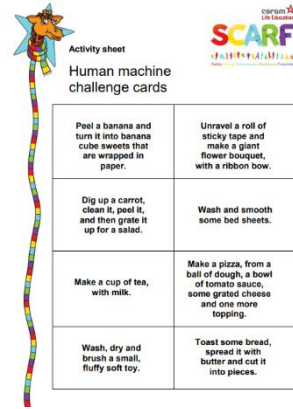


| YEAR 4 - Me and My relationships |                         |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                |
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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                             | Human machines          | <ul style="list-style-type: none"> <li>Demonstrate strategies for working on a collaborative task;</li> <li>Define successful qualities of teamwork and collaboration.</li> </ul> | <p><b>Paired activity:</b> Children sit back-to-back. The challenge is to stand up together, at the same time. Discuss the phrase 'working collaboratively'.</p> <p><b>Work in groups of 4 / 5</b> with a team name agreed. Collect a <b>Human machine challenge cards - Activity sheet</b> from teacher. (SCARF resources)</p> <p>Each group to create a 'human machine' - using their bodies and voices to create a 'machine' that can meet the challenge. Each person in the group must have an action and/or sound, and they must connect to at least one other person in the machine at some point.</p> <p>When the 'machines' have been 'built' and tested, each group can demonstrate their machines to the rest of the group.</p> <p>After the demonstrations, the groups should each create a team poster, with their name in the middle and the qualities of their team written across the poster.</p> <p>Discuss the skills needed for collaborative work. What was tricky? What was easy? How did they manage any issues within their group?</p> <p><b>Task:</b> I can complete a practical task working in a team.</p> <p>Evidence in class book</p> |  <p>collaborate, teamwork, collaboration, collaborative</p> |

CF2, CF4, CF5, CF6, CF7, RKR1, RKR2, RKR3, RKR5, RKR6, RKR11, GW4

Ok or not ok? (1)

- Explain what we mean by a 'positive, healthy relationship'.
- Describe some of the qualities that they admire in others.

**Whole class:** Begin with pupils in a circle. One person (A) in the circle starts by saying "me" and pointing to themselves. Person (A) then finds someone else in the circle, person (B), points to them, makes eye contact or faces the person and says "you". Person (B) then points to themselves and says "me" and points to someone else, person (C) and says "you". After each person has said "me, you" they crouch down in their spot and we only choose from those pupils who remain standing. This ensures that everyone is included. Once all pupils have had a turn in the first round you can replay the game, however, this time the teacher calls out the names of emotions and the pupils must deliver the "me" or "you" mimicking or expressing the emotion:

1. sad
2. excited
3. angry
4. shy
5. scared
6. worried
7. frustrated
8. happy

**Activity 1 Whole class:** Show 'Ok or not okay image' on PPT and discuss. Ask questions:

- Why are friends important?
- What they might like about each other
- What things they might do together



**Activity 2 Table groups:** 'Bike ride story cards- activity sheet' Explain the original message was sent by a friend and the 5 other boxes show us 5 different possible replies. Ask them to read the cards as a group then put them into 3 piles: 'That's ok', 'That's not ok' and 'In-between the two'.



Questions to discuss:

- Explain what we mean by a 'positive, healthy relationship'
- Talk about the responsibilities we share in maintaining positive relationships
- Describe some of the qualities that they admire in others
- Talk about what it can feel like to be excluded
- Explain how to include and involve others and how to recognise when someone may be feeling unhappy
- Explain and if possible, demonstrate the difference between being assertive and being aggressive - get children to do this and to say what the difference is.

**Whole class discussion:** Describe appropriate assertive strategies for saying no to a friend.

**Task:** I can work in a team to complete a practical task to explore messages and group them in 3 piles "That's ok", 'that's not ok' and 'In between the two'.

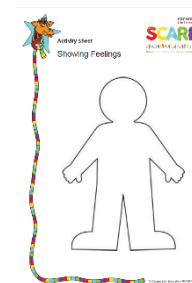
Evidence in class book

respect, safe, unsafe, qualities, aggressive, positive, healthy relationship, responsibilities, excluded, assertive, negotiate

