grandmas house Ask the children to listen carefully to the following story and to try to spot all of the different feelings in it. Activity sheet How are they feeling?  Activity 2- How are they feeling? Show the feelings photos on the IWB (provide d by SCARF) one by one Ask the children to guess how the people in the photos are feeling and to think about why they might feel this way. Task: As a class we can discuss the emotion photographs and think of times we have felt this way. Teacher to scribe examples around photographs. Photos and evidence in PSHE folder on T-Drive Harold Visits his Grandmas house A few weeks ago, Harold was playing with his little bouncy ball in his Grandma's house. The ball bounced so high and he thought it was great fun. Once the ball bounced so high that it hit the ceiling. When the ball came back down, it knocked over one of his Grandma's favourite ornaments. It fell off the shelf and broke. Harold was very upset. He felt sad and sorry that he had broken it. He was also worried that he might get in trouble because he was playing with his ball inside the house. Harold thought his Gran might be angry with him. He didn't know what to do. At first, Harold hid in the bedroom and pretended that nothing had happened. This didn't help. He was still worried and he knew that this was not the right thing to do. Eventually, Harold plucked up the courage to go and tell his Gran what had happened and said that he was very, very sorry for breaking her ornament. Harold's Gran told him that she was proud of him for being honest. That made him feel much better, but he was still sorry about her broken ornament. She said not to worry because together they could glue it back together. And she was right! Grandma and Harold glued it together so that you really couldn't tell it had been broken. Harold doesn't play with his ball inside anymore.	help, feelings, hurt, heal

RKR8, GW1, GW3, GW4, GW6	Feelings and bodies	- Recognise that people's bodies and feelings can be hurt; - Suggest ways of dealing with different kinds of hurt.	Ask the children: When was the last time you hurt yourself? What happened? How did you feel? Is it just our bodies that get hurt? [feelings can be hurt] Think of a time when your feelings were hurt. How did this make you feel? State that if you cut yourself you can put a plaster on it and it heals. Next, ask: Can you put a plaster on a hurt feeling? What can you do to heal that hurt feeling? [talk to someone neutral about it, talk to the person who hurt your feeling.] Ask: Who can you talk to or go to if you hurt your body? [nearby adult, friend, parent/carer] Who can you talk to or go to if your feelings are hurt? Emphasise that it is important to keep telling/talking until someone takes notice and acts. Sometimes adults are very busy. Sometimes they don't hear or notice straight away, and sometimes they don't seem to want to listen. If this happens, tell someone else. SCARF resource- Hurt feelings and bodies. Take the pack of 12 cards with 12 different situations on them. Ask a child to take a card from the pack. Teacher reads it out loud and child tells the rest how they would deal with that situation/who they would involve/how they would begin to feel better about it. Task: As a class we can discuss 12 scenarios. We can determine if it is physical or emotional harm and explain how we would deal with the scenario. Evidence in PSHE folder on T-drive	Family, special people,
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CF3	Good friends	- Identify simple qualities of friendship; - Suggest simple strategies for making up.	N.B It's also important to remember that some neurodivergent people might find eye-contact uncomfortable, so be mindful of this when talking about smiling at others. Start the lesson with some key questions about friendship such as: - What do we mean by 'being friends'? - Think of a friend you have. Don't say their name out loud but put your hand up if you can tell us something that makes you want to be friends with that person. Explain that Harold the Giraffe, Kiki the Kangaroo and Derek the Penguin are all friends together. Watch the Harold, Kiki and Derek profile film clips through the SCARF website. Discuss what special qualities of friendship they each have: - Harold likes spending time with his friends and encourages them to do healthy activities (like bouncing!) - Kiki is good at helping friends make up if they fall out. She sometimes gets a bit overexcited and rushes into things without thinking but she just wants to be kind - Although Derek can seem to be big-headed sometimes, he's actually quite shy when you get to know him Discuss why friends are important and how they can help us feel happy and safe, link to loneliness; explanation that we can help someone if they are feeling sad/ left out. Model how to say no to someone in a kind way. Activity 3 - A recipe for friendship Ask the children to discuss in pairs or threes the 'ingredients' that make a good friendship. Each pair or three then gives one ingredient which you can write on a flipchart or whiteboard e.g. - Share - Take turns - Be kind - Include everyone - Look out for someone who's feeling lonely - Play together Take care to note these in positive language. For example, if a child says 'Don't be mean to your friends,' acknowledge and praise this response and translate it into something like '... be kind to your friends.' Now ask the children to discuss another recipe - a recipe for making up. As before they discuss this in pairs or threes, reporting back to the class with you making a list of the ingredients e.g. - Say sorry	Friendship, making up, include, alone, lonely, safe
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Profile - Kiki



Profile - Harold



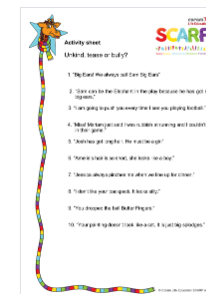
Profile - Derek

KEY: Safeguarding Online Safety Financial Education

			• Shake hands • Have a hug • Kind words - e.g. manners, being polite • Invite someone to join in (a game or a conversation) • Do something special to show you really want to be their friend again Task: I can label what makes a good friend and explain what makes a bad friend. In PSHE books	
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YEAR 1				
DfE Statutory	SCARF Lesson	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task and Task	Vocabulary
Valuing Difference				
FPC3, FPC4, RKR1, RKR2	Same or different?	- Identify the differences and similarities between people; - Empathise with those who are different from them; - Begin to appreciate the positive aspects of these differences.	Show the picture of Harold the healthy giraffe, with his friends Kiki the Kangaroo and Derek the Penguin on your whiteboard Ask: What are the things that make them different? What are the things that make them the same or similar? These are all things on the outside of the body that are either the same or different. But we also have other things that make us the same or different to others. Watch the Harold, Kiki and Derek 'Special Talents' videos. What are the things that make them different to each other? Activity 1 - I like bananas Explain that you are going to go round the circle with the first person saying the name of a fruit that they like, for example, 'I like bananas'. The aim of the game is to see if you can get all the way once round the circle finding one fruit that all the class likes. Repeat this activity with names of vegetables, crisp flavours, TV programmes and so on to explore a range of things that make the children the same or different. Activity 2 - 'The sun shines on those who...' Have the children seated around the circle on chairs or cushions. 'The sun shines on those who...' and choose something that is true about yourself e.g. 'The sun shines on everyone who has brown hair'. Everybody who has brown hair then has to stand up and swap places with someone else. Afterwards ask if everybody stood up and swapped places every time. Why not? [Because there are things that make us all different]. Which thing did most people swap places for? Which thing did fewest people swap places for? Task: I can draw two people labelling similarities and differences. (in PSHE books) Give each child a piece of paper folded in half and flattened out again. Tell the children to draw two people, one on each side of the piece of paper. They must show in their drawing things that make the two people the same or similar to each other e.g. two eyes, two ears, they may have the same colour trousers on etc. and also things that make them different to each other e.g. one may be tall and the other short, one may be a boy and the other a girl, they may be wearing different clothes, one may wear glasses etc.	 different? Derek Kiki same, different, difference, respect, talents, equal, safe, unsafe,

