

| YEAR 2                       |                         |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                               |
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| DfE Statutory Requirements - | SCARF Lesson Plan title | SCARF Lesson Plan Learning Outcomes                                                                                                                                                         | Lesson Content and Task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Vocabulary                    |
| Me and My Relationships      |                         |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                               |
| RKR2, RKR3                   | Our ideal classroom (1) | <ul style="list-style-type: none"> <li>Suggest actions that will contribute positively to the life of the classroom;</li> <li>Make and undertake pledges based on those actions.</li> </ul> | <p>Have quiet, calm music playing.<br/>Ask children to sit with their eyes closed, heads on tables or bent down if sitting on the carpet.<br/>Ask them to imagine their ideal classroom, a place where everyone feels happy and safe to be and to learn. Explain that we are just thinking and imagining at this stage, not sharing our ideas out loud.</p> <ul style="list-style-type: none"> <li>What would it look like?</li> <li>Imagine you are looking around, what can you see?</li> <li>What would it sound like?</li> <li>Listen carefully - what can you hear?</li> <li>How would it feel to be in that classroom?</li> </ul> <p>Allow time between each question for the children to 'feel' their imagined responses.<br/>Ask children to open their eyes and comment on something positive about how they responded during this activity (e.g how many smiles you can see, how lovely it was to be in that classroom).<br/>Explain that we can make that imagined classroom our real classroom and we can all work together to make it a really happy, safe, caring, friendly place like the one that we imagined</p> <p>Compile a list based on what the children imagined. Record ideas on the large paper/flip chart.</p> <p>What did they see?<br/>What did they hear?<br/>How did they feel?<br/>Ask the children to think about how each of us can help to make our classroom a happy place to be.</p> <p>From the previous list, create some pledges, e.g, 'I will be kind', 'I will not shout', 'I will listen', 'I will share'.</p> <p><b>Task:</b> I can write a ledge to make our classroom a happy place. (on a strip of paper which can be added together to make paper chains and be added to PSHE display)</p> <p>Evidence on T-Drive.</p> | friendly, safe, happy, caring |

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| RKR7     | Our ideal classroom (2) (OPTIONAL) | <ul style="list-style-type: none"> <li>Take part in creating and agreeing classroom rules.</li> </ul>                                                                                                                                           | <p>Show the children the list of pledges. Remind them that these are the pledges they made in the previous lesson when they imagined their ideal classroom.</p> <p>Explain that these were individual pledges and that in order to help to make the classroom, safe, happy and good for learning we need a set of group 'pledges' or 'rules', agreed together.</p> <p>From the list generate a set of class rules. You may like to use the starter phrase 'I can remember to...' for each rule. This way, when a child 'breaks' a rule, you can ask them, 'Can you remember to walk around the classroom?' This gives a positive focus to the rules.</p> <p><b>Task:</b> As a class we can create a list of rules to follow.<br/> <b>Evidence.</b> On T-Drive.</p>                                                                                                                                                                                                                                                                                                                       | rules                                                                                                                        |
| GW3, GW4 | How are you feeling today?         | <ul style="list-style-type: none"> <li>Use a range of words to describe feelings;</li> <li>Recognise that people have different ways of expressing their feelings;</li> <li>Identify helpful ways of responding to other's feelings.</li> </ul> | <p>Using the <b>How are you feeling?</b> cards from <b>SCARF Resources</b> hold up a card and find synonyms for that emotion.</p> <p>Using the cards again, ask:<br/>         "How can people show that they are feeling this?" [e.g. nervous - quiet voice, no eye contact, making themselves small.]</p> <p>Explain we all show feelings in different ways. Summarise that even with the same feelings card, the children had different ways of showing the feeling.</p> <p>With one group of three children, demonstrate to the class one child showing the feeling, one child responding in a positive and helpful way, one child responding in a negative and unhelpful way. For example, 'feeling nervous' is shown by child 1. Child 2 could say "You look a bit nervous. What can we do to help you?" Child 3 could say "Stop being so silly and just get on with it."</p> <p>Working in their threes, all children have a turn at doing this.</p> <p><b>Task:</b> I can choose an emotion, draw a face and explain when and why I feel like this.<br/> <b>in PSHE books</b></p> |  <p>help, feelings, showing feelings</p> |

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| <p>GW3, GW9</p> | <p>Let's all be happy</p> | <ul style="list-style-type: none"> <li>• Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>• Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul> | <p>Start the lesson with some key questions about feelings such as:</p> <p>How would you feel if:</p> <ul style="list-style-type: none"> <li>• You were going to a party?</li> <li>• You were at a party but nobody wanted to play with you?</li> <li>• All your friends were going to a party but you weren't invited?</li> <li>• Somebody spilt a drink down your front?</li> <li>• You couldn't go to school because you had been sick and had a nasty stomach ache?</li> <li>• School was closed because of snow?</li> <li>• Somebody called you a nasty name?</li> <li>• Your pet cat/dog went missing?</li> <li>• Your pet cat/dog turned up safe and sound?</li> <li>• You gave your friend a present?</li> <li>• Your friend gave you a present?</li> </ul> <p>Explain that we have feelings all the time. Sometimes those feelings make us feel good, or comfortable and sometimes they don't. In this lesson, we're going to think about lots of different feelings and how we can help someone whose feelings are making them feel uncomfortable, or not so good.</p> <p>Begin by showing the 'What are they feeling?' photos from SCARF on the IWB.</p> <p>Ask:</p> <p>How do you think this person is feeling? Write the words on the whiteboard for reference later.</p> <p>How can you tell?</p> <p>Can you show us... a cross/happy/scared/surprised/worried face?</p> <p><b>Task:</b> As a class we can play 'Feeling charades' and guess the feeling with their face and body language.</p> <p>Evidence. on T-Drive</p> | <p>help, feelings</p> |
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CF4

Being a good friend

Safeguarding  
Online Safety

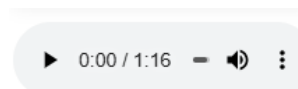
- Recognise that friendship is a special kind of relationship;
- Identify some of the ways that good friends care for each other.

Introduce the character Harold - the happy, healthy and very friendly giraffe. He has two special friends, Kiki the Kangaroo and Derek the Penguin.

Friends are important, they can help us to feel happy and safe. We're going to listen to a song about Harold and his friends, and why they are good friends.

Play audio track Friends are special from SCARF resources

Ask the children to listen to the words of the song and see if they can pick out all the things that Harold likes about his friends and likes to do with his friends.



Audio track: Friends are Special

Ask the children to list all the different friendship qualities they heard being mentioned in the song. You may like to copy and display the words onto the IWB so that children can learn the words and sing along.

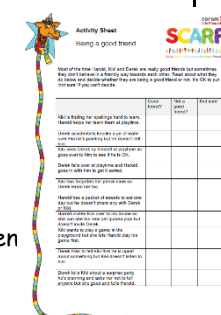
It is important to talk about why children might not behave in friendly ways sometimes. Explain that if we are feeling sad, worried, frustrated or angry, we might find it harder to remember to use kind words and actions towards others. If someone is being unkind, maybe they need help with their feelings. If you're ever feeling sad, worried, frustrated or angry then try to get help from a trusted adult. We all need help with our feelings sometimes. If you see someone who might be feeling this way, you could ask them if they are ok, or get an adult to help. It's important to help each other.

In pairs or small groups children discuss or write on post-it notes things that good friends do and things that good friends don't do. Bring all the ideas back to share with the whole class.

| Good friends mostly do:                                                                                                                                                                                                                 | Good friends mostly don't:                                                                                                                                                                                                                                                                                        |
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| <ul style="list-style-type: none"> <li>• Share their things</li> <li>• Look after each other</li> <li>• Are kind</li> <li>• Notice if someone is being left out or feeling lonely</li> <li>• Help each other with their work</li> </ul> | <ul style="list-style-type: none"> <li>• Act selfishly towards friends</li> <li>• Ignore each other</li> <li>• Don't take notice of someone who's being left out or feeling lonely, and include them</li> <li>• Leave people out</li> <li>• Stop listening to each other</li> <li>• Start telling lies</li> </ul> |

**Task:** I can tick whether the scenario is being a good friend or not being a good friend  
resource sheet)  
in PSHE books

friendly,  
friendship, kind,  
safe, unsafe,  
unkind, include



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| <p>CF3, CF4, RKR5, RKR6, RKR9, OSA1, OSA4,</p> | <p>Types of bullying</p> | <ul style="list-style-type: none"> <li>• Explain the difference between bullying and isolated unkind behaviour;</li> <li>• Recognise that that there are different types of bullying and unkind behaviour;</li> <li>• Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> <li>• Understand that bullying can happen online, as well as in person, and to know what to do if this happens;</li> <li>• Understand that they should not share images of themselves or others without permission.</li> </ul> | <p>Ask children why we need friends [have fun, play with, make us laugh, help us...]<br/>Kind friends can help us feel happy and safe.<br/>Listen to the 'Friends are Special' song from SCARF resources</p> <p>Friends try do kind things towards each other like Harold does with his friends. But sometimes people are unkind or aggressive to others. Aggressive is when someone uses their body or words in a way that hurts someone or makes them feel scared. In what ways can people be unkind or aggressive to each other:</p> <ul style="list-style-type: none"> <li>• Calling names or saying hurtful things</li> <li>• Hurting by hitting, pinching or kicking etc</li> <li>• Leaving someone out</li> <li>• Sending hurtful messages or saying nasty things about people using mobile phones, tablets, games consoles, classroom apps, computers and laptops</li> <li>• Sharing unkind or hurtful photos of other people without their permission.</li> </ul> <p>Look at the definition of bullying, noticing the emphasis on the word "repeatedly" in this definition. Explain also that not many children - and not every child - will get bullied. 'How many of you have ever fallen out with your friends?' Use the answers to show that falling out happens far more often than bullying.</p> <p>'What behaviours or actions can be bullying if they happen repeatedly?' (Try to get children to cover the above acts of unkindness: physical - hitting, kicking; verbal - saying unkind things; emotional - e.g. leaving someone out; cyberbullying/online bullying - saying unkind things online or via mobile phones, tablets and other devices.)</p> <p><b>Task:</b> In pairs or small groups give children a copy of <b>Types of Bullying Pupil Activity sheet</b> and ask them to discuss what is happening on each day. <b>Evidence. on T-Drive</b></p> <p>Day 1 &amp; 2: everyone together and all friends.<br/>Day 3: one person on their own - why? Is it fair to leave someone out on purpose?<br/>Do you think the friends have noticed that the one person is on their own?<br/>Day 4: who could help if someone is feeling upset about something?<br/>Day 5-6: point out that by talking to someone the child who is left out is helping himself.<br/>Days 7-8: Everyone is back together again.</p> | <p>respect, bullying, repeated, online bullying, loneliness</p> |
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▶ 0:00 / 1:16 — 🔊 ⋮