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| <p>CF4, CF5, CF6, CF7, RKR1, RKR4, RKR5, RKR6, RKR11, OSA1, OSA2, GW4</p> | <p>Ok or not ok? (2)</p> | <ul style="list-style-type: none"> <li>• Recognise that there are times when they might need to say 'no' to a friend;</li> <li>• Describe appropriate assertive strategies for saying 'no' to a friend.</li> </ul> | <p>Review photo from previous lesson, the bike story and the messages and what healthy friendships and relationships are.</p> <p><b>Activity 1 Group work:</b> Give each group ONE of the <b>Bike Story reply cards</b>. Read out the original message card 'I had a great time on Saturday. Shall we go for another bike ride this weekend?' Each group to discuss the reply that's on the card - how would they feel if they got that response? Is it friendly or rude or aggressive? Write on whiteboards how the receiver of the text might feel when they read that text.</p> <p>Show the <b>Bike story reply cards</b> on the IWB. Groups to share their thoughts. Discuss what values make up a good friendship? [e.g. kindness, care, support, fun, respect, trust]</p> <p><b>Whole class discussion:</b> Are there any messages where it is unclear what the sender really means or how they are feeling? Why?</p> <ul style="list-style-type: none"> <li>• What can we do if we are not sure about the meaning behind the words of a text or digital message?</li> <li>• How can we make sure we're being kind with our messages?</li> </ul> <p><b>Activity 2 Paired work (role play):</b> Discuss how we're all different - we have different likes/ dislikes, talents, interests, beliefs, needs and feelings. Sometimes we might think or feel differently to someone else, and that's ok. It's ok to disagree with others, or to say 'no', even to someone we care about.</p> <p>Emphasise these points: Sometimes we want to say 'No' to someone we care about. That's OK. We have a right to say 'No' but we need to think about how to do that in a respectful and thoughtful way. If we're not careful, we might upset someone. We can call this being assertive. Saying 'no' in a respectful way. <b>When saying 'no' in a digital message, try and be as clear as possible.</b></p> <p>How could we respond respectfully if someone says 'no' to us?</p> <p><b>Remind children that we all have different ideas and feelings about things, which might make us want to make a different choice to someone else. If someone doesn't listen to our ideas or feelings and is always making us do things we don't want to do, this can be described as 'controlling'. This means they get what they want, but we don't.</b></p> <p>How might this make someone feel? [sad, frustrated, worried, unsafe, unimportant] Our needs and feelings are important. If this ever happens, we need to get help from a trusted adult.</p> <p>Ask the pairs to act out the 'I had a great time...' and 'Cool! Glad you enjoyed it. I can't...' texts as if they were being spoken face-to-face rather than sent as texts.</p> <p>Ask them to think about each other's feelings as well as their own needs and try to find a compromise.</p> <p><b>Summary:</b> Share their role-plays. Draw out the assertiveness techniques that each group demonstrates and praise them for being respectful of their partner's feelings. Whether we're friends with someone or not, it's important to be kind and respectful. Kindness and respect can make sure that we all feel happy and safe.</p> <p><b>Task:</b> I can role play some scenarios being assertive.</p> <p><b>Evidence in class book</b></p> | <p>friendly, aggressive, compromise, respectful, assertive, rude, face-to-face <b>controlling</b></p> <p><b>Assertiveness skills:</b></p> <ul style="list-style-type: none"> <li>• Calm, friendly manner.</li> <li>• Looking towards the other person.</li> <li>• Be honest and repeat the facts.</li> <li>• Putting the needs of the other person equal to your own needs.</li> <li>• Make sure there is no aggression, for example raised voices or body contact, or unkind or unfriendly body language.</li> </ul> |
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**Task:** I can sort words into groups for positive, negative and neutral and write the impact of these emotions.