CF2, CF4, CF5, CF7, RKR5, RKR6, RKR9, RKR11, GW7, OSA1, OSA6	Unkindness, teasing or bullying?	- Explain the difference between unkindness, teasing and bullying; - Understand that bullying is usually quite rare. - Understand that bullying can happen online. - Understand that they should not share unkind photos of other people online. Safeguarding	Teacher and TA stand next to each other and look at each other. They say out loud, taking it in turns, things that make them the same as each other. Put children into pairs and get them to do the same. Repeat but this time they say what is different about each other, also alternating turns. Ask: <i>What is a good friend like?</i> Can to decide what it means when someone behaves in an unkind way, teases, or shows aggressive, bullying type behaviour. Task: As a class, we can define the words unkind, teasing and bullying and explain example of each using the scenarios. Evidence on T-Drive The children have one of these words - UNKINDNESS, TEASING, BULLYING - written on a piece of paper or on a white board. The teacher then reads out the situations on the <i>Unkindness, Teasing or Bullying? Activity sheet</i> and the children hold up their paper or whiteboard depending on which they think the situation shows. Teacher can then explain why it is one thing and not necessarily the others. You could also have a 'not sure' area for those that seem to fit more than one category. When a situation is 'Bully', the teacher asks the children how might that person feel when they are being bullied? How might they then act? Ask: The children why someone might behave in an unkind way/ bully in the first place? [maybe they're feeling sad, frustrated or angry themselves]. Explain it's ok to feel like this, but that we have to be careful not to upset anyone else with our angry actions or words. We can get help with these feelings instead - talk to a trusted adult. Explain that we might be the one to spot someone who looks like they might be feeling sad or worried/ being bullied - e.g. crying or alone. What could we do to help? Summing up Bullying, teasing and unkindness can also happen online. Online is when someone is on a device like a smartphone, tablet or gaming console where they can talk and send messages and pictures to family and friends. Sometimes people might send unkind messages or hurtful and embarrassing photos of other people. This is not okay and is a type of unkind, teasing, bullying and aggressive behaviour. Without using anyone's names ask the children to think of any times when someone was unkind to them or teased them. Emphasise that it is never acceptable to be aggressive to someone or behave in a hurtful way, because it hurts their feelings. Also emphasise that most children are not aggressive and do not show bullying type behaviour. It is not normal or usual for this to happen.	safe, unsafe, unkind, behaviour, unkindness, tease, teasing, bullying, aggressive, target, online bullying Definitions: Unkindness: when someone says something that is not nice, or hurtful but they do this only once (a one-off). Teasing: when someone makes fun of or jokes about someone but only once (a one-off). Bullying: when someone is repeatedly and deliberately unkind or hurtful to another person (it's ongoing, not a one-off).
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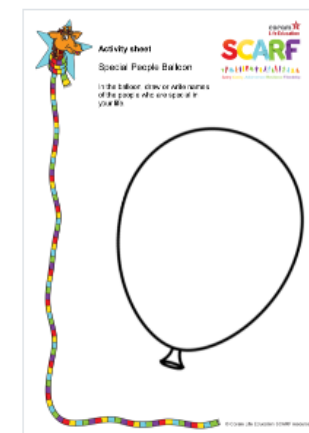
			Remind them that if they know that someone is being bullied, or they are being bullied themselves, whether this is happening online or offline, then it is important to get help from someone. You can review the people who they might turn to for help, using the fingers and thumb of one hand to show five different people. Children use their own hand to think of five different people they can turn to for help. If bullying or aggressive behaviour is happening online, there are lots of ways your trusted grown-ups can help too. So, talking to them is really important. Remember, if we are unkind to others, it could make them feel sad, frustrated, angry, unsafe or worried too. But if we are kind to others, it will make them feel happy and safe, and make us feel happy and proud of ourselves too!	
BS1, RKR3, RKR5	Harold's school rules	Explain some of their school rules and how those rules help to keep everybody safe. Safeguarding	Start the lesson with the following questions: - What rules do we have in school? - Who makes those rules? - Why do we have those rules? - What happens if someone breaks those rules? - Why is it important that everyone sticks to those rules? - Are there ever any times when someone might need to break the rules? Explain that Harold and the School Council are looking at their school rules and helping the teachers to decide if these rules are OK or if they need changing. <i>Show the Harold's school rules slide on the IWB.</i> Go through these with the children then ask them, in pairs or small groups, to look at the rules and decide which ones to keep and which ones need changing. Ask them to think about the following when discussing this: - Which rules do they think needed changing and why? - Which rules were OK to stay and why? - Are there any rules that they think Harold's school council should add to the list - and if so, why? The rules are: - Always walk in the corridors - No eating in the playground - No talking in the dinner hall - Only play football on the football pitch - No toys allowed in school - No mobile phones allowed in school - Look after your own things - Be kind to your friends Task: I can work with a partner to draw or write some rules to add to Harold and the School Council's list. Evidence on T-Drive	rules, safe, fair



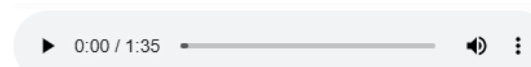
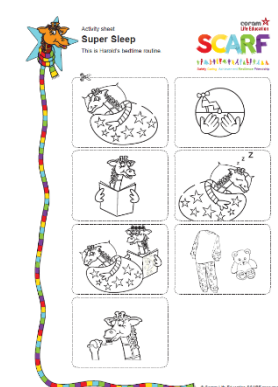
CF2, CF3, CF4, CF5, CF7, RKR2, RKR3, RKR11	It's not fair!	• Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others. Safeguarding	Set up circle time in your usual way, reminding children about your circle time rules. Ask children if they have ever heard someone say – or said themselves – 'It's not fair!' Pass a soft toy or bean bag to children in the circle asking them to say why someone might say 'It's not fair'. You can pass the soft toy or bean bag around the circle or alternatively throw or roll it to children in the circle as you feel appropriate. Ask children what we mean by being fair. Take ideas and agree a class definition e.g. 'Being fair is when everyone has the same and equal opportunities to succeed and be the best they can be.' Ask the children if we are all the same as each other. Discuss that we are all different. We like different things; our brains are talented and clever in different ways. We have different hobbies; we have different ways of doing things and we might have different ways that we need help to succeed and be the best we can be. Ask the children if they can think of any different ways that children might need a bit of help to be their best. Ideas: a wobble cushion to help some people concentrate or standing up to help others concentrate, some people wear glasses to help them see better, some people use hearing aids to help them hear better, some people may use ear defenders if it's too noisy, some people go for a walk if they're feeling uncomfortable, some people use special things (equipment) to help them with their counting and other learning etc. Ask children if this is fair. This is called 'equity'. This means that everyone has what they need to succeed, to be and do the best that they can. Not everybody has the same things. This helps everybody to have equal opportunities and helps everything to be fairer. Ask the children what they might say if someone was being unkind. Again use the soft toy or bean bag to take some examples of when someone might be unkind. For example, saying something mean, not sharing, not allowing someone to join in their game, pushing someone etc. What do we call it when someone is unkind to someone over and over again? (Bullying or aggressive). It's important here to stress that most of the time most children are not bullied. Giving the opposite message can actually cause an increase in bullying behaviour as children perceive it as a norm. Read the 'It's not fair!' story from SCARF resources. Task: As a class we can pass a soft toy around the circle and say something kind or explain something we could do which is kind. Evidence on T-Drive Set up your circle. Pass the soft toy or bean bag around the circle and ask each child to say something that would be kind to say or do to someone else in the class. Ask: Do you want to play with us? Can I help you? Are you alright? Praise responses that are kind and ask children to look out for kind words and actions the rest of that week. Make time at the end of the day or at the end of each morning/afternoon session to reflect on anything that someone has done or said which has been particularly kind.  Story sheet It's not fair! Harold and his friends Nik and Derek were planning to go down to the park to play. Harold's mum said, "Harold, you can't go out until you've tidied your room. You promised me you'd do better and you didn't!" Oh mum! said Harold. It's not fair! (Do you think Harold's mum was being fair or unfair? Why did Harold think it was unfair?) Harold quickly tidied his room while his friends waited downstairs. It only took a few minutes because he can so clever to get down to the park. When he had finished he called downstairs. Nik and Derek go and, "No said to be sure!" "Please don't there is a boy!" "There was only one boy said Nik in the for so the room was so he didn't!" "Oh that's not fair!" said Harold. (Should it have been fair for Harold to have a biscuit but not his friends? Why did Harold think it was unfair?) Why don't you break the biscuit into three parts and you all have a piece said? said Harold's mum. (Was that fair or unfair? Why? Why not?) "That's a great idea!" said Harold and they all had a piece of biscuit before going down to the park. When they got to the play area Derek said to Nik, "Oh look, there are two swings here. Harold and I will go on the swings and you can go on when we're finished!" (Was that fair or unfair? Was Derek being kind or unkind to Nik? What would have been a kind thing to say or do?) Don't worry, said Harold. "We can all go on the roundabout together while we're waiting for three swings to become free." (Was that fair or unfair? Kind or unkind?)	kind, safe, unsafe, unkind, bullying, fair, unfair, include
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FPC1, FPC2, FPC3, FPC4, GW1, RKR8	Who are our special people?	- Identify some of the people who are special to them; - Recognise and name some of the qualities that make a person special to them.	Start the discussion by stating that we are all special. Make it clear that 'special people' refers to people who are important in the children's life, including at home, school, clubs, church, mosque etc. Ask the children who are the special people in their lives. Next, give some time for reflection when the children think about what makes these special people special. Volunteers can then share this sentence stem: '..... is special because Ask children how they can help their special people and take care of them, too. For example, help parents/carers with tidying up, carefully collect up all their kit at the end of a sports club. Ask - do we always get on with our special people? With the children in pairs, they can tell each other how they felt when a special person made them feel happy/angry etc. They can then tell each other how their special people felt when they made them feel happy or angry. If they say that they do not know, they can say how they think it made them feel. Task: I can design and make a card to give to someone special. In PSHE books Using the materials available to them, each child makes a card to give to their special person. They can draw the person on the outside, show the qualities that make them special (the qualities can be drawn or written). As a suggestion the children can write inside 'You are my special person because...' Later in the week or in the next lesson ask the children to review and report back on their actions: - Who was their special person? - Why are they special? - What did they say when their special person received their card? - How did the card make their special person feel? - How did the children feel when they gave the card to their special person? - What are all the ways our special people help us? - What are all the ways we can help our special people?	feelings, special people, qualities
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FPC3, FPC4	Our special people balloons	• Recognise that they belong to various groups and communities such as their family; • Explain how these people help us and we can also help them to help us. Safeguarding	Read 'The Great Big Book of Families' by Mary Hoffman. You can use a similar book that shows different kinds of families. Conclude that families come in many different forms. Families are made up of people who are special to us. If you don't have this book, you may have a similar one, or you can talk about different families that there are. Ask the following key questions: • Who are our special people? • What do our special people do to make us feel special? • Are our special people always part of our family? • What groups do we belong to (friendship groups, place of worship etc.) Task: I can identify people who are special to me by drawing or writing about them. In PSHE books Give each child a Special people balloon Activity sheet to complete by drawing and/or writing about their special people	family, special people
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YEAR 1				
DfE Statutory	SCARF Lesson Plan	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task and Task	Vocabulary
Keeping Safe				
HP3	Super sleep	- Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; - Identify simple bedtime routines that promote healthy sleep. - To explore how screen use can make us feel and learn how to make healthy and sensible choices.	Ask - Why do you think we all need a good night's sleep? [To help the body rest and grow] - How do we know when our body is tired? [We feel sleepy, we may yawn, feel like we don't have much energy etc.] - How much sleep do you think children should get? [Although this will vary from child to child the average sleep required for a 5-year-old is 11 hours. See NHS and Great Ormond Street Hospital for Children information on children's sleep requirements] - Why do babies and children need more sleep than adults? [Their bodies are still growing] - What do you do before you go to bed? - What helps you to sleep well? - How might you feel the next day if you haven't had enough sleep? Task: I can order picture to show Harold's bedtime routine. in PSHE books From the questions above identify key things children need to do before going to bed (e.g. put nightwear on, brush teeth, wash hands and face, bedtime story, cuddle teddy bear or blanket etc. Also promote the idea of having a routine - doing the same things each evening - which helps our brain to get ready to go to sleep. Talk about the importance of finishing any screen time at least an hour before going to sleep). Play the Sleep and Stars music from SCARF resources As a class, mime getting ready for bed using ideas from the sheet e.g. - Get undressed and into nightwear - Brush teeth - Have a wash - Get into bed for a bedtime story - Cuddle a special toy or blanket - Imagine the stars twinkling in the sky - Go to sleep	sleep, grow, rest, tired, screen usage