Audio track: Friends are Special



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| <p>CF4, RKR5, RKR6, RKR9</p> | <p>Don't do that!</p> <p>Safeguarding<br/>Online Safety</p> | <ul style="list-style-type: none"> <li>Understand and describe strategies for dealing with bullying:</li> <li>Rehearse and demonstrate some of these strategies.</li> <li>Understand that there are different types of bullying, including online.</li> </ul> | <p>Class discussion: look at the school rules about bullying.<br/>If we treat each other with kindness and respect, we can help everyone to feel happy and safe.<br/>Recap on the definition of 'bullying'.</p> <p>Bullying type behaviour and being aggressive can happen online as well as offline. This is when someone is using a digital device and can happen when people are sending messages or pictures or being deliberately and repeatedly aggressive and unkind when gaming.</p> <p>Set up a circle time. Only speak when the person has the object in their hands. Use a sentence to start the thought. Make clear that it doesn't matter if lots of people say the same thing - it just means they had the same idea.</p> <p><u>Sentences to use during circle time:</u><br/> <i>It is not right to be aggressive because .....</i><br/> <i>Some people are aggressive towards others because they .....</i><br/> <i>If I am bullied, I can talk to .....</i><br/> <i>If I see someone being bullied I can talk to .....</i><br/> <i>I can look after someone being bullied by .....</i><br/> <i>If I am the target of aggressive behaviour through an online game I can .....</i></p> <p><b>Task:</b> In pairs, children play Don't Do That. They talk about what someone could say if they are being bullied or see someone else being bullied.<br/> <i>Evidence on T-Drive</i></p> <p>They respond by saying "Don't Do That .....(It's not kind. It's not nice. You are being unkind. I will talk to the teacher about it. You wouldn't like it if someone did it to you etc.)</p> <p>Each pair tries to get 5 different Don't Do That sentences.</p> <p>They then share their favourite one with the class. The teacher notes them on a poster or flipchart which can be put up in class.</p> | <p>help, bullying, don't do that, aggressor, target, online bullying</p> <p><u>Definition of bullying</u></p> <p>The Anti-Bullying Alliance (ABA) and its members have a shared definition of bullying based on research from across the world over the last 30 years.</p> <p><u>ABA defines bullying as:</u></p> <p>"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."</p> <p>Remind the class that bullying type behaviour is also aggressive behaviour. A person who uses this type of behaviour may be referred to as an 'aggressor'. Someone who is at the receiving end of aggressive behaviour may be referred to as the 'target'.</p> |
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| <p>CF4, RKR4, RKR5, RKR6, RKR9, OSA1, OSA4, OSA5, OSA6</p> | <p>Bullying or teasing?<br/>(OPTIONAL)</p> <p>Safeguarding<br/>Online Safety</p> | <ul style="list-style-type: none"> <li>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</li> <li>Identify situations as to whether they are incidents of teasing or bullying.</li> <li>Understand that bullying can happen online, as well as in person, and to know what to do if this happens.</li> <li>Understand that they should not share images of themselves or others without permission.</li> </ul> | <p>Ask the class to think of two things that make them special which they can share. Model this for the children with some examples of your own.</p> <p>Tell us something about yourself that you are proud of.</p> <p>Tell us something about your community/family that you are proud of.<br/>Do some people sometimes make fun of other people or their community?<br/>Give an example of something that's called teasing e.g. "Harry dropped his tray at lunch time today. Some people laughed and called him butter fingers."</p> <p>Can you think of other examples of teasing?<br/>Give an example of something we call bullying e.g. "Every time Sam sees James, he calls him ginger because of his red hair."</p> <p>Can you think of other examples of bullying?<br/>Give an example of something that's called online bullying e.g. "Every time Amy joins our game, Mia tells her she is useless and kicks her out of the game!"</p> <p>Can you think of an example of online bullying? Suggestions may include:</p> <ul style="list-style-type: none"> <li>Sending lots of messages within games like "You're not my friend" or "Go away!"</li> <li>Leaving comments or unkind emojis for the same people again and again</li> <li>Repeatedly not letting someone join their game</li> <li>Teaming up against one player, repeatedly</li> <li>Sending repeated unkind stickers, GIF's, or emojis</li> <li>Sharing unkind photos of someone</li> <li>Saying lots of hurtful things using voice chat</li> </ul> <p>Sometimes people joke and tease in a friendly way, maybe to help their friend laugh at themselves or feel better when something happens. Sometimes, people tease in a way that is unkind and can hurt someone's feelings. And, sometimes people think they are joking or teasing in a friendly way, but the other person feels uncomfortable and it becomes something unkind or hurtful by accident, so it still needs to be sorted out.</p> <p>But if a person jokes, teases or is unkind in another way and they do it <i>often</i> (possibly <i>every time</i>) and <i>deliberately</i> - <i>or on purpose</i> - then it is bullying. (NB: these distinctions will need to be made strongly.) Bullying type behaviour is also called aggressive behaviour. Aggressive is when someone uses their body or words in a way that hurts someone or makes them feel scared.</p> <p><b>Task:</b> As a class we can discuss scenarios and decide whether it is teasing or bullying.<br/><b>Evidence on T-Drive</b></p> | <p>teasing, bullying, repeated, regular, aggressive, online bullying</p> |
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| YEAR 2                     |                                               |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |
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| DfE Statutory Requirements | SCARF Lesson Plan title                       | SCARF Lesson Plan Learning Outcomes                                                                                                                                                                                       | Lesson Content and Task and Task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Vocabulary      |
| Valuing difference         |                                               |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |
| RKR1, RKR2, RKR6           | What makes us who we are?<br><br>Safeguarding | <ul style="list-style-type: none"> <li>Identify some of the physical and non-physical differences and similarities between people;</li> <li>Know and use words and phrases that show respect for other people.</li> </ul> | <p>Ask the children to stand in pairs facing each other. Ask them to discuss and identify:</p> <ul style="list-style-type: none"> <li>3 things that make them look similar to each other</li> <li>3 things that make them look different to each other</li> <li>3 things that they have in common with each other (which are not to do with the way they look e.g. both interested in dinosaurs)</li> <li>3 things that they do not have in common with each other (which are not to do with the way they look)</li> </ul> <p>Remember - we are all different, on the outside and on the inside. Our brains and bodies are all different, which means we are all good at different things, but we all find different things tricky too. This means we might all need different kinds or amounts of help. Some people might need help with writing, others might need help with moving around or seeing or hearing things well. Some people might find sounds too loud, or places too busy, which can make them feel scared or worried - they might need more quiet time than others. We all have different feelings as well. It's important to be kind and respectful to everyone, especially if they're finding things tricky.</p> <p><b>Important points to stress:</b></p> <ul style="list-style-type: none"> <li>Everyone has something which makes them special</li> <li>Each of us has different skills (things we're good at)</li> <li>Everyone has different interests</li> <li>Everyone has a chance to be respectful and praise others for those special things</li> </ul> <p>When we are respectful towards other people this means that we accept the things that may make them different to us and don't try to put them down or make them feel sad or uncomfortable because of them.<br/>Kindness and respect can make us all feel happy and safe.</p> <p><b>Task:</b> I can draw a picture of myself and write something distinctive (e.g: brown hair, blue eyes, light or dark skin), a group I belong to, a physical activity I enjoy doing (e.g: running, football, cycling, swimming, bouncing on the trampoline etc.), a food I enjoy eating and a favourite toy in PSHE book</p> | respect, unique |

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| FPC1, FPC2, FPC3, FPC4 | <p>My special people</p> <p>Safeguarding</p> | <ul style="list-style-type: none"> <li>Identify people who are special to them;</li> <li>Explain some of the ways those people are special to them.</li> </ul> | <p>Go over what we mean by special people - people who are important in our lives. The list can include family, friends, people at school and in different community groups - faith groups, out-of-school clubs etc.)</p> <p>How can special people help us? Take suggestions from the class.</p> <p>What can the children do to help the special people in their lives? Take suggestions.</p> <p>Where do our special people come from, which communities? [home, school, street, clubs, church, mosque etc.]</p> <p><b>Task:</b> I can create a poster about me and my special people.<br/>In PSHE book</p> <p><i>Children can draw a picture of themselves in the middle or, if available, stick a photo of themselves in the middle. Their special people can be named and drawn. The reasons they are special and which part of the child's life they come from can be written around the child. Photos of these special people can be brought in and added at a later date.</i></p>                                                               | help, special people                         |
| RKR2, GW4              | How do we make others feel?                  | <ul style="list-style-type: none"> <li>Recognise and explain how a person's behaviour can affect other people.</li> </ul>                                      | <p>Ask the children to share what makes them feel good about themselves e.g I am helpful; I score goals in football; I am a good friend.</p> <p>How do children behave when they feel good about themselves? [they tend to make positive choices.]</p> <p>What can affect their behaviour in positive ways [parent/carers come to see them in class assembly, being praised in front of others etc.]</p> <p>What might make a person feel not so good about themselves [when people shout at them, when they fall out with a friend, when they are unkind.]</p> <p>How might someone behave when they don't feel good about themselves? [tend to make negative choices.]</p> <p>What can affect a person's behaviour in not so good ways [feeling tired, feeling sad, just had a falling out with a friend.]</p> <p>Emphasise that we can be affected by other people's behaviour on the outside and on the inside of our bodies. E.g. "I was punched on the arm and got a bruise (outside) so now I am scared to go into the playground (inside)."</p> | feelings, calm, behaviour, aggressive, solve |

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|          |                                  |                                                                                                                                                                                                                                                                                 | <p>How do we make each other feel? Play script from SCARF resources</p> <p><b>Task:</b> I can work in a group of 5 to act out a scenario and discuss the behaviour of each child.</p> <p>Evidence on T-Drive</p> <p>Each child in group to be given sticker with a number on (from 1-5). Give the children the simple script to practise and act out. They can add to it and improvise if they want to as the script is for guidance.</p> <p>Each group shows their play. The repetition of the play reinforces the behaviours.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  <p><b>Play script</b><br/>How do we make each other feel?</p> <p>Children 2 and 3 are walking along and Child 1 bumps into them on purpose.<br/>Child 1 – "Why don't you watch where you are going? Get out of my way!"<br/>Child 2 – "Why don't you look where you are going?"<br/>Child 3 – "You don't own the pavement!"<br/>Child 1 – "I was here first!"<br/>Children 2+3 – "No you weren't!"</p> <p>[They push Child 1 who falls over. Children 2 and 3 run off.]</p> <p>[Soon, two more children come along the pavement. Children 4 and 5 are walking along and Child 1 bumps into them on purpose, still cross from the last two.]</p> <p>Child 1 – "Why don't you watch where you are going? Get out of my way!"<br/>Child 4 – "Be careful – you might hurt someone."<br/>Child 5 – "Be careful – you might hurt yourself!"<br/>Child 1 – "You're trying to hurt me aren't you?"<br/>Child 4 – "We're not trying to hurt you. It was an accident. We usually get on ok don't we?"<br/>Child 5 – "Why don't you come with us to the park and play football?"<br/>Child 1 – (Thinking for a bit) – "Oh, ok I suppose I was a bit clumsy bumping into you earlier. Oh. Let's go and play then."</p> <p>[They all leave.]</p> <p><small>© Coram Life Education SCARF resources</small></p> |  |
| CF2, GW6 | When someone is feeling left out | <ul style="list-style-type: none"><li>Explain how it feels to be part of a group;</li><li>Explain how it feels to be left out from a group;</li><li>Identify groups they are part of;</li><li>Suggest and use strategies for helping someone who is feeling left out.</li></ul> | <p>Play 'Stuck In the Mud'</p> <p>Either one or two people are 'on' (depending on the size of the class). Those 'on' have to chase the people that are not 'on' and tag them.</p> <p>When they have tagged another pupil who was not on, that person is 'stuck in the mud'. They stand with legs and arms out and they cannot move. The only way to release them is if another person who is not stuck goes under the pupil that is stuck to free them. They can go through the person's legs, or under their arms.</p> <p>This continues for about 5-10 minutes or until everybody is stuck. To increase the difficulty level, use more catchers.</p> <p>Ask the pupils to consider the following questions in relation to the game:</p> <ul style="list-style-type: none"><li>How did you cooperate when you were playing the game?</li><li>Why did you need to cooperate?</li><li>How did it feel when you were 'caught'?</li><li>How did you manage those feelings?</li><li>How did it feel to be freed?</li><li>Did anyone feel left out?</li><li>How did that feel? (Or, if nobody felt left out, how might it feel?)</li></ul> | feelings, cooperate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |

Conclude that it feels good to be part of a team or group and that it can feel upsetting to be left out. We should try to find ways to include everyone.

Give each child a copy of the *If someone is being left out Activity sheet* from SCARF resources. Ask for suggestions of what people can do if they are feeling left out - how can they join in with a game or activity?

**Task:** I can complete the statement 'If someone is being left out I can' on the jigsaw piece so we can create a class jigsaw.

In PSHE books



CF2, RKR2, RKR3, GW4

An act of kindness

- Recognise and describe acts of kindness and unkindness;
- Explain how these impact on other people's feelings;
- Suggest kind words and actions they can show to others;
- Show acts of kindness to others in school.

What do we mean by being kind? Can anyone give an example of someone being kind?

What do we mean by being unkind? Can anyone give an example (without mentioning any names) of someone being unkind?

What was the last kind thing that someone said to you or did for you?

What was the last kind thing you said to someone or did for someone?

Read the story 'An act of kindness' from SCARF asking the key questions as indicated in the story.

Brainstorm a list of phrases that are kind to say to someone else e.g:

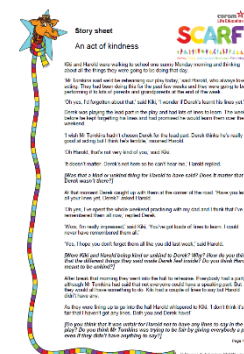
- I like your hair
- That's a lovely drawing
- You have a really friendly smile
- You're always so cheerful
- Other ideas

Ask the children if they can think of kind actions that they can do for someone else e.g:

- Holding the door open for someone
- Letting someone go ahead of them in the queue for lunch if they're in a hurry
- Helping someone carry something
- Helping someone with their work
- Other ideas

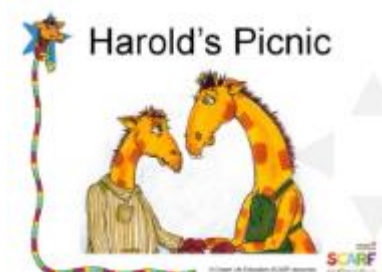
**Task:** I can write a list of things I can do inside and outside school to be kind. (use manners, hold the door open, show eye contact, share etc.)