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| <p>GW2, GW3, GW4, GW5</p> | <p>Different feelings</p> | <ul style="list-style-type: none"> <li>• Identify a wide range of feelings;</li> <li>• Recognise that different people can have different feelings in the same situation;</li> <li>• Explain how feelings can be linked to physical state.</li> </ul> | <p>Show photographs of different places. Discussion: 'How might you feel in this place?' Think about all the possible feelings they might have in each place.</p> <p>Regroup as a whole class and discuss each picture in turn and write a list of the feelings the children identify.</p> <p>Use the following points and questions for discussion:</p> <ul style="list-style-type: none"> <li>• Identify a wide range of feelings</li> <li>• Acknowledge that different people can have different feelings in the same situation - we all have different brains that work in different ways</li> <li>• Can we experience more than one feeling at the same time? For example, at a party, can you feel both excited and nervous?</li> <li>• How would you experience these feelings? Where in your body might you feel it? For example, when you're feeling nervous, you might feel butterflies in your stomach.</li> </ul> <p>Choose one feeling from the list. Consider:</p> <ul style="list-style-type: none"> <li>• How would you know if someone else was feeling like that?</li> <li>• How could you tell?</li> <li>• How might they show that feeling on their bodies and faces?</li> <li>• What would or could you do if you saw someone feeling like that? For example, if someone was feeling nervous, shy or angry, what could you do to help them with those feelings?</li> </ul> <p>Acknowledge that feelings are not always visible and that feelings within do not always match up to body language and facial expressions.</p> <p>Activity 1: Children to create 'freeze frame' photos of the different emotions discussed previously. Show feelings in their face and body (no voices).</p> <p>Point out some of the ways that they are showing the feeling and take photos.</p> <p><b>Activity 2:</b> Use the <b>Showing feelings</b> sheet from SCARF to annotate and label the physical features of the emotion they have chosen.</p> <p><b>Summary:</b> Play a game of 'Guess how I'm feeling'. Ask a child to pick a feeling from the list made earlier, but without telling the rest of the class what the feeling is. Show this feeling to the rest of the class by making a 'freeze frame photo' as before. Guess the emotion and explain why.</p> <p><b>Task:</b> I can identify and write about physical features of a particular emotion.</p> | <p>feelings, physical effects</p> |
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| <p>GW4, GW5, BS5</p> | <p>When feelings change (OPTIONAL)</p> | <ul style="list-style-type: none"> <li>• Demonstrate a range of feelings through their facial expressions and body language;</li> <li>• Recognise that their feelings might change towards someone or something once they have further information.</li> </ul> | <p>Recap of the ground rules to ensure a safe learning environment for all children.</p> <p>Class in pairs to come up with names of feelings and make a list of these on the whiteboard. Choose a feeling from the list and think about how they could show it on their face/with body. Stress the need to keep this private for now - don't disclose it, yet.</p> <p>Making no physical contact, the children walk around the classroom with a blank face, at the signal stop in front of someone, show them the feeling for a few seconds, look at the other child's feeling and move on. No noise and teacher models this first. Class sit down again.</p> <p>Ask the children to identify the feelings of others. Check to make sure they match. How did they feel when they saw someone looking? Did it make them want to react physically? E.g. turn their back, step away, put an arm around someone.</p> <p><b>Activity 1:</b> Watch clip of 'Wonder' <a href="https://www.youtube.com/watch?v=ngiK1gQKgK8">https://www.youtube.com/watch?v=ngiK1gQKgK8</a></p> <ul style="list-style-type: none"> <li>• What were the range of feelings we saw from the children in Aussie's new school?</li> <li>• What do they (children in class) think they would have felt if they had seen him?</li> <li>• Could that feeling change and develop over time? If so, from what and to what?</li> </ul> <p>Think of a time when their first feeling changed into another. Why did it change? E.g. really liked someone because they seemed cool but they turned out to be a show off and became annoying; didn't speak out and tell someone that they were being rude to another person - and later regretted this. Tell each other in pairs about it. Class discussion after.</p> <p>Discuss good/comfortable feelings and not-so-good/uncomfortable feelings, and that's ok, it is a normal part of life. Sometimes we need to take notice of our feelings (e.g. when we don't feel safe) and sometimes we have to put them to one side just like the people who were shocked when they saw Auggie Pullman for the first time.</p> <p>Make it clear that it's important to ask a trusted adult or friend for help when feeling uncomfortable or unsafe about a situation.</p> <p><b>Activity 2:</b> Write about a time when their feelings changed in a situation. This can be the same example as the one they spoke about in their pair or it can be new.</p> <p><b>Task:</b> I can write about a time when my feelings changed in a situation and explain why it changed.</p> | <p>body language, facial expressions</p> |
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| <p>CF4, RKR1, RKR6, RKR9, OSA5, OSA6, GW7, WO8</p> | <p>Under pressure</p> <p>Safeguarding</p> | <ul style="list-style-type: none"> <li>• Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>• Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> <li>• To understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult.</li> </ul> | <p>What is the difference between being unkind, teasing and bullying? Explain the definitions of each</p> <p>Why might someone be unkind, tease, or bully someone else?</p> <p>Highlight that they might be feeling unhappy in their own lives, or perhaps they are afraid or unsure of someone else's differences. This can be described as pre-judging someone, or prejudice. This prejudice can cause us to discriminate – treat people differently. Is this fair? Is this ok? We are all different, but all equal. We all deserve to be treated with kindness and respect. Kindness and respect can help us all feel happy and safe.</p> <p><b>Look at the parts of the school policy on bullying that are relevant.</b></p> <p>Remind children that bullying, teasing and unkind behaviour can also happen online. This is when people are using devices like phones, tablets, laptops and gaming consoles. Online Safety</p> <ul style="list-style-type: none"> <li>• What can people DO if they are being bullied, either online or offline? [Ignore them, block them online, report them, walk away, get help, speak to a trusted adult (e.g. teacher, lunchtime supervisor, someone at home); if it's something upsetting online show a trusted adult etc.]</li> <li>• What can people SAY if they are being bullied? [Tell them to leave them alone or go away, ask them to stop, be friendly to them - this might confuse them, so that they forget about bullying or not want to keep bullying anymore.]</li> <li>• Who can they get help from? Who might a trusted adult be? [Mum/dad/carers, older sibling, teacher, lunchtime supervisor etc.]</li> <li>• What could we do if we saw someone else being bullied? [gather ideas about how to help the targeted person publicly, or privately if we felt unsafe ourselves]</li> <li>• Explain that this is called being an upstander. Upstanders can change bullying situations by</li> <li>• not joining in with unkind behaviour</li> <li>• telling someone to stop (if they feel safe to do so)</li> <li>• walking away (taking attention away from the person who's being unkind)</li> <li>• telling a trusted adult</li> </ul> <p><b>Activity 1 Drama:</b> Teacher and volunteer model a scenario. 'A child is trying to get the teacher's attention, but the teacher is busy and then doesn't listen properly. However, the child persists and eventually succeeds.'</p> <p>Two volunteers to model this scenario. A has a new collectable trading card. (Pokémon/ football/ sports) but is not allowed to share it with anyone. B wants to look at it and maybe trade it for one of their cards. A resists the pressure from B without being aggressive.</p> <p>All the children pair up. Half have a go at the teacher/child scenario, and the other half have a go at the trading card scenario. Swap over roles. Ask for volunteers to show their role-play.</p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• Who might put pressure on them to behave in a way that is unacceptable, unhealthy or risky?</li> </ul> | <p>unkind, tease, bullying, prejudice, pressure, independent, discrimination, aggressor, online bullying, upstander</p> <p><b>Definitions</b></p> <p><b>Unkind:</b> when someone says something that is not nice, or hurtful but they do this only once (a one-off).</p> <p><b>Tease:</b> when someone makes fun of or jokes about someone but only once (a one-off).</p> <p><b>Bullying:</b> when someone is repeatedly and deliberately unkind or hurtful to another person (it's ongoing, not a one-off).</p> |
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- Who or what could put pressure on them to do something unhealthy like eat crisps every day? [influence of adverts, friends, the media, online content.]