Audio track: Sleep and Stars

			You can review the bedtime routine activities a few days later: • Who has managed to keep to their bedtime routine? • Who has been having good sleep and feeling healthy and full of energy? • How can we help those who haven't been able to keep to their bedtime yet? Summing up • Sleep helps you grow • It also helps us to feel happy and friendly • Sleep even helps us with our school work when we're awake! It improves memory and learning and how we get on with other people - all these things help us to be the best we can be. And that's true for grown-ups as well as children.	
FPC6, CF5, CF7, RKR11, BS5	Who can help? (1)	• Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe. Safeguarding	Start a discussion on feelings with some key questions: How might we feel if: • Your best friend comes round to play • You're going to a party • You're asked to tidy up your toys/games • You can't go out and play because it's raining • You've got no-one to play with at playtime • Someone asks you to join in a game at playtime • You've been asked to stop playing on an electronic device When we feel like this our body tells us that it's having those feelings because things happen to our body which don't normally happen. What things can happen to our body when we're feeling nervous or worried? (prompt as necessary) • Butterflies in the tummy • Feeling hot • Feeling sweaty • Feeling sick • Hands might shake • Needing the toilet • Going red in the face • Wobbly legs • Wobbly bottom lip • Crying	sad, feelings, safe, unsafe, worried, support, nervous, scared

Activity 1- Gingerbread man

Give out the *Gingerbread Man feelings Activity sheet* (In groups or pairs)

Explain that they are going to draw on the Gingerbread Man all the ways they can think of that the body shows us when we are feeling nervous or worried or scared. More able children can write words to describe their physical reactions.

When children have completed the task they can share their ideas in small groups or as a class.

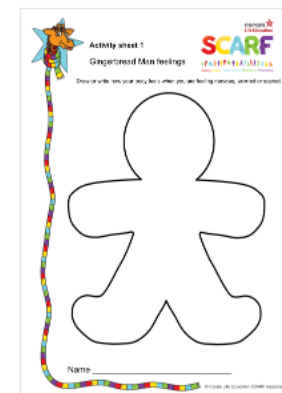
Explain to the children that if they get these uncomfortable feelings, they can say no to somebody. If someone asks them to do something that they don't want to do, they can say no. Think about the following scenarios:

Someone wants to:

- hold your hand
- play with your hair
- go down the big slide with you
- have some of your food

Explain that if they say "no", this needs to be listened to. If someone says "no" to you, what could you do/ say in a kind way? [stop, say 'ok'/ 'that's fine', perhaps say sorry]

Remind the children that we all have different things we like/ dislike, and that it's ok to make different choices to other people.

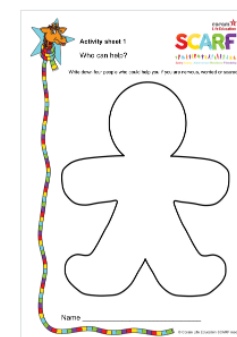


Activity 2- Who can help?

Tell the children that they are all going to think of someone they could talk to if they were feeling worried, nervous or scared about something. Pass an item around the circle.

Children can say, 'When I am worried about something I talk to...

Show the children the *Gingerbread Man Who can help?* Activity sheet. Children complete the task by writing the names of people they can talk to when they're worried about something. One name for each limb of the Gingerbread Man (i.e. four names)



Task: I can name people who I can talk to when I am worried about something.

(in PSHE books)

FPC6, RKR8,
BS1, BS2,
BS5, BS6,
BS7, DB2

Good or bad
touches?

- Understand and learn the PANTS rules;
- Name and know which parts should be private;
- Explain the difference between appropriate and inappropriate touch;
- Understand that they have the right to say "no" to unwanted touch;
- Start thinking about who they trust and who they can ask for help.

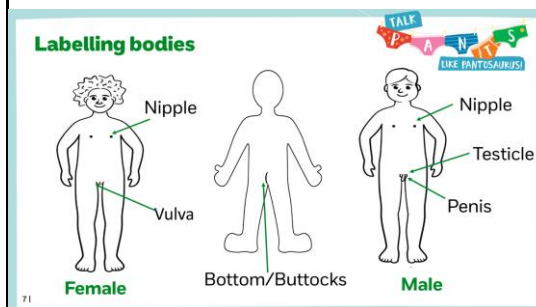
Safeguarding

Recommend that you use the NSPCC materials: **PANTS resources for schools and teachers:** [Link to NSPCC PANTS Power resources - Click HERE \(use lesson and resources for children aged 5 - 7\)](#)

These free resources for the PANTS Rule include:

1. A lesson plan - everything you need for an hour-long lesson to teach children about the Talk PANTS Rule and help keep them safe
2. IWB slide presentation - to help teach the PANTS Rule in a memorable way.
3. Resources - providing all the resources you need for the classroom activities.
4. [Teacher guidance](#) - how to use the resources when teaching children the PANTS

Activity	Description	Timing (total: 60 mins)
Introduction	Introduce learning objective and outcomes and establish ground rules. Introduce Pantosaurus character, play the song video and introduce the Talk PANTS rules.	5 mins
Baseline assessment	Children identify what they already know about keeping safe around places, people and things.	10 mins
Labelling bodies	A labelling activity where children identify body parts, including genitalia, and explore why some parts of the body are private.	15 mins
We say no!	Children practise ways of saying No and apply to different scenarios. Children then identify people who they trust to keep them safe.	10 mins
Itchy Pants	Children learn that for health purposes there are some exceptions to the Talk PANTS rules.	10 mins
Reflection and endpoint assessment	Children recap the Talk PANTS rules and reflect on their learning.	5 mins
Signpost support	Signpost sources of support at home, in school and from trusted organisations.	5 mins



Task: I can label the private body parts for female and male.
(in PSHE books)

testicles, vagina,
penis, private,
vulva, trust,
privates, nipples,
buttocks, bottom,
[scrotum](#)