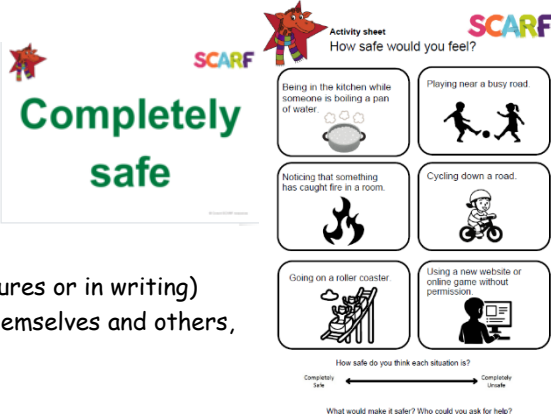
in PSHE books



kind, feelings, unkind, kindness

|                             |                          |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                      |
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| <p>CF5, CF6, CF7, RKR11</p> | <p>Solve the problem</p> | <ul style="list-style-type: none"> <li>• Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>• Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul> | <p>Explain that we're going to be thinking about the importance of listening to others.</p> <p>Ask the children why they think it's important to listen carefully when people are speaking to us. You could make a list of their responses.</p> <p>Explain that they are going to play again about this.</p> <p>Start by saying a few sentences with some random odd words in them e.g.</p> <ul style="list-style-type: none"> <li>• What time is it bananas right now?</li> <li>• When it is lunchtime you will ball need to line up in the dining hall.</li> <li>• The weather today is - sunny/hot/wet/shiny/grey/windy/cold</li> </ul> <p>Ask the children whether they heard any odd words and what they were.</p> <p>Sometimes we hear what people say but we don't always really listen to them, so we don't really understand.</p> <p>Make a list of the active listening skills. This could include:</p> <ul style="list-style-type: none"> <li>• Nodding head</li> <li>• Making positive noises</li> <li>• Not being distracted</li> <li>• Making eye contact</li> </ul> <p>Conclude this section of the lesson by explaining that listening to our friends can help us to have fewer arguments. But it's not the only thing that can help with this. So next we're going to think about how to solve these friendship problems.</p> <p><b>Task:</b> In groups we can demonstrate our listening skills and use the class/school and playground rules for reference to resolve playground issues. (one per group)</p> <p><b>Evidence on T-Drive.</b></p> <ol style="list-style-type: none"> <li>1. A football game has been going on for 5 minutes. 2 boys come out to play late and want to join in which would mean stopping the game.</li> <li>2. Asif was late getting up for school this morning and put his jumper on the wrong way. The other children are making fun of him.</li> <li>3. Nina is standing by herself in the corner of the playground. She wants to play but is too shy to ask.</li> <li>4. Yet again, David has lost his temper! He is shouting, pulling a face and making fists with his hands. He looks like he is about to hit someone.</li> <li>5. Flo and Shyanne are arguing about who is the best dancer in Year 2. They both think that they are. Their other friends are worried that they might fall out.</li> <li>6. The children playing football are so angry. Sam kicked the football onto the dining hall roof and it hasn't come down. Now they have lost the ball.</li> </ol> | <p>listening, being listened to, problem, listen</p> |
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| YEAR 2                       |                                 |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                      |
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| DfE Statutory Requirements - | SCARF Lesson Plan title         | SCARF Lesson Plan Learning Outcomes                                                                                                                                                                                                                                                                                                        | Lesson Content and Task and Task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Vocabulary                                                                                                           |
| Keeping Safe                 |                                 |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                      |
| RKR8, GW1, GW4, DATV1        | Harold's picnic<br>Safeguarding | <ul style="list-style-type: none"> <li>Understand that medicines can sometimes make people feel better when they're ill;</li> <li>Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>Explain simple issues of safety about medicines and their use.</li> </ul> | <p>Start the lesson with some key question such as:</p> <ul style="list-style-type: none"> <li>If I had a headache what sort of things might make me feel better? (Rest, quiet, sleep, water, medicine etc. NB: ensure the children have suggested alternatives other than just using a medicine)</li> <li>When have you felt ill? What was the matter with you? What sort of things helped you to feel better?</li> <li>What medicines have you heard of? (Children may mention medicines you won't have heard of, especially if they are being used by themselves or family members)</li> <li>How do medicines get into/onto the body? (As a liquid or tablet that you swallow, inhaler, injection, or creams/ointments that are rubbed onto the skin)</li> <li>Where should medicines be kept? (Out of reach and sight of children)</li> </ul> <p>Using the <b>What could Harold do?</b> IWB slides from SCARF, introduce the story by telling the children that they are going to hear about the time that Harold planned a special picnic for his friends Tania, Jocko and Ed 6.</p> <p>Read the story and ask the class the suggested questions (document in folder) You can either discuss these questions as a whole class or children could work with talking partners.</p> <p><b>Task:</b> As a class we can discuss questions about medicine, which ones are helpful or harmful and give examples of how they can be used safely.<br/><b>Evidence on T-Drive.</b></p> <p>Lead the class in drawing up a list of rules about using medicines safely. Record your rules on a whiteboard or flipchart pad and display in the classroom. Examples could include:</p> <ul style="list-style-type: none"> <li>Keep medicines out of reach of children</li> <li>Make sure an adult looks after the medicine</li> <li>Always take the correct dose</li> <li>Only use a medicine when it's needed</li> </ul> | <p>medicines, sleep, safety</p>  |

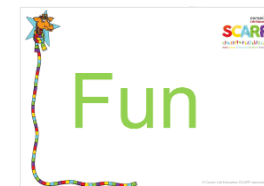
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| <p>BS1, BS3, BS5, PS1, DB2</p> | <p>How safe would you feel?</p> <p><b>Safeguarding</b><br/><b>Online Safety</b></p> | <ul style="list-style-type: none"> <li>Identify situations in which they would feel safe or unsafe;</li> <li>Suggest actions for dealing with unsafe situations including who they could ask for help.</li> </ul> | <p>Introduce the topic of feeling safe with some key questions:</p> <ul style="list-style-type: none"> <li>When do you feel safe?</li> <li>Where do you feel safe?</li> <li>Who makes you feel safe?</li> <li>Are there ever any situations where we feel unsafe? [NB Please note that this may be a sensitive area for children who may experience feeling unsafe at home or with their peers]</li> </ul> <p>When we feel unsafe, uncomfortable about something or worried, nervous or frightened how does our body tell us that [NB: this is a review of the work in Y1/P2 so examples will include feeling hot, sweating, needing the toilet, feeling sick etc.]</p> <p>Activity 2 - Safe or unsafe scenarios<br/>Ask children to look at the <b>Safe or unsafe? Activity sheet scenarios in pairs</b>, threes or small groups. They must decide where they would place themselves on the safe to unsafe line.</p>  <p>For each scenario they must describe (either in words, in pictures or in writing) the steps they would take to make that situation safer for themselves and others, and who they would turn to for help, if needed.</p> <p>Scenarios to include:</p> <ul style="list-style-type: none"> <li>Going on a roller coaster</li> <li>Being in the kitchen while someone is boiling a pan of water</li> <li>Playing near a busy road or railway line</li> <li>Noticing that something has caught fire in a room</li> <li>Cycling down a busy road</li> <li>Swimming in the local canal</li> <li>Using a new website or online game without permission</li> </ul> <p>Finally, talk about the special people whose job it is to help us feel safe - this can include:</p> <ul style="list-style-type: none"> <li>Family members</li> <li>Teachers</li> <li>Police officers</li> <li>Road crossing patrol officers</li> <li>Sales Assistants in shops (if children are lost). Talk about how the children would know how to recognise these people (e.g. uniform, at the tills etc.)</li> </ul> <p><b>Task:</b> In pairs we can explore scenarios and decide if we would feel completely safe or completely unsafe. <b>Evidence on T-Drive</b></p> | <p>feelings, safe, unsafe, worried</p> |
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| <p>BS1, BS3, BS4, PS1, DB2</p> <p>What should Harold say?</p> <p><b>Safeguarding</b></p> | <ul style="list-style-type: none"> <li>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</li> </ul> | <p>Start the discussion about keeping safe with some key questions (these can also be used as a review of the lesson 'How safe would you feel?' Y2 / P3 HW12&amp;13 if taught prior to this one).</p> <ul style="list-style-type: none"> <li>What things make people feel completely safe?</li> <li>What things can make people feel unsafe? [Be careful to depersonalise this discussion so that children talk about safe and unsafe situations in general rather than the things that specifically make them feel unsafe]</li> <li>When someone is feeling unsafe what could they do to make themselves feel safer?</li> <li>Who are some of the people who can help us when we're feeling unsafe?</li> <li>Who are the people whose job it is to help keep us safe?</li> <li>What is the best way to ask someone for help?</li> </ul> <p>What would Harold say?</p> <p>Explain that you are going to think of different responses to situations depending on whether a situation is safe or unsafe. On the whiteboard / flipchart write the words: <b>Yes, No, I'll ask</b> and <b>I'll tell</b>.</p> <p>Tell the children that you are going to read a story involving Harold and his friends Kiki and Derek. At various points of the story you will stop and ask the children to decide which of the responses on the whiteboard Harold would say and why.</p> <p>Read the story 'What would Harold say? from SCARF' stopping at the appropriate points. Ask the children to explain which response would be most appropriate in each situation.</p> <p><b>Task:</b> I can draw and write a situation when I would say Yes, No, I'll ask and I'll tell. (in PSHE books)</p> <p>'Yes, No, I'll Ask and I'll Tell' activity sheet</p> <p>For each response ask the children to write and/or draw a situation in which they would say those words.</p> <p>When would it be best to say yes to someone?</p> <p>Why do we sometimes need to say no?</p> <p>When do we sometimes need to ask for help or ask to check something?</p> <p>When might we need to tell an adult or older person something?</p> <p>Children complete the activity sheet then share their scenarios in pairs, threes or small groups.</p> | <p>feelings, safe, unsafe, getting help</p> |
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| <p>BS4, GW3</p> | <p>I don't like that!</p> <p>Safeguarding</p> | <ul style="list-style-type: none"> <li>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>Identify the types of touch they like and do not like;</li> <li>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul> | <p>Think about the special people in our lives.</p> <ul style="list-style-type: none"> <li>How do they touch us? [hug, kiss, cuddle etc.]</li> <li>How does it make us feel when they touch us in this way?</li> <li>How do our bodies react when we do not want to be touched? [turn away, resist the touch, shrink from the touch, feel sick, can't breathe, panic etc.]</li> <li>What sort of touch do we not like? - [e.g. when Grandad wants to kiss us and he has not shaved, when a friend leans all over us and it is hot etc.]</li> <li>It is OK to tell family and friends when we do not want them to touch us. E.g. "Grandad, I don't want to kiss you because your chin is all rough and spiky."</li> </ul> <p>Remind children of the <b>NSPCC Underwear Rule</b>:</p> <p><b>P: Privates are private</b><br/> <b>A: Always remember that your body belongs to you</b><br/> <b>N: No means no</b><br/> <b>T: Talk about secrets that upset you</b><br/> <b>S: Speak up, someone can help</b></p> <p>Model to the children how to say No. E.g.<br/> <i>"I'll tell ..... that I asked you to stop and you didn't."</i><br/> <i>"Please don't do that. I am going to tell....."</i><br/> <i>"I am leaving to tell ..... that you did this."</i></p> <p>Activity: Put children in groups of 4 or 5. Show the 'I don't like that' photos on the IWB and for each photo, ask the groups to discuss these questions (you may wish to play some music during the discussion) :</p> <ul style="list-style-type: none"> <li>How the individuals are feeling?</li> <li>How can the children tell that?</li> <li>What should they do, if anything?</li> </ul> <p>Encourage the children to look for signals in facial expression and body language. Explain that we should look out for these signals to check if people are feeling comfortable.</p> <p>When all photos have been shown, go through the pictures as a whole class and ask for comments.</p> <p>With the class to make a list of who to tell if they are worried about something (encourage generic, rather than specific people - i.e. Aunty, rather than Aunty Miriam. If children do say specific people, acknowledge and thank for their idea, then simplify to the generic form on the written list you are making).</p> <p>Next, ask each child to draw around their hand and write the names of 5 people they could tell if they were worried about something - one person per digit. The people can be from their family or from school.</p> <p><b>Task:</b> As a class we can discuss scenarios and explain how they would make us feel and what we should do.</p> <p>Evidence on T-Drive.</p> | <p>feelings, touch</p> |
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| <p>BS1, BS3, BS5, DB2</p> | <p>Fun or not?<br/>Safeguarding</p> | <ul style="list-style-type: none"> <li>• Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>• Know that they can ask someone to stop touching them;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul> | <p>Explain to the children that there are times when people are trying to be kind to us and may touch us, but we might not like or want this, e.g. when a friend gives us a hug but they squeeze us so tight that it hurts. They might think it's fun, but for us it's not - because it hurts.</p> <p>Activity - Fun or not?<br/>Ask the children to stand up and walk to the poster that they agree with (Fun or Not fun SCARF resource) for the following statements:</p> <ul style="list-style-type: none"> <li>• Being tickled so much that it makes you wee in your pants.</li> <li>• Being given a kiss from a male member of their family but their beard scratches your face.</li> <li>• Doing a 'fist bump' (bumping your closed fist against someone else's closed fist) too quickly, so that it hurts your knuckles.</li> <li>• Doing a 'high five' that is so hard that it stings the palm of your hand.</li> <li>• Giving someone a handshake but they squeeze your fingers together too hard.</li> </ul> <p>Explore with the children:</p> <ul style="list-style-type: none"> <li>• Why some of these things weren't fun [because they hurt.]</li> <li>• Would they find it easy to tell the other person that they didn't like it. [Perhaps not, because it was supposed to be fun.]</li> <li>• What could they do to make sure it doesn't happen again? [Tell the other person that you don't like it, or that you want to do something else, or that they should do it slower/softer/more gently.]</li> </ul> <p>In pairs, children to take turns and practise saying the following phrases (you might find it useful to show these prepared on the IWB - see Resources needed area):</p> <ol style="list-style-type: none"> <li>1. Please stop tickling me when I ask you to. (I don't like it).</li> <li>2. I don't like it when you kiss me as your beard scratches me, can we hug/high five/fist bump instead?</li> <li>3. Can we fist bump (or 'do that' for other behaviours) again but softer?</li> <li>4. Can we high-five (or 'try that') again but slower?</li> <li>5. Can you shake (or hold) my hand more gently next time?</li> <li>6.</li> </ol> <p>Ask the children what they should do if a friend or member of the family asks <i>them</i> not to do something or do it so it doesn't hurt?</p> <p>Some children may want to share that this happens to them in real life. Explore with them about whether they felt they could tell the person that they don't like it.</p> <p>Praise those that say they do tell them or feel they could. Also praise those that say they stop when someone asks them to.</p> | <p>hurt, touch</p> |
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|                         |                                |                                                                                                                                                                                                                                                     | <p>Also recognise that they may feel uncomfortable too when they are hurt:</p> <ul style="list-style-type: none"> <li>• What does uncomfortable feel like?</li> <li>• What sorts of things do our bodies do when they feel uncomfortable? [we may look down at the floor, wish we were smaller, get hot, feel sick, heart beats faster, we may not want to talk to anyone etc.]</li> </ul> <p>Emphasise: these physical feelings are the brain's way of telling us that something is wrong.</p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• Who could somebody go to if they feel uncomfortable or hurt?</li> <li>• Who can they tell about it?</li> </ul> <p>If someone tells them not to be silly, they should find someone else to tell and not stop trying until they have found someone who will listen and help them.</p> <p><b>Task:</b> As a class we can decide whether the following statements are fun or not fun.<br/>Evidence on T-Drive.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                     |
| BS1, BS2, BS3, BS5, DB2 | Should I tell?<br>Safeguarding | <ul style="list-style-type: none"> <li>• Identify safe secrets (including surprises) and unsafe secrets;</li> <li>• Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> </ul> | <p>Paired discussion:<br/>Tell each other who the special people are in your lives.</p> <ul style="list-style-type: none"> <li>• What do you like to do with these special people?</li> <li>• What do you share and what do you keep secret?</li> </ul> <p>Class discussion:</p> <ul style="list-style-type: none"> <li>• Put up your hand if you have ever kept a happy secret? (e.g. a present for someone)</li> <li>• Put up your hand if you have kept quiet about a surprise?</li> <li>• What is the difference between a surprise and a happy secret? (The words can mean the same thing - happy surprises and happy secrets are things that end with something good.)</li> </ul> <p>It is OK to keep a happy surprise but it is never OK to keep an adult's unhappy secret. E.g. it is fine not to tell if Granny says, "Don't tell Mummy we've bought her some perfume for her birthday" but it is not fine if a grown up says, "You must keep this a secret and never tell anyone."</p> <p>If this happens you should always tell someone and if that person doesn't listen, then keep trying or go to another person until you find someone that does listen.</p> <p>Let's think about who can we tell if we feel uncertain, worried or uncomfortable about a secret. Make a list on a flipchart, whiteboard or poster that can be kept. (parents, carers, teachers, other school staff, family members they trust, parent's friends they trust, club leaders.)</p> <p>If they are busy, how can we make sure we have their attention? (Keep saying they have something important to say, keep repeating etc.)</p> | <p>safe, tell, unsafe, surprise, secret</p> <p><i>Definition - a surprise is something that everyone will find out about in time, a secret is when someone says you should not tell anyone about something.</i></p> |