**Activity 2: Paired work.** Using the **Under pressure! Activity sheet**, from SCARF children decide where the pressure is coming from to behave in a certain way for all the scenarios. Ask the children to record their ideas on the Activity sheet. (Ask them to leave the final question until later).

Different ideas can then be shared in group or class discussion.

**Summary:** As we get older, we can do more things by ourselves and this is called being independent.

When someone is independent, can they do anything that they like? Why not? [They need to look after themselves and also think about, and take care of others. They need to keep themselves and others safe.]

Finally, fill in the last part of the worksheet to reflect on and record what they need to do to keep safe. Share ideas.

**Task:** I can explore scenarios and name/write where I think the pressure is coming from.



| YEAR 4 - Valuing Difference                                                       |                                                   |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                       |
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| DfE Statutory Requirements                                                        | SCARF Lesson Plan title                           | SCARF Lesson Plan Learning Outcomes                                                                                                                                                                                                   | Lesson Content and Task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Vocabulary                                                                            |
| Valuing difference                                                                |                                                   |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                       |
| CF1, CF2, CF3, CF4, CF5, CF6, CF7, RKR1, RKR2, RKR3, RKR5, RKR6, RKR11, WO9, OSA1 | Can you sort it?<br>Safeguarding<br>Online Safety | <ul style="list-style-type: none"> <li>Define the terms 'negotiation' and 'compromise';</li> <li>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> </ul> | <div>  <p><b>Activity:</b> Discuss why might people disagree with each other?<br/>It's ok to disagree, as long as we're respectful of each other's needs and feelings. Read the <b>Kiki sorts it out</b> story</p> <p>Explain definition of negotiation and compromise.</p> <p><b>Activity:</b> Work in pairs, or small groups to look at the <b>Can you sort it? scenarios</b> and work out if there is a compromise that means that everyone is OK with the outcome. Ask for pairs or groups to share their ideas with the rest of the class. How many different strategies did the whole class come up with? <b>Discussion about disagreements about online activities.</b></p> <p><b>Activity 2:</b> Which of the scenarios were easiest to sort out and which were the hardest? Why do you think this was the case? Make a class list of tips for sorting out differences with your friends, e.g:</p> <ul style="list-style-type: none"> <li>Share thoughts and feelings clearly</li> <li>Speak in a polite and respectful way</li> <li>Take turns fairly</li> <li>Be kind or flexible and go with someone else's idea</li> <li>Find something else you all want to do</li> <li>Mix your ideas together</li> <li>Listen to the other person's ideas</li> <li>Be respectful if their ideas and feelings are different to yours</li> </ul> <p><b>Summary:</b> It's important to remember that we might all feel lonely sometimes. We might have a falling out, but if someone doesn't want to be our friend or is leaving us out on purpose it can hurt our feelings. We might not always have friends we like or are getting along with, but we can get help from a trusted adult if anyone is making us upset or angry with their behaviour. It's also important to remember that we're all different - some people like to have alone time sometimes; for example, we might need some alone time to calm down if we're cross. But if we're alone or feeling lonely all the time, that might make us feel sad and might even affect our self-confidence.</p> <p>Remember, if you spot someone else who looks alone or upset then you can ask them if they're ok, if they want to join you, or tell an adult about it. We can all help each other with our feelings. Kindness and respect can help us to feel happy and safe.</p> <p><b>Task:</b> I can sort and evaluate different scenarios of when you may need to compromise with a friend or sibling. <b>Evidence in class book</b></p> </div> <div>  </div> | respect, safe, unsafe, compromise, conflict, negotiation, disrespect, agree, disagree |