OSA3, OSA4, OSA5, OSA6, WO1, WO4, WO8, WO11	Sharing pictures	- Start thinking about how to stay safe online, including safety around sharing images; - Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable. Safeguarding Online Safety	To meet some of the DfE Relationships and Health Education requirements about online relationships and internet safety and harms, we recommend that you use the free <i>CEOP</i> resources, Jessie and Friends Episode 2: Sharing Pictures and accompanying storybook 'Sharing Pictures' animation 'Sharing Pictures' storybook - contains a comic strip as well as some activities and questions which allow you to go through the animation again in a different format. Click on the links to view the animation and storybook. Begin the lesson by asking some questions to help children think about benefits and risks of the internet: - Begin the lesson by asking some questions to help children think about benefits and risks of the internet: - What is the internet? (A giant network of computers connected to each other across the world.) - How do we get onto the internet? (By using smartphones, smart TVs, tablets, computers and other game consoles and devices.) - How can it help people - Is everything that we see or read on the internet true? - How can we keep safe if we use the internet - now and as we get older? - Tell us about any risks you've heard about the internet (give children time to think about this and share their ideas or experience) Activity 1- Watch the 'Sharing Pictures' animation together . A group of friends use an older brother's mobile to take fun photos of themselves at a party. They agree to send their photos to their Nan but also a few other people, whose numbers are saved on the brother's phone. The friends learn about how images can get shared more widely than might be expected and the importance of consent. Activity 2- Read the 'Sharing Pictures' storybook to the children. Use the questions at the end of the story to explore some of the issues and reinforce the key safety points. Task: I can create a poster showing the main points for keeping safe when using the Internet. in PSHE books Ask the children to recap the main points about keeping safe when using the internet, as discussed at the start of the lesson. Remind the children that there are a lot of benefits of the internet, but there are also risks and we need to think carefully when using it.	consent, entertainment, donating, risks, harmful
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DATV1, PS1	What could Harold do?	- Understand that medicines can sometimes make people feel better when they're ill; - Explain simple issues of safety about medicines and their use. Safeguarding	Begin the lesson with some key questions about medicines and their use: - What is a medicine? (Something which can be given to help make somebody feel better. NB: A medicine often only helps treat the symptoms of an illness, rather than the illness itself. The body is pretty good at recovering from most illnesses by itself!) - How do people take medicines? (Tablets that are swallowed, liquids that are measured in a special spoon and swallowed, creams or ointments that are rubbed onto the skin. Less commonly inhaled - breathed in.) - How would someone feel if they took too much medicine? (They could feel very poorly.) - How would someone feel if they took the wrong medicine? (Again they could feel very poorly.) - Why do adults need to look after medicines? (To make sure they were kept in a safe place and taken properly.) - Who would normally look after your medicine at home? (Parent/carer.) - Who would normally look after medicine if it was needed at school? (A member of staff - may be kept safely in the office.) Activity - What could Harold do? Now discuss these questions about being ill and getting better: - What sort of illnesses have you had? - How did you feel when you were ill? - Did you need any medicine to make you feel better? - What medicines have you heard of? - How did the medicine get into your body [e.g. as a liquid, tablet, inhaler, injection etc.] - Who gave you the medicine? - Where did they get it from? - Where did they put it to keep it safe? - How did they know how much to give you? [It was on the prescription/on the medicine label.] - What else can we do to help us feel better when we're ill? [e.g. stay in bed, stay warm, drink plenty of water/fluids, sleep etc.] Introduce the children to the character of Harold - the happy, healthy giraffe - and show children the IWB slides: '<i>What could Harold do?</i>'. Read the story and ask the class the suggested questions below. You can either discuss these questions as a whole class or children could work with talking partners. Using the picture prompts ask questions from SCARF. Task: As a class we can answer questions about pictures and how we can get better when we are ill. Evidence on T-Drive	responsibility, safe, medicine, harmful
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GW3, GW8	Harold loses Geoffrey	Recognise the range of feelings that are associated with loss.	Start the session by asking children if they have seen your circle time object. Tell them you have looked everywhere but can't find it. Circle time: "When I lost my..... I felt....." Discuss the following questions taking ideas as appropriate: - Why is it upsetting to lose something? - Have you ever lost anything but then found it later? How did it feel to find it again? - Have you ever lost anything but never found it again? How did that feel? Were you able to replace the item? Sometimes we lose things and find them again and sometimes we lose things forever. Read the 'Harold Loses Geoffrey' story using the prompts to discuss the questions as indicated on the story sheet. Task: I can identify, label and draw my emotions when I have lost something and found something. In PSHE books On one half of a piece of paper draw a picture of yourself when you have lost something. Draw your face showing your emotions. On the other half of the paper draw yourself when you have found something. How does your face show your emotions now? Most children should be able to write key words to describe those emotions. Ask pupils to share their drawings and key feelings word Finish with a final circle time activity using the found circle time object. Suggested prompt sentence stem: "When I find something I've lost I feel....." How many different words can the class come up with? The object is passed round and a child says a word and passes the object on. If the next child can think of a different word they say it. If not they pass it on to the next child. At the end of the circle count up how many words the class managed to think of.	feelings, emotions, loss, lost
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YEAR 1				
DfE Statutory	SCARF Lesson Plan	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task and Task	Vocabulary
Rights and Respect				
CF4, CF5, CF7, RKR2, RKR3, RKR5, RKR11	Harold has a bad day	- notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly; - understand that someone's feelings can affect how they behave and develop ways to manage strong feelings, reactions and responses; - recognise and name kind and unkind behaviour and to understand that someone's actions and words can be hurtful; - know and demonstrate ways to show politeness and respect.	Ask the class to explain what 'behaviour' means - what people do and how they act. Ask children to think of a time when they behaved in a helpful way, an unhelpful way, were kind, and were unkind. Think of an unkind behaviour scenario, then turn it to a positive, for example: - not letting someone join in/ letting someone be included - pushing someone out of the way/ saying excuse me - snatching something/ asking for something - taking all the snack/ sharing the snack Does our behaviour only affect us? Who else does it affect? Read the story of Harold the Giraffe's bad day, pausing at the relevant points where the class decides how he has behaved and who this behaviour has affected. Why might someone behave in an unkind way? [maybe feeling sad, frustrated or angry themselves]. Explain it's ok to feel like this, but that we have to be careful not to upset anyone else with our angry actions or words. We can get help with these feelings instead - talk to a trusted adult. Explain that if we are unkind to others, it could make them feel sad, frustrated, angry, worried, or scared. Explain that if we are kind to others, it can make them feel happy, loved and safe - but it can make us feel happy and proud of ourselves too! Harold's behaviour affected some of the special people in his life. Ask the class to share who some of the special people in their lives are. Task: I can write a promise which relates to my behaviour. In PSHE books Using the prepared slips of paper with the words "I promise that I will try to..." written on them, the children will write down a change of behaviour they want to try out and give this to a special person at home, Explain that even on tricky days, there is always something to be thankful for. E.g. we can be thankful that we have special people in our lives to look after us, thankful for our school, our friends, our toys... Take turns sharing things you're thankful for.	safe, unsafe, behaviour, consequences, promise, special promise, gratitude, grateful

Wider PSHE curriculum (not covered by DfE statutory requirements)	Around and about the school	• What makes them unique and special; • How they are the same as, and different to, others; • About the different groups they are part of, and how this can contribute to a sense of belonging; • That they have likes, dislikes and needs; • Why it is important to understand that not everyone likes, dislikes and needs the same things; • What rules are, some basic safety rules and how different rules can help to keep people safe in different situations. Safeguarding	Explain that in this lesson we are going to be thinking about looking after the 'environment' Today we are going to think about the school environment, both indoors and outdoors - the things that we like about it and ways we can look after the school environment. If possible, divide the class into smaller groups which can explore different aspects of the school environment: - The classroom; - Around and about inside the school - Around and about outside the school With the help of an adult the children can look at each environment and tell the adult what they like about it. The adult's job is just to listen and scribe what the children tell them. You may also want to consider taking a photo of each of the things that the children say they like. These can then be displayed in the classroom under the title 'Around and about the school'. Consider: • What things did you like most in the school environment? Why? • Which was your favourite environment - the classroom, inside the school or outside the school? Why? • Did different people have different favourite areas? • Was there a part of the environment that everyone liked? If so, what was it and why was it so popular? What do you think the staff's favourite environment would be? Why? Explain that when the school was designed and built, a lot of thought would have been put into creating an environment where children could be happy and learn best. Headteachers and teachers will also do things to improve the environment. Can anyone think of a recent <i>change</i> to the environment which has made it a better place for everyone? Ask the children who looks after their school environment. Everybody has a duty to do this - teachers, other adults like cleaners and site managers as well as the children. In what way can children look after the school environment? [By keeping it clean and tidy, not causing any damage, wiping feet when they come indoors, hanging their coats on the peg, not dropping litter etc.] Acknowledge that some things in school can impact the natural environment too, such as electricity use, computer usage, and leaving taps running in the toilets. Task: In groups we can explore the school environment and take photographs and discuss how it has been kept tidy and suggest ways the environment could be improved. Evidence on T-Drive	responsibility, environment, natural and physical environment
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RKR 5	Taking care of something	• What makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging • Ways to show politeness and respect; • What rules are, some basic safety rules and how different rules can help to keep people safe in different situations.	Begin with the following key questions: • What needs do we all share? • Who helps to meet our needs? (others but also ourselves - we can do things to help ourselves) • What kind of things can we do to show that we can help ourselves? • Does everyone in our class/on our table have the same needs? • Would rules help us to meet other people's needs? • Do we help with anyone's needs at home? How can we show that we respect the needs of others and of objects ? (e.g. taking time to help people who are in need, or to look after something). Introduce a class/ school pet or plant. Explain that it needs us, as a class, to take care of it. • Make a list of what it needs to be properly looked after. • Make a list of jobs that will meet those needs. • How often do they need to be done? • Whose duty is it? (Everyone's.) • Next, draw up a rota of children to carry out the jobs. Task: I can write a list of what a 'school dog' needs to be looked after properly. In PSHE books Summing up Read '<i>The Pigeon Wants a Puppy</i>' by Mo Willems or '<i>I Completely Know About Guinea Pigs</i>' by Lauren Child. NB: if you don't have one of these books you can search for the titles online to find versions on YouTube. Use your chosen story to review the learning: that we share needs and duties for being looked after and for looking after things.	needs, responsible, responsibility, rules, respect
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WO6	Harold's money	- Understand what money is, how people get money, and what it is used for; - Know that money needs to be looked after; different ways of doing this, including keeping money in an account; - Know about the different ways of paying for things; - Understand that money can be saved or spent; that people make different choices about saving and spending money; - Understand the difference between needs and wants and that people may not always be able to have the things they want. - Understand that when they want to buy something, online or offline, they need to ask their grownups for help first. Safeguarding Online Safety Financial Education	Start the lesson with some open-ended key questions: - What is money? - Where does money come from Grown-ups get money by working. When they do their jobs, the workplace gives them money. The bank can keep it safe until they need it and want to use it to pay for something. - How do we use money? - How does money benefit us? - What would the world be like if people didn't have money? Look at the images of different people on the IWB; ask whether they receive money and if so where the children think they get their money from: - Baby - Child - Teenager - Young adult in the workplace - Older adult in the workplace - Pensioner Summarise that money can come from a range of sources – e.g. gifts, pocket money, jobs and pensions. Read the story 'Harold's Money' to the children. You might like to ask the questions in italics as you go through the story if you feel that they are appropriate to your children. Follow up the story with some review questions: - How much money did Harold have in his money box to start with? [£1.50] - How much did the book cost that he wanted? [£10.00] - Where did Harold get the rest of the money from? [Derek owed him a pound, birthday money and from doing jobs for his mum] - Why do you think Harold decided to get the book from the library instead? - Why do you think Harold decided to buy his mum some flowers? - How do you think Harold felt when he bought his mum some flowers? - Why did Harold's mum say she couldn't afford to buy anything until the end of the month?	money, cost, bills, spending, afford, online gaming, digital money
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			• Where will she get her money from at the end of the month? • What are bills? • What sort of things do you think the bills were for? • What do we spend money on? Following on from the story ask the children to list some of the things that their family spends money on. Just accept answers at this stage without any comment or judgment. Task: In groups we can create a mind map of what our families spend money on. Evidence on T-Drive Give the children a large sheet of paper (children can work individually or in pairs on this task as you feel appropriate). In the centre they can draw the family that they live with at home. Around the family, they can draw or write all the things they can think of that their family spends money on. Gather the children together and make a class list of all the things they have thought of between them. Summing up As a closing activity (possibly in a circle time format) ask the children what they would buy if they each had five pounds to spend	
Wider PSHE curriculum (not covered by DfE statutory requirements)	How should we look after our money?	• Know what money is, how people get money, and what it is used for; • Understand that money needs to be looked after and the different ways of doing this, including keeping money in an account; • Know different ways of paying for things;	Review the previous lesson <i>Harold's Money</i>. Ask: • What is money? • Where does money come from? Including digital payments. • How do we use money? • How does money benefit us? • What would the world be like if people didn't have money? • How should we look after our money? • What do some people use to pay for items instead of coins and notes? (Some children may mention bank cards, phones, and even smart watches being used instead of coins and notes to purchase items. Be sure to explain that they are still using money and that the money from their bank account is being transferred to the shop's bank account directly, through their phone or device connecting them. These are often known as contactless payments or digital payments.) Give each child one piece of pretend money (coin or note). Go round the circle and ask each child to say what money they have.	safe, money, bank, coin, note, worth, saving, digital money on line gaming, digital payments