### Activity 1

Role play. Set up one of the following situations, or both if time.

#### Situation A

On the way to school, Mum was talking to another parent outside a shop. A man with a dog came close and said you could stroke it. When you did, he told you not to tell anyone, that it would be your secret. Now you feel uncomfortable. You want to tell your teacher and they are really busy.

#### Situation B

A message pops up while you are playing a game on a tablet- they say hello and ask to join the game. They say they're the same age as you. Then they ask what school you go to. Then they say we can just be friends online, and ask you not to tell anybody. Now you feel uncomfortable. You want to tell your teacher and they are really busy.

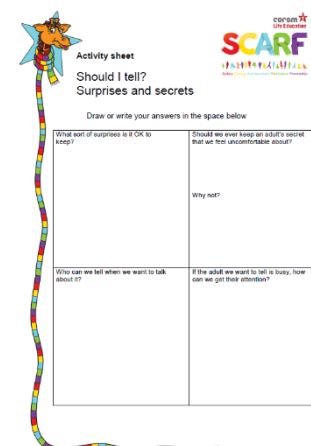
In pairs, role play the child getting the teacher's attention and telling them why they are feeling uncomfortable.

Teacher could ask some pairs to show the others if this is appropriate.

Surprises and Secrets Activity sheet from SCARF

**Task:** I can write bout surprises and secrets and when to tell an adult.

In PSHE books



**Activity sheet**  
Should I tell?  
Surprises and secrets

Draw or write your answers in the space below

|                                                                      |                                                                         |
|----------------------------------------------------------------------|-------------------------------------------------------------------------|
| What sort of surprises is it OK to keep?                             | Should we ever keep an adult's secret that we feel uncomfortable about? |
| Why not?                                                             | Why not?                                                                |
| If an adult we want to tell is busy, how can we get their attention? | If an adult we want to tell is busy, how can we get their attention?    |

YEAR 2

| DfE<br>Statutory<br>Requirements        | SCARF Lesson<br>Plan title    | SCARF Lesson Plan<br>Learning Outcomes                                                                                        | Lesson Content and Task and Task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Vocabulary                                             |
|-----------------------------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Rights and respect                      |                               |                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                        |
| <p>CF4, CF6, RKR3, RKR5, RKR6, RKR9</p> | <p>Getting on with others</p> | <ul style="list-style-type: none"> <li>Describe and record strategies for getting on with others in the classroom.</li> </ul> | <p>Start the lesson with a discussion about what children and staff need in school.</p> <p>What are the things we need in order to be able to do our best in school?</p> <ul style="list-style-type: none"> <li>A calm, quiet environment</li> <li>The proper equipment, stationery etc. to complete tasks</li> <li>An enjoyable break-time</li> <li>People around us (staff and children) who help us</li> <li>To feel safe - kind friends, trusted adults</li> <li>To have a nice lunch and proper break at lunch time</li> </ul> <p>What do you think are the things the teachers and other staff need in order to help children do their best in school?</p> <p>If we treat each other with kindness and respect we can help everyone to feel happy and safe in school, and we can all achieve our best.</p> <p>Read the story 'Derek's Art Project' from SCARF</p> <p>Give out the <b>Getting on with others Activity sheet from SCARF</b>. First, children draw and/or write the things they need in order to do their best in school.</p> <p>Discuss children's ideas once they have completed this task. Explain that there are things we need in order to do our best but we should also respect others so that they get the things they need in order to do their best.</p> <p>On a flipchart or your whiteboard make a list of things we can all do to help everyone do their best in school. Ideas might include:</p> <ul style="list-style-type: none"> <li>Share things</li> <li>Return things that have been lent or shared with you</li> <li>Take turns</li> <li>Listen carefully when you need to</li> <li>Help others when they are stuck with their work</li> <li>Help others to enjoy their break times - for example by inviting them to joining in a game if they're alone or being excluded</li> </ul> <p><b>Task:</b> I can draw and/or write the things I need to do in order to help others do their best in school.</p> <p>In PSHE books</p> | <p>responsibility, help, listen, share, take turns</p> |

|          |                           |                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                          |
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| GW4, GW5 | When I feel like erupting | <ul style="list-style-type: none"> <li>Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> </ul> | <p>Introduction</p> <p>Read 'My mouth is a Volcano' by Julia Cook (versions of this can be viewed online by searching the title and author).</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>What did Louis do?</li> <li>How did it make others feel?</li> <li>Could he help it?</li> <li>What could he have done instead?</li> <li>Do you ever feel like Louis?</li> <li>What could you do?</li> </ul> <p>Conclude that sometimes it does feel as though words or thoughts are trying to 'erupt' from our mouths but that we do have a choice about this. We can take control.</p> <p>Activity - When I feel like erupting</p> <p>Use the writing frame, 'When I feel like erupting, I can...' on the Activity sheet from SCARF</p> <p>Ask children to write the strategies that they will use when they feel like erupting, at school and at home.</p> <p><b>Task:</b> I can complete the sentence 'When I feel like erupting, (on activity sheet or children draw their own erupting volcano in their books)</p> <p>In PSHE books</p> | feelings, control, erupt |
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| <p>BS6, BS7, DB2</p> | <p>Feeling safe</p> <p>Safeguarding<br/>Online Safety</p> | <ul style="list-style-type: none"> <li>• Identify special people in the school and community who can keep them safe;</li> <li>• Know how to ask for help.</li> </ul> | <p>Explore with the children places where they feel safe. (Answers are likely to include: home, a family member's home, or a friend's home).</p> <p>Ask them what it means to be safe. To most young children 'safe' means not being scared, feeling happy.</p> <p>Explain that being safe can also mean not being at risk of being hurt or lost. How does our body tell us when things might not be safe? (e.g. feel sick, sweaty palms, heart beats faster).</p> <p>Activity 1 - who should I get to help?</p> <p>Expand the introductory question by asking who can help keep them safe in the following situations:</p> <ul style="list-style-type: none"> <li>• Being in the kitchen when a pan of milk boils over (parent/carer).</li> <li>• Crossing a busy road on the way to school (school patrol/parent/carer).</li> <li>• Kicking a ball in the school playground; wanting the ball back when it accidentally lands on a classroom roof (lunchtime supervisor).</li> <li>• Getting lost in a busy shopping centre (Police Officer, or someone in a nearby store wearing a uniform - e.g. shop worker, shopping centre security staff. NB: explain clearly to the children that they would need to find an adult who is definitely wearing a uniform and discuss how they would recognise this).</li> <li>• Seeing someone fall off their bike and get injured so badly they can't stand up (ambulance)</li> <li>• Coming across something scary when using an electronic device at home (parent/carer)</li> <li>• Ask the children if they can think of any other times when you might need an adult to help keep you safe?</li> </ul> <p>Activity 2 - how to get help from special people</p> <p>Ask the children how can we contact these special people, if we need their help? (Answers may include: could go up to them and ask them, could phone 999. Explain that 999 is the number called if a person needs the police, the fire service or an ambulance. When someone answers the 999 call, the caller tells them who they need, or what has happened. The person on the phone will then work out who is the best person (or service) to help).</p> <p>With another adult (e.g. teaching assistant), role-play how you would ask for help, to demonstrate how to do this. Make sure that the following is included:</p> <ul style="list-style-type: none"> <li>• Getting attention (Excuse me!, Hello Mr/Mrs/Miss)</li> <li>• Asking for help (Can you help me please?)</li> <li>• Explaining why they need help (my ball has landed on the roof and I can't get it down/ I've lost my mum, I last saw her by the green jumpers).</li> </ul> <p>Children now practise this in pairs.</p> <p>After pairing up, ask them to choose a person they need help from, from the following list: Lunchtime supervisor/Shop assistant/Police Officer/Fire fighter/Ambulance Crew.</p> <p>Next, one of them acts out being that person and the other pretends to need the help.</p> <p>What would they say? They can use the pathway above as a guide.</p> <p><b>Task:</b> I can name pictures of people from the community and how they keep me safe. (Police, Nurse, Teacher, Post Man, Dustbin collector) in PSHE books</p> | <p>safe, unsafe, uniform, ask for help</p> |
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| <p>OSA1,<br/>OSA2</p> | <p>Playing games</p> <p><b>Safeguarding</b><br/><b>Online Safety</b></p> | <ul style="list-style-type: none"> <li>• Know the importance of keeping personal information private, when online and only talking to people they know in real life;</li> <li>• Know that they can tell an adult they trust if anything happens that makes them worried.</li> </ul> | <p>Begin the lesson by asking some questions to help children think about benefits and risks of the internet:</p> <ul style="list-style-type: none"> <li>• What is the internet? (A giant network of computers connected to each other across the world.)</li> <li>• How do we get onto the internet? (By using smartphones, smart TVs, tablets, computers and other game consoles and devices.)</li> <li>• How can it help people (with children's input, create a list of benefits - e.g. finding out information, keeping in touch with people, playing games - and other types of entertainment - shopping, selling things, donating (giving) to charities, finding your way with online maps, etc.)</li> <li>• Is everything that we see or read on the internet true? (sometimes people make up stories and make them appear to real, sometimes people show pictures that have been changed, to make something or someone look better, for example, and sometimes people on the internet pretend to be something that they are not - for example, pretending they are children when they are actually adults)</li> <li>• How can we keep safe if we use the internet - now and as we get older? (Always think before you click. Remember that not everything on the internet is true and not everything is safe for children to see. And always remember to talk to a trusted grown-up if you need to check something or are worried about something.)</li> <li>• Tell us about any risks you've heard about the internet (give children time to think about this and share their ideas or experiences).</li> </ul> <p>Explain that today we're going to be thinking about keeping safe when using the internet and that one of the risks of the internet is when people - children or grown-ups - talk to people they don't know, online. Sometimes these people might seem to be very kind, friendly and helpful, but they might be trying to trick us.</p> <p>Watch the '<a href="#">Playing Games</a>' animation together (episode 2)</p> <p>A group of friends (the same group of friends from episode 2, which the children might remember) are playing an exciting online game. A 'friendly' unknown gamer starts chatting to one of the friends in the game and offers to help them win the game, but then tricks them into losing instead. The friends learn that when playing online games they should keep their personal information private and only talk to people they know in real life.</p> <p>You can sing the song together and repeat it, as appropriate.</p> <p>Read the <a href="#">Playing Games storybook</a> to the children. Use the questions at the end of the story to explore some of the issues and reinforce the key safety points.</p> <p>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. Emphasise that we should never talk to people who we don't know in real life, and we should never share personal information about ourselves online with anyone, no matter how safe or friendly they might appear to be.</p> <p><b>Task:</b> As a class we can discuss online safety. <b>Evidence on T-Drive.</b></p> | <p>risk, gamer, personal information, internet</p> |
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Episode 2 - Sharing Pictures (5-6 years)