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| <p>FPC3, CF4, CF5, CF6, CF7, RKR1, RKR2, RKR3, RKR5, RKR6, RKR7, RKR9, RKR11, OSA1, OSA4, OSA6, BS1</p> | <p>What would I do?</p> <p><b>Safeguarding</b></p> <p><b>Online Safety</b></p> | <ul style="list-style-type: none"> <li>List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>Recognise potential consequences of aggressive behaviour;</li> <li>Suggest strategies for dealing with someone who is behaving aggressively.</li> <li>Understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult;</li> <li>Understand they should not share images of other people online without their permission.</li> </ul> | <p>Divide the children into groups of about 10. Explain that they have to complete the following activity silently but may use signing to help each other be successful. Each group's task is to form a line with the children in order of birthday dates in a calendar year with those closest to Jan 1st at one end and those closest to 31<sup>st</sup> Dec at the other.</p> <p>Remind them to be silent but speedy! Perhaps give them some help before starting, for example: they could show 4 fingers to mean the fourth month – April. If there are more than 2 children with that month they could use fingers to indicate the number in the month that is theirs. Praise their efforts to follow the rules and their speed. Check each line has succeeded. Did anyone share the same birthday? If so, how did they deal with that within the task?</p> <p><b>Activity 1: We are similar/different because...</b><br/>Start a round with the sentence opener:<br/>We are all similar because...<br/>Praise the variety and relevance of ideas shared.</p> <p>Begin a second round with:<br/>A way in which people can be different is...</p> <p>Discuss the following questions:</p> <ul style="list-style-type: none"> <li>Can people have friends that are older?</li> <li>Can people have friends that look very different from them?</li> <li>Can people have friends that come from different types of home?</li> <li>What affects how many friends a person has?</li> </ul> <p><b>Discuss</b> what they think a friendly disposition might be. Clarify for them that a person with a friendly disposition is someone that is easy to get along with and who behaves in a friendly manner. If someone behaves in such a way, how do you think it will affect their friendships?</p> <p>What kind of behaviour might have the opposite effect and cause a person to struggle to make and keep friends?</p> <p>Remind children that both friendly and aggressive behaviours can also be shown online, when on a digital device, as well as in person.</p> <p>What kinds of aggressive behaviour might someone show, either online or offline? Talk in pairs and share about any aggressive behaviour that might be shown.</p> <p>Ideas might include: shouting, gestures, pushing, swearing, spitting, being within someone's personal space, making threats, damaging property, sending unkind messages, sharing unkind photos without permission, spreading fake information, altering images in a way that makes fun of or embarrasses someone, targeting</p> | <p>respect, fair, aggressive, apologise, prejudice, discrimination, bystander, aggressor, target, upstander, equal</p> <p><b>Definitions:</b><br/><b>Prejudice</b> – judging someone before you really know them, because of something about them – how they look, where they come from, what they believe, or who their family is.</p> <p><b>Discrimination</b> – when someone is treated unfairly or unkindly because of who they are. It might happen because of things like: the colour of their skin, whether they are a boy of a girl, their religion, a disability, where they come from.</p> |
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an online game character so they lose.

Emphasise the fact that people are not aggressive in themselves but may show aggression. It is a behaviour. **Discuss** in pairs of reasons why someone might behave in an aggressive way. Allow a minute for discussion then invite them to share their ideas. [Suggestions could include: may be unhappy in their own lives, or feel angry or frustrated, perhaps even include discussion of prejudice/ discrimination].

### Activity 2: Freeze frame feelings

Produce a tableaux (a 'freeze-frame' of motionless figures representing the scene) showing the aggressive behaviour and its effect on the bystanders without touching each other. They should try to convey the emotions of the different individuals by facial expression and body position.

When they have prepared them, each group can show the rest of the class who then try and guess what the children are showing.

Children to offer advice for the bystanders/upstanders. When a bystander acts to support the person being targeted they then become an upstander. Ideas might include:

- Avoid joining in or laughing
- Walk away if the person behaving like this is wanting attention - maybe report to an adult/get help if required (upstander behaviour)
- Tell them to stop (upstander behaviour)
- Support the target (upstander behaviour)

### Activity 3: Appropriate apologies

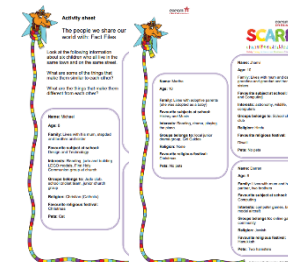
Read the **Aggressive Behaviour: Apology cards** and write down words you think might help the aggressive person to apologise and explain their behaviour to their friends/teacher/parents.

Allow 5-10 minutes. During the activity, circulate and use time to offer support and identify any particularly good ones to share with the class.

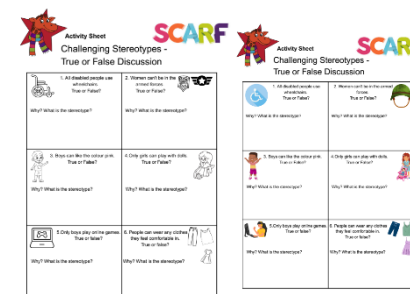
**Task:** I can write down words that the aggressive person could use to apologise for their behaviour.