- Understand that money can be saved or spent; that people make different choices about saving and spending money;
- Understand the difference between needs and wants and that people may not always be able to have the things they want.

Safeguarding
Online Safety
Financial Education

Discuss how we know how much each coin or note is worth. Talk about its shape, size, material it's made of and writing on it. What are the different pictures on each piece of money? Whose picture is on every piece? Why? Discuss where we can use this money (i.e. shops in this country or to pay people in this country) because other countries have their own money.

Discuss: Who is holding the money which is worth the most? Who is holding the money which is worth the least?

Go round the circle again and ask children what they think they might be able to buy with the piece of money they have. Is it possible to buy anything for a penny or two pence?

Ask the class why different things are worth different amounts of money. Ideas include:

- What they are made of
- How easy it is to make them
- How old or new they are
- How big or small they are
- How many people it takes to make them
- How long it takes to make them
- Other ideas

Ask the children to discuss in pairs different places that people can put their money to keep it safe. Give them a minute or two to discuss and then list all their ideas on a flipchart or whiteboard. Ideas might include:

- In their pocket
- In a purse or wallet
- In a bag
- In a money box or piggy bank
- In a drawer at home
- In an envelope
- In a bank

Task: I can order money (coins and notes) from smallest to largest value.

In PSHE books

Using the *How should we look after our money? Activity sheet*, children work (either individually or in pairs) to cut out the pieces of money and stick them onto a sheet of A3 paper in order of how much they are worth - from smallest to largest.



KEY: Safeguarding Online Safety Financial Education

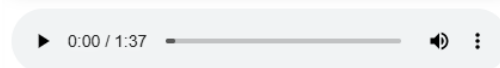
BFA1, BFA2	Basic first aid	• See link to external resources for further information. Safeguarding	Follow this link to the First Aid Champions resources. The site contains two introductory lessons: 1. Why is first aid important 2. Giving first aid There are then a further eight lessons with specific first aid skills for children to learn and practise: • Asthma attack • Bleeding • Broken bone • Burns • Choking • Head injury • Unresponsive and breathing • Unresponsive and not breathing Learning outcomes are included, along with resources needed. Key messages from the British Red Cross about the value of teaching first aid • <i>Simple actions can make a difference.</i> • <i>Anyone can learn to give first aid in different situations.</i> • <i>First Aid Champions lessons enable children to feel confident that they can help.</i> • <i>If children are confident, they will be inspired to help.</i>	risk, safe, first aid, accident, danger, hazard, kettle, burn, scald, emergency
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YEAR 1				
DfE Statutory	SCARF Lesson Plan	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task and Task	Vocabulary
Being My Best				
HE1, HE2, HE3, HE4	I can eat a rainbow	- Recognise the importance of fruit and vegetables in their daily diet; - Know that eating at least five portions of vegetables and fruit a day helps to maintain health.	Start the lesson with some key questions about healthy eating such as: - What sort of foods do you think are healthy for our body? - Are there any foods we need to avoid eating lots of? Explain that different foods do different jobs for the body which is why we need to eat lots of different types of food to keep our body as healthy as possible. Show the starchy/carbohydrate foods image on your whiteboard. - What sort of foods are shown in the picture? [Bread, pasta, cereal, rice] - These foods give our body extra energy. To help the children remember this, ask them to wave their arms in the air and shout out 'ENERGY!' or to do a short burst of running on the spot.  Show the dairy foods image on your whiteboard. - What do we normally pour on cereal? [Milk] - All these foods are made from milk - we call them dairy foods. What are the other foods on the picture made from milk? [Cheese, yogurt] - Ask the children to mime the action of brushing their teeth - Dairy foods help to keep our teeth and bones strong and healthy. To help the children remember this and ask them to show a big 'cheesy' grin and, whilst doing a brushing teeth action, say 'CHEESE!' Show the protein foods image on your whiteboard. - What foods can you see in this picture? [Meat, fish, beans, nuts] - Ask the children to find a muscle - on the upper arm or on their leg. Point out that they are squishy when relaxed but we can tighten them - e.g. by flexing the arm - These foods all contain something called protein. Protein helps our muscles and body to grow, work and repair itself. - To help the children remember this ask them to feel the muscle in their upper arm and say in a big, strong voice, 'PROTEIN'.	fruit, vegetables, dairy, starchy, protein, vitamins, portion

Show the fruit and vegetable foods image on your whiteboard.

- What foods can you see here?
- What do we call these sorts of foods? [Fruit and vegetables]
- How many portions of fruit and vegetables should we eat each day? [At least five DIFFERENT ones each day]
- Fruit and vegetables help to keep us 'glowing with health' on the outside, for example, our skin; and on the inside. for example, our heart.
- To help the children remember that they should try and eat at least five portions of fruit and veg each day ask them to hold one hand up in the air and say 'HEY, HEY, FIVE A DAY!'
- NB: A portion is roughly equal to the amount you can hold in the palm of your hand e.g. an apple, a handful of peas etc.

Play the song 'Different Foods'. Ask the children to listen out for the different foods that you discussed in the introduction and do the action that you learnt when you hear the different food groups mentioned. You might also like to teach the children the words to the chorus so that they can sing along



Audio track: Different Foods

Task: I can create and taste fruit kebabs. (2b)

Evidence on T-Drive.

Choice of tasks:

2a. Fruit and vegetable tasting - followed by making a bar chart of children's favourite fruit or vegetable

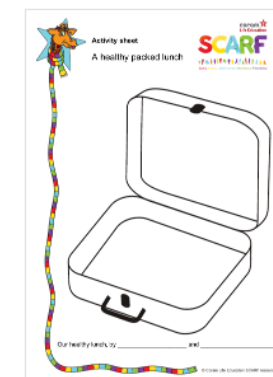
2b. Make fruit kebabs

2c. Make fruit faces

2d. Each child draws round their hand and cuts out a hand shape. Challenge children to fill in the fingers and thumb with their 5 portions of fruit and vegetables they eat during the day. Ask the children to fill in 1 finger after morning fruit snack - write fruit name along the finger; could also draw fruit in palm. After lunch ask children to complete more fingers on the paper hands. Children take hand home to complete and bring back to school next day. Make a display of completed hands

Discuss the different colours of the fruit and vegetables. Explain that eating lots of different colours is good for us - that the different vitamins in them help our bodies in different ways and that they all help us go to the toilet (fibre in fruit and veg). Ask the children to count the colours of fruits and vegetables in their next meal.