Here we meet Ali and Tia, who together with Jesse complete the friendship trio. At Tia's birthday party they use Tia's older brother Ali's mobile to take fun photos of themselves. They are agree to send their photos. So Tia can't tell about the other people whose numbers are saved in Tia's phone. When the photos are shared with other children at their school without their permission, they find out how hard to stop. The three friends learn about how images can get shared more easily than you first expect, and the importance of consent.



Financial Education

- Understand that people have choices about what they do with their money;
- Know that money can be saved for a use at a future time;
- Explain how they might feel when they spend money on different things.

- What is money?
- Where does money come from?
- How do we use money?
- How does money benefit (help) us?
- What would the world be like if people didn't have money?
- Do you think people have always had money?
- What do we mean by spending and saving?

Read the children the *Harold saves for something special* story from SCARF. During the story, discuss the questions which are shown in bold. After the story ask the children:

1. Why did Harold decide to save his money to buy the guinea pigs instead of just getting a smaller present on his birthday?
2. Would he have found it easy or hard to save up for weeks? Why?
3. How do you think Harold felt in the weeks that he was saving up?
4. How do you think Harold felt when he had enough money to buy the guinea pig and equipment?

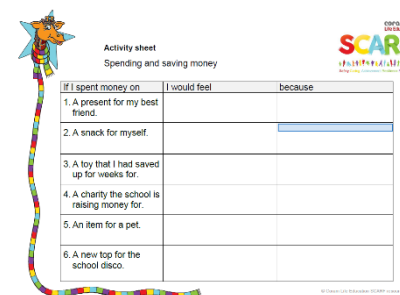
Give out the *Spending and saving money* Activity sheet from SCARF. Children can work individually, or in pairs or threes on this.

Explain that we all have choices about how we use our money. We can choose to buy things for ourselves or for other people, or we can choose to save our money to spend another time, maybe on something bigger. Just because we have money doesn't mean we *have* to spend it.

Ask the children to record *how* they might feel if they spent money on different things and *why* they might feel like that.

**Task:** I can draw 3 items (an item I might buy for myself, an item I might buy for someone else and an item I would like to save for and buy for myself)  
in PSHE books

money, spending,  
saving, digital  
payments



WO6

Harold goes camping (OPTIONAL)

Safeguarding  
Online Safety

- Recognise that money can be spent on items which are essential or non-essential;
- Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.
- Understand the money risks related to online gaming.

Ask the children to think what they would spend their money on if they were each given five pounds. Pass a suitable object around the circle e.g. the picture of a five pound note from SCARF on IWB with each child saying 'I would spend my money on...' (or 'I'm still thinking...' if they have not thought of anything yet).

Teacher guidance - Children might suggest they would like to spend their money on gaming or in app purchases. Explain games sometimes try to get you to buy things. If there is something you would like, always ask a grown-up first. It is important to remember not to click on links that pop up as this can be unsafe.

In online games money signs might look like symbols, coins, gems, shopping baskets. These can cost real money, so it is important to ask a grown up for help. Never press 'buy' or 'yes', and remember that some things people buy in games aren't real. That means they disappear if a game is deleted or ends suddenly.

Sometimes games try to make the player press buttons quickly. Try to slow down and think before pressing or tapping anything and remember to talk to a grownup.

Activity - Harold goes camping

Explain to the children that Harold is going on a screen-free camping trip with his family. They are going in the car so don't have a lot of room for luggage. Give out the Harold goes camping Activity sheet from SCARF. Ask children to draw or write around the outside or on top of the picture of the tent all the things that Harold's family need to take with them on their holiday. Encourage them to think about the difference between the things which are essential (i.e. that they won't be able to live without) and those which are needed but not essential (for example are airbeds essential or not essential? Are teabags essential or not essential? Is a teddy bear essential or not essential?) You may need to remind them that the trip will be screen-free.

Children can work in pairs or threes on this activity. Remember, the list does not need to be exhaustive, it just needs to show that the children have thought of things that Harold's family will need to take with them on their holiday.

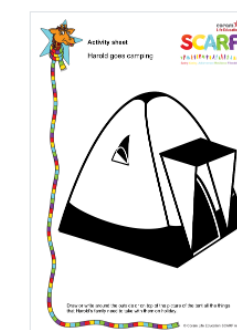
Ask children to share their ideas. Are all the items things that are definitely needed?

Tell the children that Harold's parents have said that he can bring three things with him on the trip which are things he will enjoy having with him. In their pairs or threes the children must agree their three items and draw or write them on the sheet.

Ask the children to share their ideas. Does everyone agree that their items are things that aren't needed but which would be nice to have on the holiday (i.e. wanted rather than needed)?

Now tell the children that Harold's family want to have some nice days out when they are camping. Using the second activity sheet the children can draw or write all the things that the family might spend their money on their days out.

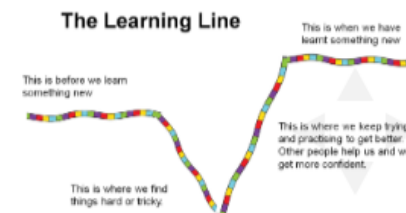
**Task:** In groups we discuss essential and non-essential items to take on a camping trip. Evidence on T-Drive



money, spending, saving, online gaming

|                                                                          |                                               |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                            |
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| <p>Wider PSHE curriculum (not covered by DfE statutory requirements)</p> | <p>How can we look after our environment?</p> | <ul style="list-style-type: none"> <li>• Identify what they like about the school environment;</li> <li>• Identify any problems with the school environment (e.g. things needing repair);</li> <li>• Make suggestions for improving the school environment;</li> <li>• Recognise that they all have a responsibility for helping to look after the school environment.</li> </ul> | <p>How can we look after the environment?</p> <p>If possible divide the class into smaller groups, working with adult helpers, to can explore different aspects of the school environment:</p> <ul style="list-style-type: none"> <li>• The classroom</li> <li>• Round and about inside the school (could include the hall, the library, the corridors, the reception area, the dining area etc.)</li> <li>• Round and about outside the school (could include the playground, the school field, a Trim Trail or play equipment area etc.)</li> </ul> <p>As children walk around the school environment they should make a note of:</p> <ul style="list-style-type: none"> <li>• The things they particularly like about it</li> <li>• Any problems they notice in it [e.g: litter in the playground, an outside wall needing some work on it, hedges overgrown at the edge of the school field, an overcrowded car park, coats on the floor in the cloakroom, etc.]</li> </ul> <p>Adults accompanying the children should avoid influencing them with their ideas so that the likes and problems are seen entirely through the eyes of the children. You may also want to consider taking a photo of each of the things that the children say they like AND the things they say are problems or children can take photos themselves using I-pads. These can then be displayed in the classroom under the title 'How can we look after our environment?'</p> <p>When the children have all finished their exploration of the school environment (ideally each group should do each area but if time doesn't allow they should all do at least one) ask them to discuss their favourite area in the school.</p> <p>Possible prompt questions for discussion include:</p> <ul style="list-style-type: none"> <li>• Which was your favourite area? Why?</li> <li>• Were there any problems you noticed as you went round the school environment? If so, what? What or who has caused those problems? [e.g: people being careless, things just getting worn out and needing repair or refreshing etc.]</li> <li>• Did you notice anything that impacts on the natural environment too? [e.g. lights being left on in empty classrooms or corridors, taps left running in the toilets, computers being left on all day.]</li> <li>• Ask the children to think of solutions to the problems they have identified in the school environment. For each problem see if the class can think of at least one solution. Who will benefit most from making that improvement?</li> </ul> <p><b>Task:</b> I can write a letter to the CEO Mr Dre about the environment and what needs improving.</p> <p>in PSHE books</p> | <p>responsibility, environment</p> <p>Environment definition:<br/><i>When we talk about our environment we mean everything in the world around us, both natural and made or built.</i></p> |
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| YEAR 2                                                            |                         |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                               |
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| DfE Statutory Requirements                                        | SCARF Lesson Plan title | SCARF Lesson Plan Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                    | Lesson Content and Task and Task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Vocabulary                                    |
| Being My Best                                                     |                         |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                               |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | You can do it!          | <ul style="list-style-type: none"> <li>Explain the stages of the learning line showing an understanding of the learning process;</li> <li>Suggest phrases and words of encouragement to give someone who is learning something new;</li> <li>Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> </ul> | <p>Introduce the lesson with some key questions:</p> <ul style="list-style-type: none"> <li>What sort of things can you do now that you couldn't when you were a baby?</li> <li>Was it always easy to learn to do those things?</li> <li>Which of the things that you can do now which you couldn't when you were younger were the hardest to learn?</li> <li>What did you have to do in order to make it easier? [Kept practicing, didn't give up, learnt from mistakes, had help from other people etc.]</li> <li>What encouraging phrases can you think of to help someone who is learning to do something new?</li> </ul> <p>The Learning Line<br/>Show children the Learning Line from SCARF and remind them of the steps that we go through when we are learning something new:</p> <p>Activity<br/>(NB: This activity could be done in the hall or classroom and adapted as appropriate).</p> <p>Ask two children to come up to the front of the class. Explain that we are going to look at how we learn and get better at things, using the Learning Line diagram to help us understand this.</p> <p>Ask the children to throw a beanbag or a ball to each other (you can vary the degree of difficulty according to the ability of the children e.g. one bounce before catching, throwing it over a net or obstacle, putting one hand behind the back etc. Ideally you want something that is challenging but achievable with practice).</p> <p>Use these key questions to discuss the learning process:</p> <ul style="list-style-type: none"> <li>Do the children always catch the ball/beanbag or do they sometimes drop it?</li> <li>Why don't they always catch it? [Their brain and body is still learning how to do this]</li> <li>What are the things that make it difficult? [Not having done it this way before, the speed of the beanbag/ball, having one hand behind the back etc.]</li> </ul> | challenge, encourage, practice, goal, achieve |



- What encouraging phrases can the class think of to help the children improve their performance?