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| <p>CF2, CF4, FPC3, RKR1, RKR2, RKR4, RKR5</p> | <p>The people we share our world with</p> | <ul style="list-style-type: none"> <li>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li> <li>Define the word respect and demonstrate ways of showing respect to others' differences.</li> </ul> | <p>Stand in pairs facing each other. They have a minute or so to discuss three things that make them look different from each other. As a class share some of those differences. Repeat activity but discuss three things that make them different from each other but which can't be seen e.g. they have different interests, different talents, different faith groups and so on. As a class share some of those differences.</p> <p><b>Activity: 'The people we share our world with'.</b> The people on the sheet are all children who live in the same town and on the same street. Ask children to read through them and make a list of:</p> <ul style="list-style-type: none"> <li>The things that these people have in common</li> <li>The things that make them different</li> </ul> <p>Discuss these two things. What do children understand by the different religions mentioned on the sheet? What religious celebrations/festivals are mentioned? Does anyone know what these festivals are celebrating? What other religious festivals have the children heard of?</p> <p><b>Summary:</b> What do we mean by the word 'respect'? Discuss possible definitions and summarise with an agreed definition.</p> <p>Tell the class something which you think is particularly special about yourself in terms of the categories on your Fact File. You then pass the object to the child on the right who has to say something positive about what you said. You might like to discuss possible responses before you start the activity e.g. 'It must be nice to have a brother and a sister' - 'Even though I'm not a Christian I like Christmas too' - 'I didn't know that - it sounds interesting' and so on. That child says something from their Fact File about themselves and then pass the object to their right and so on, all around the circle.</p> <p><u>Important points to stress:</u><br/>           Everyone has something which makes them special<br/>           Everyone has a chance to be respectful and praise others for those qualities.<br/>           It's ok to have different ideas/beliefs/make different choices to others. These need to be respected. Kindness and respect can help us all to feel happy, included and safe.</p> <p><b>Task:</b> In groups we can read and complete the worksheet 'the people we share our world with'</p> <p>Evidence in class book</p> | <p>respect, similarities, responsibilities, belief</p> <p><b>Definition:</b><br/>           Respect is the act of showing consideration, value, and regard for someone or something. It means treating others with kindness, fairness, and dignity, even when you may disagree with them.</p> <p>There are different forms of respect:</p> <ul style="list-style-type: none"> <li><b>Self-respect</b> — valuing yourself and your well-being.</li> <li><b>Respect for others</b> — listening, being polite, and honouring people's feelings, rights, and differences.</li> <li><b>Respect for rules or authority</b> — following laws, guidelines, or recognizing leadership.</li> <li><b>Respect for things and environments</b> — caring for property, nature, or shared spaces.</li> </ul> |



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| <p>RKR10, RKR11, OSA5, OSA6, WO3, WO8, WO9</p> | <p>That is such a stereotype!</p> | <ul style="list-style-type: none"> <li>Understand and identify stereotypes, including those promoted in the media.</li> </ul> | <p>Ask children to close their eyes and picture:<br/>           A child climbing a tree. What is their gender?<br/>           Someone modelling clothes. What is their gender?<br/>           A doctor. What is their gender?<br/>           A new born baby boy. What colour clothes is he wearing?</p> <p>Children to share their initial assumptions about each of these questions. If many of them responded in a way that reinforces stereotypes (e.g. that a boy would be climbing the tree; the model would be female; the doctor would be male; the baby boy would be wearing blue) ask the following:</p> <p>Why did we think these things?<br/>           Where do we see or hear them? (Family, friends, the media: TV, radio, adverts, online videos, influencers and YouTubers, social media, magazines, films etc.)</p> <p>These are called stereotypes. A stereotype is when we think one way of being fits all situations. E.g. boys always wear blue, not other colours and certainly not pink! Why not pink? - because it is a girl's colour (another stereotype). In the 18th Century (Georgian times) it was normal for boys to wear pink.</p> <p><a href="https://www.youtube.com/watch?v=DJsY61MgkDU">https://www.youtube.com/watch?v=DJsY61MgkDU</a></p> <p><a href="https://www.bbc.co.uk/news/av/magazine-40936719">https://www.bbc.co.uk/news/av/magazine-40936719</a></p> <p>Discuss the story of Snow White and name the stereotypes in that story.</p> <ul style="list-style-type: none"> <li><b>Snow White</b> - a good, beautiful, innocent girl, who cooks and cleans and takes care of the seven dwarfs.</li> <li><b>Prince Charming</b> - strong, saves the day.</li> <li><b>The evil queen</b> - beauty is more important than other things.</li> </ul> <p>Now think of the Disney film Frozen. How does it change the stereotypes? - 2 female lead characters, strong, clever, the love in the film is about sisters, a weak male character who doesn't save everyone.</p> <p><b>Activity 1: Challenging Stereotypes activity sheet</b>, look at the different statements and decide whether they are true or false. Then think about why? What is the stereotype?</p> <p><b>Activity 2:</b> Explain that sometimes stereotypes can be harmful;</p> | <p>challenge, stereotype, upstander, disagree</p> |