HE1, HE2, HE3, HE4	Eat well	• Recognise that they may have different tastes in food to others; • Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; • Recognise which foods we need to eat more of and which we need to eat less of to be healthy.	Start the lesson by explaining that today we are going to talk about our likes and dislikes. Opening with circle time activity based on 'I like bananas', pass the object to person next to you - if they like bananas they say the same but if they don't they say a different fruit. Go all the way around the circle - this shows that pupils have different likes and dislike. Expand to talk about other foods: • Which foods do they like/dislike? • Which foods are healthy for us that we need to eat more of? Refer now to the Eatwell plate (IWB slide provided - see Resources needed area). • What foods are less healthy that we need to eat fewer of? Sometimes we need to choose things that are healthy to eat even though they may not be our favourite - ask children to think of one example each through a further circle. Task: I can draw and label foods in the lunchbox to show a balanced and healthy meal. In PSHE books Working in pairs, give children a copy of the <i>Healthy Packed Lunch Activity sheet</i>. Explain that with their partner, they need to decide which foods they will put in the lunchbox. On plain paper, each child then draws the food items they would like to put in the lunchbox. Next, cut out their drawings and stick them to the large lunchbox outline. Children share their completed lunchboxes with others in the class	sugar, fruit, vegetables, healthy, dairy, salt, cereal, meat
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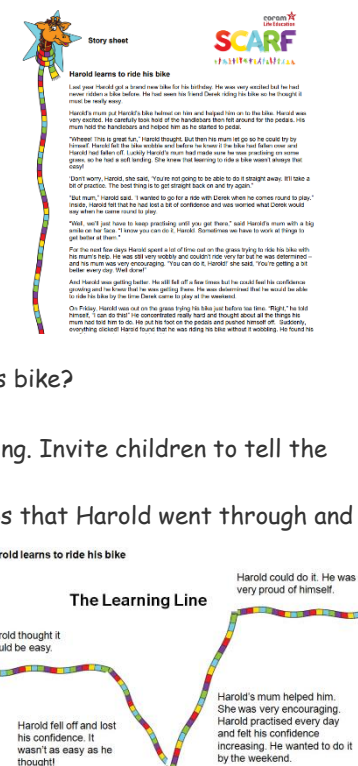


HP4, HP5	Harold's was up and brush up	• Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order.	Start by telling the children a funny story about your morning routine. For example: "Every morning, as part of my daily routine I set my alarm to wake me up, I get up, have a shower, get dressed, brush my teeth, have my breakfast - I always have toast and orange juice, then put on my muddy outdoor shoes and I walk my dog. On weekdays, when I get home I change out of my muddy shoes and put on my shoes for school; I always leave these at the back door of my house. Then I come to school. But this morning, just as I was changing my shoes, the doorbell rang. It was the postman delivering a parcel that was too big to fit through my letter box. I had a quick chat with the postman and then realised the time... I was going to be late for school! I quickly put on my coat and left straight away. It was only once I got to school and the other teachers were giving me funny looks that I realised what I had done...I had only changed one of my shoes!" This story can lead to the fact that there are some things that we do every day and that we should do ourselves. Encourage the children to chat with others around them about things that they do every day. "Why do you think it is so important that we have daily hygiene routines?" If the children haven't heard of Harold the giraffe before, explain that he is a very healthy, happy giraffe. Play the audio of Harold's daily morning routine from SCARF resources. You can model good practice - e.g. correct hand washing and tooth brushing techniques - and the children can join in. 1. flush toilet 2. wash hands 3. go downstairs 4. open cereal packet 5. pour on milk 6. eat cereal 7. go upstairs 8. brush teeth 9. sneeze 10. blow nose 11. wash hands again ▶ 0:00 / 3:15 Audio track: Harold's Morning Routine Task: I can sequence personal hygiene routines into a logical order. In PSHE books Give out the <i>Harold's morning routine</i> Activity sheet and long strips of paper. Encourage children to try to remember the order of Harold's routine then cut out each of the 6 squares, sequence them, and stick them onto the long strips of paper. Ask the children to draw 2 additional things that Harold might do before he goes to school, e.g. choose something for his lunch box or get his schoolbag ready. Children can add things that they do in the morning	clean, routine, hygiene
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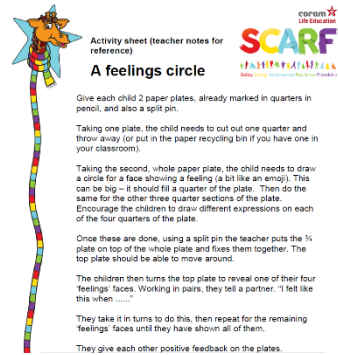
HP5	Catch it! Bin it! Kill it!	- Understand how diseases can spread; - Recognise and use simple strategies for preventing the spread of diseases.	Why is it so important that we wash hands etc.? Children will probably mention spreading germs. What diseases can be spread from one person to another? (e.g. cold, 'flu, chicken pox.) Can you think of diseases that cannot be spread? (e.g. asthma.) Explain that not all illnesses are caused by germs, but many are - and we can help to stop these from spreading through good hygiene routines. Display the "Catch it, Bin it, Kill it" Poster - or suitable alternative - on the IWB. What are these posters used for? Any ideas why the government wants people to have them displayed - for example in hospitals and schools? Task: I can create a poster to demonstrate importance of preventing germs and diseases. Eg washing hands after the toilet; hand over mouth when coughing etc. In PSHE books Explain to the children that they will be making some posters for around the school to help prevent the spread of germs and diseases. Children should design their posters to show one aspect of preventing spread of diseases: washing hands after the toilet; hand over mouth when coughing etc. Discuss what makes a poster eye-catching or memorable. (e.g. catchy slogan, rhyming, 3D posters?) Summing up Children could evaluate each other's posters bearing in mind discussions about posters that get attention or are memorable and then decide where in the school they are most likely to be noticed. Summarise by asking children to review the key messages about preventing the spread of germs. Use opportunities throughout the daily school routines to reinforce these messages - e.g. washing hands before lunch or snack time, and after going to the toilet. Finally, watch one of the films (links are in the Resources needed area- see link below) that show good hand washing technique. Get children to act this out, or ideally, practise at some point during the day with supervision from an adult to check that it's being done effectively. https://www.youtube.com/watch?v=zxIQn7KaCNU https://www.nhs.uk/live-well/best-way-to-wash-your-hands/	germs, hygiene, disease, spread
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Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold learns to ride his bike	- Recognise that learning a new skill requires practice and the opportunity to fail, safely; - Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.	Introduce the lesson with some key questions: What sort of things can you do now that you couldn't do when you were a baby? Was it always easy to learn to do those things? Which of the things that you can do now, which you couldn't when you were younger, were the hardest to learn? What did you have to do in order to make it easier? Read them a story about the time when Harold the giraffe learnt to ride his bike from SCARF resources, After the story ask the following questions: - Why did Harold think that riding his bike was easy at the start? [He had seen Derek doing it but didn't know how difficult it was to keep your balance.] - How do you think Harold felt when he fell off? Why did he feel like that? - Who helped Harold? How did she help him? - Why did Harold get better? - How did Harold feel when it all clicked and he found he could ride his bike? Put your hand up if you've ever felt like Harold when you learnt to do something. Invite children to tell the class what it was they had learned to do that they felt proud of. Explain that whenever we learn to do something we go through the same steps that Harold went through and this can be shown using the Learning Line. Show the Learning Line PPT and explain the different stages of learning that Harold went through. Task: I can draw something I have learnt to do and use a 'learning line' to help describe the learning process, including overcoming challenges. Evidence on T-Drive Ask children to draw something they have learnt to do. Using the picture of the Learning Line (on the IWB) as a guide, they can draw and write the stages they went through to learn that skill. Generate some ideas as a class – children can then use one of those ideas or an idea of their own. E.g. Learning: - To ride a bike - To write their name - The alphabet - To read - Number bonds	practice, learning, make mistakes, confidence, achievement
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			- To ride a scooter - To use roller skates Summing up Ask children to share their Learning Line ideas. Who were the people who helped them? How did they feel as they were learning this skill? How did they feel once they achieved it? In school we are learning to do new things all the time. You could ask children to think of encouraging phrases to say to others when they see they are learning to do something new e.g. - You can do it - Keep trying - You're almost there - Believe in yourself - Don't worry if you can't do it straight away - Learn from your mistakes - Well done - I believe in you - Go on	
CF3, CF4, CF6, RKR1, RKR3, RKR5, RKR6	Pass on the praise!	- Demonstrate attentive listening skills; - Suggest simple strategies for resolving conflict situations; - Give and receive positive feedback, and experience how this makes them feel.	Set up a short role-play as follows: Praise a child for something they have done e.g. "That was such a great story. You put a lot of effort into it. I liked the way you ended it." Explain that here you are giving support. Then say "Next time, to make it even better, you could add some more adjectives." Explain that this time you were giving feedback to help the child with their next stage. Ask the child how they felt when they heard the support and feedback. Ask the individual child and also the class how they felt when they heard this happening. - Who supports and encourages the children? - Who in particular does this at school? - How do we feel when we get support and encouragement? - Who do they give support and encouragement to? - How does it feel to give this as well as to get it? Explain that people do well if they have lots of support around them, it can make them feel happy and safe, and brave enough to try new things or keep trying if things are tricky (be resilient). It's ok if things go wrong because there will be someone who can help us. We can all support each other and are going to practise supporting and encouraging others today.	encourage, feelings, support, praise, feedback, respectful, teamwork, resilient, include, team