Examples of this to encourage:

- Go on
- You can do it
- Keep practising
- You're getting there
- You'll be able to do it soon
- You're getting better
- Don't worry if you drop the beanbag/ball
- It's good to make mistakes - that's how we learn!

Set the two children an achievable challenge e.g. Can you throw and catch ten times without dropping the ball/beanbag? Ask the class to encourage them with phrases as above. It might take several attempts but encourage the children to persevere until they achieve their target. Ask the class to give the children a big clap. What words can we use to praise their achievement? e.g.

- Well done!
- We knew you could do it!
- Excellent!
- You're a star!

Ask the children how it felt to achieve the target. What words can describe their feelings: proud, success, overjoyed, excited etc.

**Task:** I can try and practice a new skill and show how I feel about the new skill on the learning line.

Evidence on T-Drive.

|                           |               |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                            |
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| <p>PHF2, HE1,<br/>GW4</p> | <p>My day</p> | <ul style="list-style-type: none"> <li>Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> </ul> | <p>Begin with some key questions about a typical day for them:</p> <ul style="list-style-type: none"> <li>When can we make our own choices? [e.g. what to have for breakfast, what to play at playtime at school.]</li> <li>When do others choose for us? [e.g. what time we have our tea, what we do at the weekend.</li> </ul> <p>Think about this in relation to different activities during the day.</p> <p>Ask the children for suggestions about what they would choose and why. Reinforce all healthy suggestions e.g. healthy cereal choices, fruit in lunchbox, running about in fresh air, playing with friends (helps to make us happy - important to our health) etc.</p> <p><b>Activity</b><br/>Give out the <b>My Day Activity sheet from SCARF</b>. Explain that they have to draw pictures to show what they would choose at each of the different times of the day:</p> <ul style="list-style-type: none"> <li>What do they choose for breakfast?</li> <li>What do they like to choose in class?</li> <li>What would they like to eat first from their lunchbox, if they had a packed lunch?</li> <li>Who do they play with at playtime? What game would they play?</li> <li>What do they like to do after school?</li> <li>What do they like to do at bedtime? Do they have a favourite story or activity?</li> </ul> <p>Children can work with a partner to share choices.</p> <p><b>Task:</b> I can write what choices I make throughout a day.<br/>in PSHE books</p> | <p>choose, healthy, choices, unhealthy</p> |
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Activity sheet  
My day

**SCARF**  
Safe City, Active City, Healthy City, Financial City

1. For breakfast I choose...

2. In class I choose...

3. For lunch I choose...

4. At playtime I choose...

5. After school I choose...

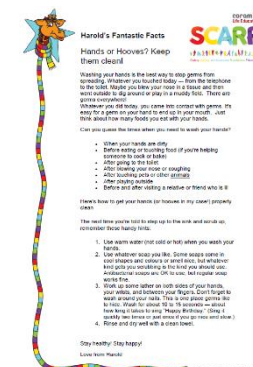
6. At bedtime I choose...

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| <p>HP5, HP6</p> | <p>Harold's postcard<br/>- helping us to keep clean and healthy</p> <p>Safeguarding</p> | <ul style="list-style-type: none"> <li>Explain how germs can be spread;</li> <li>Describe simple hygiene routines such as hand washing;</li> <li>Understand that vaccinations can help to prevent certain illnesses.</li> </ul> | <p>Read <b>Harold's postcard from SCARF</b> telling us all about his holidays and the vaccinations that he had before going.</p> <p>Can the children remember a time when they have had an injection? Some children may be able to relate this to their pets having annual vaccinations.</p> <p>Can the children name any diseases for which there are vaccinations?</p> <p>Lead the discussion to include the fact that vaccinations were not always available in the past.</p> <p><i>This may also lead to discussions about the COVID-19 vaccination and the way that it helps countries and communities to live a safer, more normal life than during the pandemic that began in 2020.</i></p> <p>Activity - draw and try it!</p> <p>Introduce the story of Edward Jenner. The BBC Primary History website has a film with the story of this. There are additional teacher notes on the page. View the BBC Edward Jenner film. <a href="https://www.bbc.co.uk/teach/class-clips-video/articles/zm8fcqt">https://www.bbc.co.uk/teach/class-clips-video/articles/zm8fcqt</a></p> <p>As well as vaccinations, Harold also mentioned in his postcard that he had to be extra careful to wash himself and food before eating it, especially if it wasn't cooked.</p> <p>Cooking can kill a lot of germs. Food that's not cooked needs to be washed and so do our hands.</p> <p>Read the <b>Harold's Fantastic Facts Information sheet from SCARF</b> about keeping hands clean.</p> <p>Children use this information to help them draw or write about how to wash their hands really well.</p> <p><b>Task:</b> I can create a poster about how to wash my hands with pictures and simple instructions.<br/>in PSHE books</p> | <p>germs, hygiene, disease, vaccination, injection</p> |
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Hi to everyone!  
I am having a fantastic time on holiday in Africa with my family. We have been spending time with some of my cousins here. The weather has been really warm and we have to remember to put on our sun cream. I am really enjoying trying the different foods.  
Because the weather is so hot we all have to be especially careful about washing our hands and washing or cooking food before we eat it, so that we don't get ill. Alas, we had to get some vaccinations before we came here. I wasn't looking forward to it but it wasn't really that sore at all and the nurse told me why it was so important to have them. I think it is really clever that some medicines can try to stop us from getting ill. Anyway, I must go, we are off swimming!  
Love from Harold.



#### Harold's Fantastic Facts Hands or Hooves? Keep them clean!

Washing your hands is the best way to stop germs from spreading. Whenever you need to wash your hands, remember to use the steps below. Please use them every time you need to wash your hands. There are some examples of when you need to wash your hands.

- When your hands are dirty.
- Before eating or touching food if you're helping someone to look after it.
- After going to the toilet.
- After blowing your nose or coughing.
- After touching your or other people's eyes.
- After changing nappies.
- Before and after visiting a relative or friend who is ill.

(Always have to get your hands (or hooves in my case) properly clean)

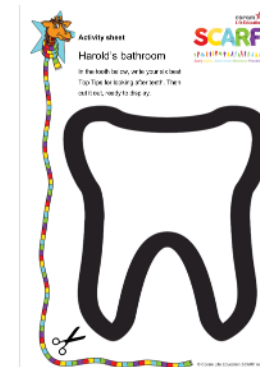
(The next three points help to stop up to five and a half million germs from spreading)

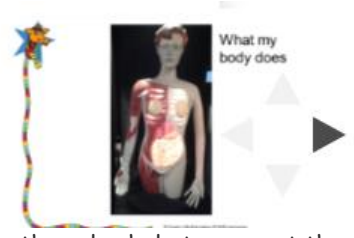
1. Use warm water (not cold or hot) when you wash your hands.
2. Use whatever soap you like. Some soaps have a color change and others have a timer. Some soaps have a timer. Some soaps have a timer. Some soaps have a timer.
3. Work up some suds on both sides of your hands, your wrists, and between your fingers. Don't forget to wash around your nails. This is the most germ-filled part of your hands.
4. Rinse and dry well with a clean towel.

(Stay healthy! Stay happy!)

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| HP4 | <p>Harold's bathroom</p> <p>Safeguarding</p> | <ul style="list-style-type: none"> <li>Explain the importance of good dental hygiene;</li> <li>Describe simple dental hygiene routines.</li> </ul> | <p>Working in pairs, children make a list of items Harold would need to keep in his bathroom to keep himself clean.</p> <p>Feedback on lists and share ideas about how and when each item would be used.</p> <p>Ask children what might happen if they didn't use any of the items.</p> <p>Explain that today we will be thinking about how important it is to look after our teeth.</p> <p>Activity - Top Tips for healthy teeth</p> <p>Key questions to ask:</p> <ul style="list-style-type: none"> <li>What do we use our teeth for?</li> <li>What does good tooth care mean?</li> <li>Who is in charge of keeping our teeth healthy?</li> <li>How do we keep our smiles bright?</li> </ul> <p><b>Task:</b> I can write top tips on how to clean my teeth.</p> <p>in PSHE books</p> <p>Using the Harold's bathroom Activity sheet children from SCARF work individually or in pairs to produce Top Tips. Encourage the children to think of 5 Top Tips. Write the tips inside the tooth-shaped space on the Activity sheet. [e.g. brush twice a day, brush for at least two minutes, (children may suggest using a phone, short film or app that times them for two minutes) just spit afterwards - don't rinse, use mouthwash, avoid sugary food between meals, drink milk to keep teeth and bones strong, avoid too many sugary drinks]</p> | <p>teeth, hygiene, dental</p> |
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| <p>Wider PSHE curriculum (not covered by DfE statutory requirements)</p> | <p>What does my body do?</p> | <ul style="list-style-type: none"> <li>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>Describe how food, water and air get into the body and blood.</li> </ul> | <p>Using the <b>image of the human body on your IWB from SCARF</b> start the lesson with some key questions. As you discuss each body part press 'return' to reveal an arrow and a label pointing to each part.</p>  <ul style="list-style-type: none"> <li>What do you think the bones that inside the chest are called? [The ribs]</li> <li>What jobs do the ribs do? [They protect the heart and lungs, they also help to support the body]</li> <li>How big is the heart? [About the size of a fist]</li> <li>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]</li> <li>Where do you think the lungs are? [Either side of the heart, behind the ribs]</li> <li>Place your hands flat on your chest either side of the heart and take a big deep breath in. As you breathe out slowly say 'lungs'</li> <li>What is the special gas that gets into our blood through our lungs? [Oxygen]</li> <li>Where do you think the stomach is? [Below the rib cage on the left hand side of the body - right as you look at the image]</li> <li>What do you think happens inside the stomach? [The food gets all 'mushed' up - digested]</li> <li>Put your hands together as if you are squashing something up and say 'squish and squash, mish and mush'</li> <li>What do you thiink the long wiggly tubes underneath the stomach are? [The intestines]</li> <li>Any ideas what the two intestines are called? [The small and the large - NB The small intestine is a long thin tube where food is broken down into tiny pieces that soak into the blood and the large intestine is a shorter but thicker tube where the waste food goes and the water is taken out of it before it leaves the body]</li> <li>Feel the squashy bit underneath your stomach. Then trace a long wiggly tube in the air and as you do say 'in-test-ines' in a long and drawn out way.</li> <li>Run your finger along where you would wear a belt at the front. This is where the front of the large intestine is.</li> <li>What do you think 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 blood stream and reach all parts of the body, including the brain]</li> <li>Where do you think the brain is?</li> <li>What do you think the brain does? [It controls just about everything inside the body]</li> </ul> | <p>water, food, heart, lungs, brain, stomach, small intestine, large intestine</p> |
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- 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:** I can work with a partner to play the game 'What does my body do?'

**Evidence on T-Drive**

**Activity - What does my body do?**

First, prepare for the game by getting the children to make the dice (template for this is on page 2 of the Activity sheet), or use ones that have been prepared in advance.

Explain the 'What does my body do?' game. Children can play in pairs or small groups.

First, Each child has body outline sheet which shows the stomach, small intestine, large intestine, heart, lungs and brain.

Each group or pair has a dice with the following on the faces

Face 1 - takes away food waste [large intestine]

Face 2 - pumps the blood around your body [heart]

Face 3 - controls the body and helps us to learn things [brain]

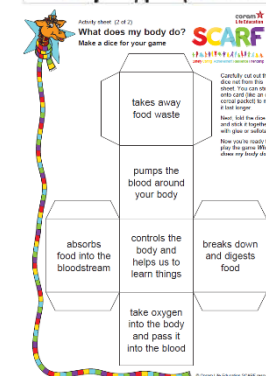
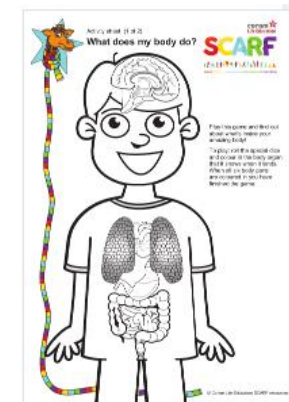
Face 4 - take oxygen into the body and pass it into the blood [lungs]

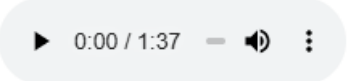
Face 5 - food is absorbed into the bloodstream from here [small intestine]

Face 6 - breaks down and digests food [stomach]

Children take turns to roll the dice, they read the message on the face of the dice, they decide which organ it refers to. Then they can colour in that organ on their sheet.

The aim of the game is to get all the organs coloured in.