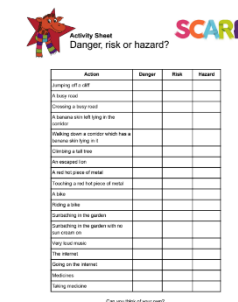


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|  |  |  | <p>they may make someone feel upset. Discuss the power of the upstander - a bystander who actively tries to stop unkind behaviour or challenge harmful stereotypes.</p> <p>Children work in pairs - one child says one of the stereotypical statements from earlier in the lesson, the other challenges this respectfully. E.g. boys can't play with dolls, girls can't play football, boys can't wear makeup, girls can't wear blue.</p> <p>Brainstorm ideas of how to challenge these statements together first, then children role play/ practise:</p> <ul style="list-style-type: none"><li>• I disagree!</li><li>• Yes they can!</li><li>• That's not kind</li><li>• That's not ok</li><li>• Please don't speak to them like that</li><li>• Actually...</li></ul> <p><b>Summary:</b> Create a 'Challenging the Stereotype' display in the classroom that can be added to throughout the term.</p> <p><b>Task:</b> I can explain different scenarios that sometimes show stereotyping can be harmful and identify strategies to counteract them.</p> |  |
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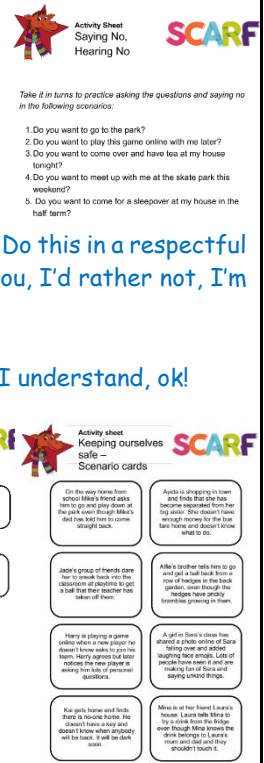
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| <p>FPC1, FPC2, CF1, CF3, CF4, RKR1</p> | <p>Friend or acquaintance?</p> | <ul style="list-style-type: none"> <li>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>Give examples of features of these different types of relationships, including how they influence what is shared.</li> </ul> | <p>Discuss different kinds of relationships people might have [e.g. friends, siblings, parent, carer, boyfriend, girlfriend, husband, wife, etc]. There are lots of different kinds of relationships that people might have in life. A healthy relationship should make us feel happy and safe.</p> <p><b>Activity 1:</b> Share the <b>Umar helps Henry story</b> with the pupils. Within the story there are different characters mentioned. Ask:</p> <ul style="list-style-type: none"> <li>Who would you say is an acquaintance of Henry's? Discuss the meaning of acquaintance.</li> <li>Why aren't they a 'friend'?</li> <li>Are any of Henry's relatives caving with him?</li> <li>What makes you say no?</li> <li>What does Umar do in the story that demonstrates he is a very good friend to Henry?</li> <li>What do you think about Otis? Why might Henry have said it would be better if they didn't need to share a room with him?</li> <li>How might this make Otis feel if he overheard it?</li> </ul> <p>Share the Umar helps Henry story with the pupils. Within the story there are different characters mentioned.</p> <p><b>Ask:</b> Who would you say is an acquaintance of Henry's?<br/> Why aren't they a 'friend'?<br/> Are any of Henry's relatives caving with him?<br/> What makes you say no?<br/> What does Umar do in the story that demonstrates he is a very good friend to Henry?<br/> What do you think about Otis? Why might Henry have said it would be better if they didn't need to share a room with him?<br/> How might this make Otis feel if he overheard it?</p> <p><b>Activity 2:</b> Explore in pairs the conversation Henry might have with one of the following people:</p> <ul style="list-style-type: none"> <li>His mum (family)</li> <li>The caving instructor (acquaintance)</li> <li>The person who is serving dinner that evening (acquaintance)</li> <li>Another pupil who is a close friend of Henry's (friend)</li> </ul> <p>Rehearse the conversation you have been allocated. Try to make it clear through what you say what kind of relationship it is.</p> <ul style="list-style-type: none"> <li>Is it close?</li> <li>Do you know Henry well?</li> </ul> <p>Allow the children a few minutes to rehearse their conversations deciding which relationship they want to act out.</p> | <p>friendly, friend, sharing, relationships, acquaintances, self-confidence</p> <p><b>Definition:</b><br/> An acquaintance is someone you know a little, but who is not a close friend.<br/> You may talk to them sometimes or see them regularly, but you do not share a deep personal relationship.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>A child in another class that you say hello to at playtime is an acquaintance.</li> <li>A neighbour you chat with occasionally is an acquaintance.</li> </ul> |

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|                                           |                                    |                                                                                                                                                                                                                                                                                                                                                               | <p><b>Task:</b> I can explore role play scenarios about relationships</p> <p>Evidence in class book</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                           |
| <p>CF6, RKR8, GW5, BS1, BS3, BS5, DB2</p> | <p>Islands</p> <p>Safeguarding</p> | <ul style="list-style-type: none"> <li>Understand that they have the right to protect their personal body space;</li> <li>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> </ul> | <p>Play the 'Islands game' - either in the hall or clear a space in the classroom as follows:</p> <p><b>Activity:</b> Discuss the various stages of the game and how they felt as the Islands became more crowded. Accept different responses. Acknowledge that as this was a game, and there was a competitive element and lots of laughter, some pupils might have felt OK with such close contact, others less so. Explain/discuss the concept of 'body space' and feeling uncomfortable when people get too close. The uncomfortable feeling is the brain's way of warning us.</p> <p>Show the photographs on the IWB (provided) <a href="https://www.coramscarf.org.uk/scarf/iwb/body-space">https://www.coramscarf.org.uk/scarf/iwb/body-space</a> and consider the following questions in relation to the people in the pictures:</p> <ul style="list-style-type: none"> <li>How do you think this person is feeling?</li> <li>How does our body or mind warn us when someone gets too close?</li> <li>How do other people react when someone gets too close?</li> <li>How can we tell that they don't feel comfortable? [facial expressions or body language]</li> <li>What could they do if someone is touching them in ways they don't like, or making them feel uncomfortable in any way?</li> </ul> <p>In pairs, ask pupils to decide who is A, who is B.</p> <p>'A's all stand in a line facing the 'B's, about 2 metres apart. 'B's start to take steps forward, pausing in between each step. 'A's should try to communicate how they are feeling by their facial expressions and body language, starting off smiling and getting less comfortable as 'B's gets closer. Tell 'B's to look out for clues and to stop or move back to a distance 'A' is comfortable with.</p> <p><i>If the class find this too tricky and find it hard not to laugh, try it with one pair at a time and rest of class watching.</i></p> <p><b>Task:</b> I can role play personal space with my peers.</p> <p>Evidence in class book</p> | <p>body space, invade</p> |