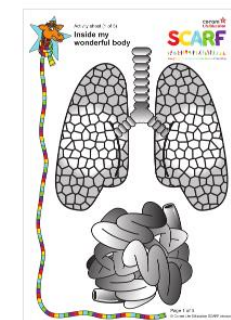
			Task: I can work with a partner to role play 4 different emotions and practice giving and receiving positive feedback. Evidence on T-Drive Children do the paper plate art activity (see the Feelings Circle Activity sheet with instructions for the teacher). Remember - you can use plate-size circles of card if you don't have paper plates. Making the item will take differing amounts of time depending on individuals in the class. This is a good opportunity to explain that we are all different - we all find different things tricky/are good at different things too. This means we might all need different kinds or amounts of help. It's important to be kind and respectful to everyone, especially if they're finding things tricky - this is one way we can be really helpful and supportive. What kind things could we say to support each other? [get children's ideas, help them with some if needed, e.g. you're doing good cutting, you're being really careful, you're working hard, you can do this, I believe in you!] A good amount of time should be given to feedback in order to give a strong focus on the lesson's key focus: supporting each other's efforts; encouraging them with positive feedback.		
PHF4	Inside my wonderful body! (OPTIONAL)	- Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); - Understand and explain the simple bodily processes associated with them.	Using the slides on your IWB from SCARF resources. Discuss the function and name all the different parts of the body. NB: As you discuss each part move to the next slide to reveal an arrow and a label pointing to each part. - What do you think the bones that were inside the chest are called? [The ribs.] - What jobs do the ribs do? [They protect the heart and lungs, they also help to support the body.] - How big do you think the heart is? [About the size of a fist.] - Place the fist in the middle of the chest to show where the heart is inside the body. [The heart actually leans slightly to the left and we feel it beating stronger on that side.] - Where are the lungs? [Either side of the heart, behind the ribs.] - Place your hands flat on your chest on either side of the heart and take a big deep breath in. As you breathe out slowly say 'lungs'. - What is the special gas that gets into our blood through our lungs? [Oxygen.] - Where do you think the stomach is? [Below the rib cage on the left of the body - right as you look at the body image.] - What do you think happens inside the stomach? [The food gets all 'mushed' up - digested.]		sugar, fruit, vegetables, dairy, heart, salt, cereal, meat, organ, lungs, intestines, brain, stomach, oxygen, digested

- Put your hands together as if you are mashing something up and say 'squishy, squashy, mishy, mushy'.
- What do you think the long wiggly tubes underneath the stomach are? [The intestines.]
- Feel the squashy bit underneath your stomach. Then trace a long wiggly tube in the air and as you do this say 'in-test-ines' in a long, drawn out way.
- What happens to the food and water in the intestines? [Most of it soaks into the blood to give us energy. NB: Children will often say that 'good food' goes into the blood and 'bad food' becomes waste. However, it is important to emphasise that all food can get into the blood if it can be broken down small enough – not just healthy food. This lays the foundation for understanding that unhealthy things will also go into the bloodstream and reach all parts of the body, including the brain.]
- Where do you think the brain is?
- What does the brain do? [It controls just about everything inside the body.]
- Use your brain to control your body in the following ways: stand up, touch your toes, wiggle your hips, stretch up high, jump on the spot etc. Add your own actions as appropriate. Choose children to add more actions.]

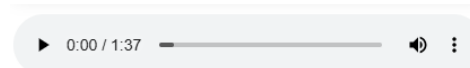
Task: In groups we can cut out the internal organs and stick them in the correct place on a body paper outline.

Evidence on T-Drive

Each pair or group then cut out the pictures of the brain, stomach, intestines, lungs and heart from the *Inside my wonderful body Activity sheet*. They then stick them onto their paper outline in the correct place. Children use red pen or crayon to draw the blood going round the body, giving energy. More able children may be able to write the names of the organs on or near the pictures of them



YEAR 1				
DfE Statutory	SCARF Lesson Plan	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task and Task	Vocabulary
Growing and Changing				
HP3, HP4, PHF1, PHF3, WO3	Healthy me	- Understand that the body gets energy from food, water and air (oxygen); - Recognise that exercise and sleep are important parts of a healthy lifestyle. - To explore how screen use can make us feel and learn how to make healthy and sensible choices.	Start the lesson with some key questions on the theme of being healthy, for example: - What sort of things do you think we can all do to stay healthy? [Have a good night's sleep; eat healthy meals and snacks; do exercise every day; wash hands before eating meals and after going to the toilet; cleaning teeth before leaving for school etc.] - Why is it important to have a good night's sleep? [Because our bodies rest and grow when we're asleep.] - Why is it important to exercise regularly? [To keep the body as fit as possible and to make us feel good.] - Why is it important to eat healthy food? [To give the body all the special things it needs to grow strong and healthy. NB: see 'I can eat a Rainbow' lesson plan for more in-depth work on healthy foods.] - Why is it important to have a wash and to brush our teeth? [To keep the body clean and reduce germs, to keep the teeth strong and healthy and to help stop them decaying.] Play Harold the healthy giraffe's Different Foods Song from SCARF Give the children a copy of the two Healthy me! Activity sheets. They should cut out the different foods on the first sheet and then arrange them in the correct space on the <i>Sorting board</i> Activity sheet. NB: Use the <i>Healthy me!</i> Teacher Answers and Information sheet for guidance if needed. Task: I can work with a partner to look at some pictures to decide: - Which of the things illustrated they need to stay alive; - Which of the things they need to be healthy; - Which of the things they might like to have occasionally as a treat. Evidence on T-Drive. Thinking about sleep, we said that it is important to get a good night's sleep so our bodies can rest, reset and grow. Can you think of anything we can do to help us get a good night's sleep? What helps you relax and unwind at bedtime? Responses to look out for: Reading, Listening to music/ stories, Drawing/ colouring and Writing a diary Some children might say watching videos or playing games online. It is important to share at this point the NHS guidelines are that children should come off their devices, stop their screen time at least 1 hour before they are going to bed. Your brain needs time to get ready for sleep, just like you need time to calm down after running around. When you use a tablet, games console or TV right before bed, the bright light and exciting games keep your brain awake. If you stop using screens at least an hour before bedtime, your brain can slow down, relax, and help you fall asleep more easily. It's like giving your mind a little hug before bed!	water, food, sleep, exercise, energy, healthy, oxygen, air, screen usage

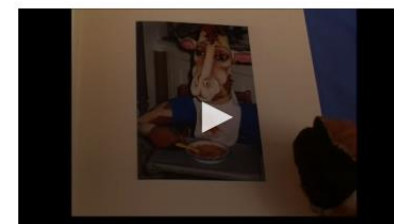


Audio track: Different Foods



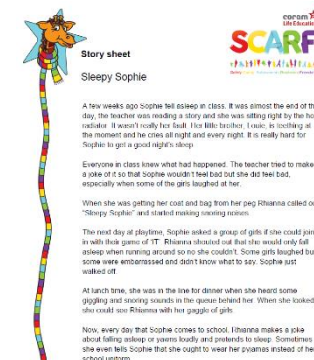
Safeguarding
Online Safety

DB1	Then and now	- Identify things they could do as a baby, a toddler and can do now; - Identify the people who help/helped them at those different stages.	Ask the questions: - What changes have happened to you since you were a baby? - How do you look different to when you were a baby? - What are the things you can do now that you couldn't do when you were younger? - What are the things you are still learning to do? Activity 1- Watch the film showing Harold and his photo album from SCARF resources - What were all the different things that Harold was learning to do? - Who can do those things in this class? - What is Harold learning to do in the last picture? - Who here can ride a bike? As well as our bodies changing, the things we can do also change. Activity 2- Give out the Then and now Activity sheet*. Explain that the sheet shows three different stages of growing - one as a baby, one as a toddler and one as they are now in Y1/P2. Ask children what the differences between the three stages are. Ask this in an open way so that children can respond in any way which is appropriate to them. Differences could include differences in size, height, ability to walk or talk, in what they eat and so on. Ask the children to complete the <i>Then and now</i> Activity sheet as follows: - In the boxes on the left-hand side, draw or write what they could do at that age. - In the boxes on the right-hand side draw or write who helps or helped them at that age. - In the boxes in the middle draw a picture of themselves at that age. Task: I can compare and write about what I could do as a baby and toddler to now. In PSHE books	needs, help, change, growing, size, height
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Y1 Harold's Photo Album