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| PHF1, HE1, HP3 | <p>My body needs... (OPTIONAL)</p> <p><b>Safeguarding</b><br/><b>Online Safety</b></p> | <ul style="list-style-type: none"> <li>Understand that the body gets energy from food, water and oxygen;</li> <li>Recognise that exercise and sleep are important to health.</li> <li>Explore how screen use can make us feel and learn how to make healthy and sensible choices.</li> </ul> | <p>Start the lesson with some key questions such as:</p> <ul style="list-style-type: none"> <li>Put your hands on your chest and take a big breath in. What do you notice? What do you think is happening? Where do you think oxygen goes to in the body? [Into the lungs and through into the blood]</li> <li>Imagine you are holding your favourite fruit or vegetable. Take a bite, chew it up and swallow it. Now wash it down with a drink of water. Where do you think food and water go in the body? [Into the stomach, on to the intestines and through into the blood]</li> <li>What happens to the food inside the stomach and intestines? [The body breaks it up into small pieces which can soak through into the blood. NB Food which can't be broken down becomes the waste material that we get rid of. This doesn't mean that this is bad food, just that the body has finished with it]</li> <li>Why is it important to eat healthily? [So that the body gets all the things (nutrients) it needs to work properly]</li> <li>What happens to our body when we sleep? [It rests, gets more energy, grows a bit and can help us recover when we're not feeling very well]</li> <li>What are some of the different ways we can exercise our body? [Running; swimming; cycling; trampolining; playing sports; doing PE etc]</li> <li>Why is regular exercise important for our body? [It keeps just about every part of the body fit and healthy and makes us feel good]</li> </ul> <p>Activity</p> <p>Listen to the song <b>Different Foods from SCARF</b> which the children may remember from a lesson. They can sing along if they would like to.</p>  <p>Audio track: <b>Different Foods</b></p> <p>Ask the children what else the body needs to stay alive, as well as food? [oxygen, water]</p> <p>'We couldn't live without food, water and oxygen. We need other things as well to keep our bodies healthy. Can you think of some things that our bodies need to keep healthy?' [sleep, fruit &amp; vegetables, brushing teeth, clean bodies, exercise and rest]</p> <p>'We're going to do some things now that help our bodies to be healthy.'</p> <p>In the hall or outside space, set up 4 or 5 activity stations. These may vary depending on the equipment/space available. Possible activities could be:</p> <ul style="list-style-type: none"> <li>Skipping</li> <li>Dancing (music playing, children can 'freestyle' or make up a routine)</li> <li>Football dribbling</li> <li>Climbing /balancing</li> <li>Tennis ball/racket 'keepy-uppy'</li> </ul> <p>Encourage everyone to take a sip of water before they start. Remind them of the importance of keeping hydrated, especially when exercising. Ask the children to feel their heart rate by putting their hands on their chest. Ask, 'What do you think will happen to your heart rate when you exercise?'</p> | <p>water, food, exercise, rest, oxygen, <b>screen usage</b></p> |
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|  |  |  | <p>Split the class into 4 or 5 groups. Each group has 2 or 3 minutes at each activity. Blow a whistle as a signal to stop. In between each activity, encourage the children to sip water.</p> <p>When the children have completed the circuit of activities, ask them to feel their heart rate again and notice what happened. Explain that when we exercise, we use up energy and our heart has to beat faster to send the blood to deliver energy all around our body.</p> <p>'As well as exercise, our bodies need a chance to relax and rest.'</p> <p>Do some gentle stretching exercises. Then ask the children to find a space to lie down in. Play some relaxing music and encourage them to put their hands on their chest, close their eyes and feel their breathing and heart rate slowing down.</p> <p>After the rest period, remind the children that our bodies need fruit and vegetables to stay healthy. Offer a selection of healthy snacks.</p> <p><b>Task:</b> I can complete different physical exercises at stations in the hall to explore how exercise affects my body. Evidence on T-Drive</p> <p>Summing up:</p> <p>'There are so many different ways to keep our bodies healthy. We also thought about the importance of resting today. But actual sleep at night time is really important for our bodies, too. We reset, repair, refresh and grow. The NHS recommends that children between 5-9 years old need at least 11 hours of sleep a night. This is because their bodies are still growing and developing.</p> <p>Some great advice for getting a good night's sleep is to remember to turn off all screens (phones, tablets, TVs, games consoles, laptops) at least one hour before you go to sleep. Your brain needs time to get ready for sleep, just like you need time to calm down after running around. When you use a device 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.</p> <p>It is a really good idea to make your bedroom a screen free zone. Your bedroom is a special place for resting, relaxing, and helping your body grow. Screens like tablets, games consoles, TVs, and phones can make your brain feel busy and excited, even when you're tired and want to sleep. Keeping screens out of the bedroom helps your brain stay calm so you can fall asleep more easily and have really good dreams. It also means your room stays a cosy, quiet space just for sleeping and feeling safe</p> |  |
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| BFA1, BFA2 | <p>Basic first aid</p> <p>Safeguarding</p> | <ul style="list-style-type: none"> <li>See link to external resources for further information.</li> </ul> | <p><b>Basic first aid</b></p> <p>We have agreed with the British Red Cross to sign-post to their comprehensive First Aid Champions resources for children aged 5 to 11.</p> <p>These cover the statutory requirements for basic first aid requirements introduced by the DfE in their RSHE Statutory Guidance. Like the SCARF, they are easy-to-access, online resources.</p> <p>Using the First Aid Champions resources within your SCARF plans</p> <p>These resources are flexible, leaving you free to decide where best to place this topic within your PSHE Education programme. We've added them to the suggested half-termly units as a starting point for you, but you may wish to have a special basic first aid day or week at your school, when all classes learn these important skills together.</p> <p>The site contains two introductory lessons:</p> <ol style="list-style-type: none"> <li>Why is first aid important</li> <li>Giving first aid</li> </ol> <p>There are then a further eight lessons with specific first aid skills for children to learn and practise:</p> <ul style="list-style-type: none"> <li>Asthma attack</li> <li>Bleeding</li> <li>Broken bone</li> <li>Burns</li> <li>Choking</li> <li>Head injury</li> <li>Unresponsive and breathing</li> <li>Unresponsive and not breathing</li> </ul> <p><b>Task:</b> In groups we can practise scenarios of first aid.</p> <p>Evidence on T-Drive</p> |  <p>risk, safe, first aid, accident, danger, hazard, kettle, burn, scald, emergency</p> |
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| YEAR 2                     |                         |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                           |
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| DfE Statutory Requirements | SCARF Lesson Plan title | SCARF Lesson Plan Learning Outcomes                                                                              | Lesson Content and Task and Task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Vocabulary                |
| Growing and Changing       |                         |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                           |
| CF2                        | A helping hand          | <ul style="list-style-type: none"> <li>Demonstrate simple ways of giving positive feedback to others.</li> </ul> | <p>Circle Time - set up the ground rules in your usual way, e.g. one person speaks at a time, pass an object and only speak when holding it etc.</p> <p>Explain that we are going to think about giving support to others and feedback which is helpful. You may need to give an example of each.</p> <p>Begin with this starter " I gave support to..... when..... ...." and then go around the circle.</p> <p>"I got feedback when ....."</p> <p>"It felt good because ....."</p> <p>"I didn't like it because ....."</p> <p>Ask how can we give feedback which is helpful and kind? Take some answers.</p> <p>Activity</p> <p>Using the simple obstacle course that has been set up, children work in pairs to go around it. One wears a blindfold and the other helps the blindfolded one to navigate the course safely. They then swap over.</p> <p>Whole class give feedback covering:</p> <ul style="list-style-type: none"> <li>What was supportive?</li> <li>What helped?</li> <li>What didn't help?</li> <li>How did the blindfolded person feel?</li> <li>How might you do it differently if you did it again?</li> </ul> <p><b>Task:</b> I can safely lead my partner (who is wearing a blindfold) around an obstacle course.</p> <p>Evidence on T-Drive.</p> | help, support, supportive |

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| <p>GW3, GW8</p> | <p>Sam moves house</p> | <ul style="list-style-type: none"> <li>• Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> </ul> | <p>Introduce the subject of change and loss with some key questions:</p> <ul style="list-style-type: none"> <li>• Have you ever lost anything?</li> <li>• What did you lose?</li> <li>• How did it feel when you realised it was lost?</li> <li>• Have you ever found something that you thought was lost? Where was it?</li> <li>• How did you feel when you found it?</li> </ul> <p>Explain that in today's session you are going to be thinking not just about losing things but also about saying goodbye to people. Saying goodbye to somebody is a bit like losing something.</p> <p>Sam moves away</p> <p>Read the <b>Sam Moves Away</b> story from <b>SCARF</b> using the prompt questions to guide your discussions with the class.</p> <p><b>Task:</b> I can draw and give examples of how it feels when you have to say goodbye to someone or something (e.g. move house, move school, move location).and how it feels meeting someone again.</p> <p>in PSHE books</p> | <p>feelings, change, emotions, nervous, loss, frightened</p> |
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| <p>DB1</p> | <p>Haven't you grown?</p> | <ul style="list-style-type: none"> <li>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>Understand and describe some of the things that people are capable of at these different stages.</li> </ul> | <p>Link to the growth of a baby brother or sister. "I was so surprised when I saw xx last week! she/he has grown so much." Then ask about some of the things that the baby is doing now. If there are no baby siblings in the class, perhaps talk about a baby you know (or invent one!)</p> <p>"Of course you've all grown so much since you started school. Can any of you remember anything about starting school?" Emphasise how they've grown not only physically, but in their capabilities too. There is a great opportunity here to value talents and skills in addition to academic achievements.</p> <p>"I'm sure when you see family or friends that you haven't seen for a while then they comment on how much you've grown."</p> <p>Activity</p> <p>Introduce the letter from 'Aunty Jean' explain that she lives in Australia and has been sent some photos from her family in the UK. She hasn't seen them since Isaac was a baby.</p> <p>Read the email from Aunty Jean.</p> <p><i>Dear Isaac,</i><br/> <i>Thank you for the photographs. It's such a long time since I saw you.</i><br/> <i>You've grown so much! I'd really like to hear more about all the things you've been doing.</i><br/> <i>Perhaps you could tell me more about the photographs?</i></p> <p>Let's have a look at the photographs and think about the things that you could do and what you enjoyed at that age.</p> <p>Show the 'Haven't you grown' photographs from SCARF one at a time on the IWB.</p> <p>In small groups, ask the children to share their memories of what they could do at that age and what things they enjoyed/habits</p> <p><b>Task:</b> I can write about when I was a baby, now and the future to explain how I have changed.</p> <p><b>In PSHE books</b></p> <p>Ask them to think about when they were a baby and then, <b>using the writing frame on the Haven't you grown! Activity sheet</b>, write down some of the things that they could do. Then list the things that they can do now. Finally, look forward to the future (this can be left open in terms of how far in the future but some children might need a specific time, so perhaps say when they are 21).</p> | <p>food, sleep, care, change, growing, rest, learning, forward looking, making choices, asking permission</p> |
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Haven't you grown

Activity sheet

Haven't you grown?

When I was a baby I could ...

I liked ...

Now I can ...

I like ...

When I am a grown up, I will ...

This is how I feel about growing up ...

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| <p>BS3,<br/>DB1,<br/>DB2,<br/>DB3</p> | <p>My body,<br/>your body</p> <p>Safeguarding</p> | <ul style="list-style-type: none"> <li>Identify which parts of our body are private;</li> <li>Explain that our genitals help us make babies when we are older;</li> <li>Understand that we mostly have the same body parts but how they look is different from person to person.</li> </ul> | <p>Look at suggested ground rules/ class agreement, share with children at the start of the lesson.</p> <p>Ask the children what they remember from the lesson "What does my body do?" if this has been covered already. (May name different body parts and be able to tell you what some of them do).</p> <p>Explain that today we are going to look again at some parts of our body that are on the outside.</p> <p><u>Activity 1 - Name the body parts</u></p> <p>Ask for two volunteers who are happy to be drawn around. Ask them to lie down on the paper. Draw around their bodies, therefore creating two outlines.</p> <p>Explain that one body will be for a boy and the other for a girl. Can they name them giving them invented names that are different from those in the class?</p> <p>Next, stick these up at the front of the class where everyone can see them.</p> <p>Now ask: <b>which parts of the body might we see when someone is wearing their school uniform?</b> (take into account cultural considerations if someone is wearing a Hijab or similar head covering).</p> <p>Make sure you cover: <b>fingers, head, ears, arms.</b> Label these on the body outlines by asking a child one at a time to come to the front of the class and point-out where they are.</p> <p>Next ask: <b>what parts of the body might we see if someone was wearing a swimming costume/shorts?</b> (again taking into account some people choose to wear a full body swimsuit).</p> <p>May sure to cover: knees, tummy, belly button (navel), nipples (for boys), and feet. Label these on the body outlines, as before.</p> <p>Now ask: <b>what parts of the body might we see if the person was having a bath or shower?</b></p> <p>The children may give you a range of words here. Listen to any nicknames used, <b>then provide them with the scientific names- penis, vulva, anus,</b> etc.</p> <p>Suggestions should include <b>bottom/anus, penis, vulva, and scrotum, nipples</b> (for girls - previously covered up by swimming costume). <b>Explain that, apart from bottom, these can be sometimes known as our privates or our genitals.</b> Ask the class to point out where these are on the bodies and on which one. (See Growing and Changing (including changes at puberty) Glossary for information and guidance.)</p> <p>Next, ask the class: which parts of the body do boys and girls have that are the same?</p> <p>Now ask: which parts do they have that are different?</p> | <p>testicles,<br/>vagina, penis,<br/>womb,<br/>pregnancy,<br/>breastfeeding<br/>, vulva,<br/>special,<br/>private parts,<br/>my body is<br/>mine (body<br/>autonomy),<br/>nipples,<br/>bottom,<br/>unique,<br/>scrotum,<br/>breasts, anus</p> <p><b>*The Trust<br/>has made the<br/>decision to<br/>NOT use<br/>these RSE<br/>words in Year<br/>2 as not age<br/>appropriate<br/>ovaries,<br/>sperm, eggs</b></p> |
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Clarify understanding of the following parts:

- Girls have a vulva on the outside of their body (in their pants area), and a vagina inside their body. Explain that the vagina allows the baby to leave a pregnant women's womb after about 9 months.
- 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.

Explain that these parts of our body are private and no one has a right to touch them or look at them, that they belong to you. (This can be linked to the 'I don't like that' lesson plan).

Teacher guidance: you may find it useful to have some responses ready if the children ask some tricky questions during this lesson, or you may choose to raise these questions as part of the lesson. For example:

Why do boys have a penis and girls have a vulva? They are to help release urine (wee) from the body and, if a person wants to, create a baby when older.

Why do boys have nipples? For the first six weeks of pregnancy an embryo (the beginnings of a baby) develops the same parts of the body and this includes nipples. Then the bodies start to change depending on whether the embryo will be male or female and this is why the genitals are different for boys and girls. Girls have nipples so that when they are grown up, if they choose to have a baby then they can breastfeed their baby.

**Task:** I can label the body parts and use the correct terminology. (in PSHE books)

#### Activity 2 - My body, your body

Now, with the children working individually or in pairs, distribute the [My body, your body, Activity sheet from SCARF](#).

This can be completed in one of the following ways:

1. Ask the children to draw a line from each of the body part names listed to the correct part of each of the two bodies (the girl and the boy) on the sheet. This will mean that most of the names will have two lines coming from them, each pointing to the boy or the girl. The exceptions to this are the penis, testicles and vulva.
2. Children draw the lines matching body names and parts (as in 1



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|  |  |  | <p>above) and then write the correct name next to the body part, using the words in the centre of the page as a guide.</p> <p>3. If they want to and time allows, children can add eyes, nose, mouth and hair.</p> <p>Ask the class if they noticed anything that was different about the two bodies. Reinforce that the only differences between boys' and girls' bodies are their genitals/private parts.</p> <p>*The Trust has made the decision to NOT teach the following aspects of RSE in Year 2 because they explain reproductive anatomy beyond the requirements of the Year 2 science curriculum.</p> <ul style="list-style-type: none"> <li>• What do boys (and men) have a scrotum for? A scrotum is a bag of skin that holds the testicles in place. When boys are older, the testicles can make and store the sperm (seed) that helps make a baby, if they choose to do this when they are grown up.</li> <li>• Where do girls (and women) store their seeds/eggs? They have something similar called ovaries which store the eggs, but they are kept inside her body between the hips above the womb. The womb is where the baby grows.</li> </ul> |  |
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| <p>BS2,<br/>DB2,</p> | <p>Respecting<br/>privacy</p> <p>Safeguarding</p> | <ul style="list-style-type: none"> <li>• Explain what privacy means;</li> <li>• Know that you are not allowed to touch someone's private belongings without their permission;</li> <li>• Give examples of different types of private information.</li> </ul> | <p>Ask the children what they can remember from their lesson last year about keeping privates private.</p> <ul style="list-style-type: none"> <li>• What are your privates? (Your genitals).</li> <li>• Can anyone remember their correct names? (Penis and vulva - see Puberty Glossary in Resources needed area for more information.)</li> <li>• And why are they private? (Because they belong to you and no one has a right to touch them or look at them without your permission).</li> </ul> <p>To put this into a familiar context, explain that this is why when we go to the toilet we always lock the door behind us; this provides us with privacy.</p> <ul style="list-style-type: none"> <li>• Can anyone explain what privacy means? (You are in a place or situation which allows you to do things without other people seeing you or disturbing you).</li> </ul> <p>Explain we are going to talk about other things that are private today, and to do this we are going to find out about two friends who are similar in age to this class, called Georgia and Katie.</p> <p><u>Activity 1 - Georgia and Katie</u></p> <p>Read the following story, stopping to ask the children the questions in bold.</p> <p>Katie has a friend called Georgia. They are both 6 years old and enjoy spending time together outside of school too. Sometimes Katie has a sleepover at Georgia's house. When she goes she packs a bag.</p> <p><b>What sorts of things do you think she packs?</b> (Answers may include toothbrush, cuddly toy, hairbrush, Pyjamas, and a clean pair of pants. Explain that these are known as Katie's private belongings).</p> <p>When Katie arrives at Georgia's house, Georgia's mum tells Katie that she can put her bag in Georgia's bedroom.</p> <p><b>Now that Katie's bag is in Georgia's bedroom, can Georgia open the bag and look through Katie's private belongings?</b> (No. The bag contains Katie's private belongings, even though it is in Georgia's bedroom. Katie has a right to keep her things private).</p> <p><b>When would it be OK for Georgia to open the bag and have a look?</b> If Georgia asks Katie whether she can, and Katie says yes.</p> <p>This is called asking for <b>consent</b>. If Katie says no, then she hasn't given Georgia consent to open her bag and look through her belongings. Katie wants to keep her things private and Georgia must respect her decision and not open the bag and look inside. She mustn't pressure Katie into letting her, for example by saying she won't be her friend unless she lets her open the bag, as this is putting Katie under pressure and that isn't a kind way to treat a friend.</p> | <p>penis, private, vulva, privacy, consent, genitals, permission</p> |
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|  |  |  | <p>Katie and Georgia spend the afternoon playing in the garden, before having tea and watching some telly. Then Georgia's mum says it's time to get ready for bed. Both the girls go up to Georgia's bedroom and get undressed before putting on their pyjamas. Georgia notices that Katie is wearing a pull-up nappy under her pyjamas.</p> <p><b>Why do you think she is wearing a pull-up nappy at bedtime?</b> (Because very occasionally (so not very often), she wets the bed at night. The pull-up nappy will protect her clothes and bed from getting wet during the night. Explain that some children are not dry at night until they are 7 years old or older).</p> <p><b>Should Georgia tell anyone that Katie wears a pull up at bedtime?</b> No, because it is personal information and Katie doesn't want Georgia to share her personal information with their friends at school, because it is private. Georgia needs to respect Katie's privacy. This means that Katie can trust Georgia because they are friends and Georgia will keep the information private.</p> <p>Can you give examples of other types of personal information which is private? (NB - it's important to depersonalise the discussion here: encourage the class to give examples without naming themselves or someone else - reinforcing that it is private information). Examples might include: sucking your thumb when going to sleep, weeing yourself after laughing a lot, accidentally hurting your genitals when playing a ball game, being told off by your mum at home. Explain that although this information is private, they may still want to tell a trusted adult if they need help, e.g. if they have hurt themselves but they are a bit embarrassed.</p> <p><b>Task:</b> As a class we can discuss different types of private information.</p> <p><b>Evidence on T-Drive</b></p> <p>Summing up:</p> <ol style="list-style-type: none"> <li>1. <b>Privates, or private parts:</b> a person's genitals; these are parts of your body that belong to you and only you can say whether someone can touch them or not.</li> <li>2. <b>Private belongings:</b> things that belong to you and that no one else can touch without your permission.</li> <li>3. <b>Private information:</b> information that is personal to you and that you only want your special people - such as your close family and only your close friends to know about.</li> <li>4. <b>Private information online:</b> information or images that are personal to you and that you want to keep private or only certain people to know, such as school, doctors, etc. Information may include: address, name of school, age, passwords, photos, bank details, medical conditions, for example.</li> </ol> |  |
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| <p>BS1, BS2, BS3, BS4, GW3, DB2</p> | <p>Some secrets should never be kept</p> <p>Safeguarding</p> | <ul style="list-style-type: none"> <li>Identify how inappropriate touch can make someone feel;</li> <li>Understand that there are unsafe secrets and secrets that are nice surprises;</li> <li>Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</li> </ul> | <p>Begin by reading the story 'Some secrets should never be kept' by Jayneen Sanders (online or physical copy)<br/> <a href="https://www.youtube.com/watch?v=4YjJ1MreZqs">https://www.youtube.com/watch?v=4YjJ1MreZqs</a></p> <p>If the children have not previously covered the Y2/P3 lesson My body, Your body they may not be familiar with the term private parts. Before starting this lesson, ensure they all understand that it means the genitals: penis for a boy and vulva for a girl.</p> <p>Activity 1 - Discussion<br/> Read the story again and ask the questions relating to the pages, as follows:</p> <p>Page 10<br/> When Lord Henry started to tickle Alfred in a way that he did not like, how did Alfred feel? (Uncomfortable and sick) Why did Alfred feel this way? (He was touching his private parts- confirm that this means genitals; penis for a boy and vulva for a girl- and it felt wrong, it wasn't fun anymore) Was Alfred right to tell him to stop? (Yes) When Lord Henry did not stop, what should Alfred have done? (Tell his mum, or another trusted adult)</p> <p>Page 15<br/> Why didn't Alfred tell his mother about the touching and tickling straight away? (Lord Henry told him not to. And said if he did, his mum would lose her job and they would not have any money for food or clothes, and that would be all his fault) How might Alfred have been feeling? (Sad, lonely, tearful, trapped, worried, confused)</p> <p>Page 16<br/> Should Alfred have told his mother straight away? (Yes, his mother wouldn't want him to be so sad and worried) What made it difficult for him to tell his mum? (She thought Lord Henry was a nice and kind man, but that was because she didn't know what he was doing to Alfred)</p> <p>Page 18<br/> Was Lord Henry a nice and kind man? (No, if someone is nice and kind they listen to you and don't make you do something you don't want to do) Should anyone tickle or touch your private parts? (No one should tickle your private parts, the only people that might need to touch your private parts is your doctor, but they must ask for your permission and there should always be another adult like your mum or dad with you).</p> <p>Page 27<br/> If someone does touch or tickle your private parts, what should you do straight away? (Tell a trusted adult, like your mum or dad, or teacher) Alfred was worried that his mum wouldn't believe him. Luckily she did. What could he have done if she hadn't believed him? (Find another trusted adult to tell, like a gran or teacher)</p> | <p>penis, private, vulva, tell, unsafe, private parts, consent, secret, uncomfortable, someone you trust, genitals, permission</p> |
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|  |  |  | <p>Page 26</p> <p>What if the person says it is 'our special secret' - should you keep that kind of secret? (No, if a secret makes you feel sad, scared, or confused or it is a secret about kisses, hugs or touching then it is not a safe secret. Sometimes people keep secrets that are nice surprises, like a surprise party, for example. But if a secret is making you sad because something is happening to you that you want to stop, then it is important you tell someone, so they can help make it stop. No matter how awful or scary a secret is, it should never be kept)</p> <p>Page 31</p> <p>What happens in the end? (Lord Henry was banished from his castle and kingdom, and Alfred's mum promised him he would never have to see Lord Henry again. This made Alfred feel safe and loved)</p> <p><b>Task:</b> I can draw around my hand and writ my Safety Network on each finger/thumb.<br/>In PSHE books</p> <p>Activity 2 - Safety Network</p> <p>Ask: if someone tells you to keep a secret, but it's not a safe secret (if it makes you feel uncomfortable, or gives you an oh no feeling in your tummy) what could you do? (tell someone you trust) Who could you tell? (Mum, dad, gran, grandad, aunty, teacher, lunchtime supervisor).</p> <p>Explain that the children are now going to draw their safety network. They will need a pencil and a piece of A4 paper.</p> <p>Ask them to draw around their hand, including their wrist. On the wrist part ask them to write their name, for example 'Alfred's safety network'. Then on each of the fingers and thumb they need to write the name of a person in their lives that they trust and can talk to easily, and who they could tell if they were feeling sad, or confused, for example; mum, dad, older brother or sister, teacher, teaching assistant, lunchtime supervisor.</p> |  |
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