FPC6, CF2, CF4, CF5, CF7, RKR4, RKR5, RKR6, RKR9, RKR11, OSA1, OSA5, OSA6, BS5, BS6, BS7, GW7	Who can help? (2)	• Explain the difference between teasing and bullying; • Understand that bullying can happen online; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation. Safeguarding Online Safety	Recall previous work on bullying. Ask the class what bullying means to make sure everyone understands. Remind children that bullying or behaving aggressively, unkindness and teasing can also happen online. Online is when someone is on a device like a smartphone, tablet or gaming console where they can message and talk to friends and families. Responses to look out for, but not to introduce: • Messaging within games like "You're not my friend" or "Go away!" • Classroom platforms where they can leave comments or emojis that are not nice • Not letting someone join their game • Kicking someone out of a game • Teaming up against one player • Sending repeated unkind stickers, GIF's, or emojis • Sharing unkind photos • Saying hurtful things using voice chat Next, read aloud the story of Sleepy Sophie, from SCARF resources then ask these questions: • Is this bullying? • How do we know? • How is it making Sophie feel? • Who can she go to get some help with this? Who should she tell? • Have a think about the children who saw the bullying and didn't know what to do or say. Who could they talk to about it? What could they do to make things better for Sophie? • Why do you think Rhianna is doing this? • What can Sophie say to Rhianna? • What does Rhianna need to say to Sophie? It's important to explain why someone might behave in an unkind way [they may be feeling sad, frustrated or angry themselves]. Explain it's ok to feel like this, but that we must be careful not to upset anyone else with our angry actions or words. We can get help with these feelings instead - talk to a trusted adult. Remember - we might be the one to spot someone who looks like they might be feeling sad or worried/ need help - e.g. crying or alone. What could we do to help? • We can ask if they are ok • Try and help them to feel better [give a smile, ask if they'd like a hug, ask if they want to play with you] • We can talk to a trusted adult about it If we are kind to each other, we can help each other feel happy and safe.	safe, unsafe, unkind, unkindness, tease, teasing, bullying, witness, experience, getting help, aggressive, online bullying DEFINITIONS: Unkindness: when someone says something that is not nice, or hurtful but they do this only once (a one-off). Teasing: when someone makes fun of or jokes about someone but only once (a one-off). Bullying: when someone is repeatedly unkind or hurtful to another person (it's ongoing, not a one-off).
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			Task: I can draw a picture of someone being bullied and write a sentence of what I should do. (tell a trusted adult) In PSHE books Activity: Which school rules help someone if they are being bullied (online or offline)? Who can someone talk to at school or at home if they are being bullied (online or offline)? Draw a picture of someone getting help if they are being bullied. Write a sentence underneath about who is helping them, e.g. a picture of a child talking to the teacher. Sentence - 'I can tell my teacher'. The children share what is in their pictures with the rest of the class and these are displayed. Explain that sometimes the people who look after us can tell if we are worried about something. But sometimes - especially if they are very busy - they might not notice. Ask the children what they might do to get the helper to listen to them, examples of ideas might include: - Find a good time - when they are not so busy - Ask when a good time would be to talk to them - Find another safe person who is not so busy - Remember that there are safe adults at school that the children can talk to - teachers, teaching assistants, lunchtime supervisors etc.	
FPC6, CF5, CF7, RKR8, RKR11, BS1, BS2, BS4, BS5, BS6, BS7, DB2	Surprises and secrets	- Explain the difference between a secret and a nice surprise; - Identify situations as being secrets or surprises; - Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. Safeguarding	Discussion: Put up your hand if you like surprises. What is a surprise? (When something you weren't expecting happens.) Can you think of a surprise you had that you liked? What was it? A secret can be like a surprise when someone asks us not to tell anyone about something, but unlike happy surprises, some secrets can be bad. Sometimes a person (including both children and adults) might say 'Keep it a secret' about something that our body tells us doesn't feel right. Harold has a secret. He was playing football with his friend Alfie. Alfie kicked the ball and it broke the window in a neighbour's shed. Alfie told Harold to keep it a secret. Read Harold's Surprise and Secret story resource from SCARF Read the story in full, then ask these questions: - Why did Harold feel a bit unwell at the end of the story? - Should Harold keep this secret? - Who should he talk to about it? - Why do you think he might be worried about telling someone this secret?	surprise, secret



- Do you think he will get into trouble if he talks about this secret?

Sometimes grown-ups ask children to keep something a secret. If it is a nice secret, like a surprise that everyone will know about soon then that is ok. If the grown-up asks a young person to keep a secret and never to tell anyone, then they should not keep the secret; they should definitely tell someone.

This is because it might be about something that the adult is doing which is harmful to a child and which the adult doesn't want other people to know about, because they know it's wrong. If other people found out, they would get into trouble.

Task: I can work with a partner and discuss and identify situations as being secrets or surprises.

Evidence on T-Drive.

Surprises and secrets activity sheet-Hand out sets of cards to small groups of children who have to put cards into 2 piles, one of secrets and one of surprises.

Go through them all after and discuss their answers. Check any misunderstandings and help them to understand the difference between the two.

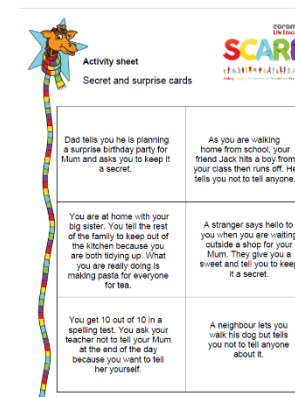
Emphasise the final key points:

- Some things are not ok to keep to ourselves.
- We shouldn't keep something to ourselves if we don't feel ok about it.
- Remember that our body has ways of telling us that something isn't right.

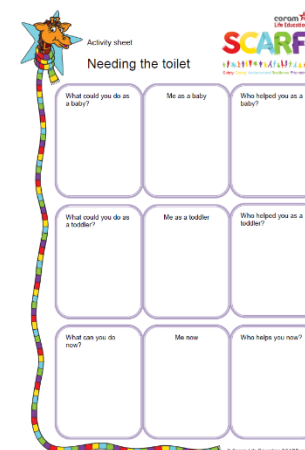
Recap physical signs, e.g.

- Butterflies in the tummy
- Feeling hot
- Feeling sweaty
- Feeling sick
- Hands might shake
- Needing the toilet
- Going red in the face
- Other ideas...

We need to think about who it is ok to talk to about these things. Emphasise that it's important always to keep trying even if at first no one seems to be listening to them.



BS3, BS6, DB2	Keeping privates private	- Identify parts of the body that are private; - Describe ways in which private parts can be kept private; - Identify people they can talk to about their private parts. Safeguarding	Start the lesson with some key questions to introduce the topic: - What changes have happened to you since you were a baby? - How do you look different from when you were a baby? - What are the things you can do now that you couldn't do when you were younger? - What are the things you are still learning to do? Task: Explain that one of the things that they may be able to do or are learning to do now is use the toilet on their own, without help from a grown-up. Hand out the <i>Needing the toilet Activity sheet</i>*, explaining that it shows three different stages of growing - one as a baby, one as a toddler, and one as they are now, aged 5 or 6. Ask children what the differences between the three stages are when it comes to needing the toilet. Ask the children to complete the <i>Needing the toilet Activity sheet</i> as follows: - In the box on the left-hand side, draw or write what they did/do when they went to the toilet. - In the boxes on the right-hand side draw or write who helps or helped them at that age. - In the boxes in the middle draw a picture of themselves at that age. *Please note: although this activity sheet is designed in the same way as the one in the lesson <i>Then and now</i>, its focus - and how children complete it - is different. In this version, children are asked for specific examples that relate to toileting. Ask children to show their drawings and explain what they've drawn or written. Ask: - Who helps you with the things that you are learning to do? - What are the main differences between when you were a baby and now? [Draw out that they are able to use a toilet now, rather than nappies.] - Who wiped them clean then and who does it now? [Hopefully they should answer that they now do it.] - What are the words that we give to the parts of our body that we need to wipe/pat? Is it the same for boys and girls? [The children may give you a range of words, here. Listen to any nicknames used, then provide them with the scientific names- penis, vulva, anus, etc.] Explain that the names for a boy's external genitals are penis and for a girl's it's vulva (see our Puberty Glossary for further information and guidance) and these are the names we would use if we had to talk to a Doctor or someone else we trust about our private parts, if we needed to, e.g. if they were sore. Point out that: - Girls have a vulva on the outside of their body (in their pants area), and a vagina inside their body.	testicles, vagina, penis, doctor, breastfeeding, private, vulva, help, change, my body is mine (body autonomy), privates, nipples, hygiene, sore, private activity, scrotum, breasts, anus
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KEY: Safeguarding Online Safety Financial Education

			- Boys have a penis in their pants area, and testicles too. Testicles are held outside the body in a sack of skin called a scrotum. - Boys and girls have an anus, where poo comes from. - Boys and girls have nipples. Nipples help a baby to drink milk from its mother's breasts. Boys and girls have nipples but only females grow breasts when they're older. Some babies are breastfed, some babies are bottle fed. Ask the children why they think we use the words 'private parts'? Explain that what's in their pants belongs only to them, which is why we cover them up. This is also why when we use the toilet we should shut the door so no one can see our private parts. This gives people privacy so they can pat their penis or wipe their vulva dry after they have done a wee in private without anyone seeing them. Can the children think of other places which are private? Examples could include their bedroom and bathroom.	
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