| YEAR 4 - Keeping Safe                               |                                             |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                |                         |                               |                                                                                                                                                                                                                                                                                                            |
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| DfE Statutory Requirements                          | SCARF Lesson Plan title                     | SCARF Lesson Plan Learning Outcomes                                                                                                                                                                                                                                      | Lesson Content and Task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Vocabulary                     |                         |                               |                                                                                                                                                                                                                                                                                                            |
| Keeping Safe                                        |                                             |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                |                         |                               |                                                                                                                                                                                                                                                                                                            |
| PHF3, WO3, WO9, BS4, BS5, HE4, PS1, PS2, HP2, DATV1 | Danger, risk or hazard?<br><br>Safeguarding | <ul style="list-style-type: none"><li>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li><li>Identify situations which are either dangerous, risky or hazardous;</li><li>Suggest simple strategies for managing risk.</li></ul> | <p>Discussion about risk with some key questions:</p> <ul style="list-style-type: none"><li>What is it like to feel safe?</li><li>What does unsafe or uncertain feel like?</li><li>What do we think that we have to keep safe from?</li></ul> <p>Children to stand up. Describe different situations. They have to show whether they think the situation is high, medium or low risk by doing the following:</p> <table><tr><td>High risk - put hands on heads</td><td>Medium risk - fold arms</td><td>Low risk - put hands on knees</td></tr></table> <p>Use the situations below or replace them with your own according to what is suitable for your pupils:</p> <ul style="list-style-type: none"><li>Crossing a busy road</li><li>Drinking from an unlabelled bottle</li><li>Playing near a railway line</li><li>Singing in front of the whole school</li><li>Playing in the school rounders/ netball/football team</li><li>Talking to a stranger online</li><li>Sitting out in the sunshine</li></ul> <p>For each situation ask children why they have rated the situations high, medium or low.</p> <p>Discuss the vocabulary definitions of danger, risk and hazard</p> <p><b>Activity: 'Danger, Hazard or Risk?' activity sheet.</b> Discuss whether the situations described on the sheet are dangers, hazards or risks. They must have a reason for each of their answers.</p> <p><i>Teacher guidance - When discussing the sunbathing in the garden with no sun cream on scenario, highlight unsafe exposure to the sun, or danger and hazards related to the sun is when a person's skin is left in the sun for too long without protection. This can cause sunburn, which hurts the skin and can make you feel unwell. Sunburn also increases the risk of skin cancer later in life. You can also get sunburn even when it's cloudy. It is helpful to remember to wear protective clothing, including sunhats and sunglasses and to use sunscreen properly.</i></p> <p>Discuss the risks on the sheet and also about levels of consequence of each. What are positive risks? How would anxiety affect risk? What risks have you taken today? Why did you take those risks? How did you</p> | High risk - put hands on heads | Medium risk - fold arms | Low risk - put hands on knees | risk, danger, hazard, hazardous, dangerous, risky, sunburn<br><br><b>Definitions:</b> <ul style="list-style-type: none"><li>Danger - something which will definitely cause harm</li><li>Hazard - something which could cause harm</li><li>Risk an action which is taken in a hazardous situation</li></ul> |
| High risk - put hands on heads                      | Medium risk - fold arms                     | Low risk - put hands on knees                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                |                         |                               |                                                                                                                                                                                                                                                                                                            |

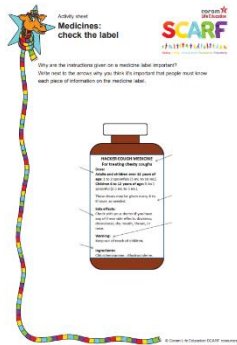


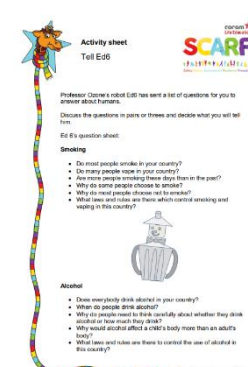
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|                                                   |                      |                                                                                                                                                                                                                      | <p>manage that risk so that it was safe? Who helped you manage that risk?</p> <p><b>Task:</b> I can sort scenarios into danger, risk and hazard and give reasons for choices.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>CF6, RKR4, RKR6, RKR9, OSA1, GW5, BS1, BS7</p> | <p>How dare you!</p> | <ul style="list-style-type: none"> <li>Define what is meant by the word 'dare';</li> <li>Identify from given scenarios which are dares and which are not;</li> <li>Suggest strategies for managing dares.</li> </ul> | <p>Discussion of the phrase, 'How dare you?' Have you ever heard anyone say that? What does this mean?</p> <p><b>Activity 1: How dare you? Activity sheets.</b> Look at the scenarios and decide which ones they think are dares giving a reason for why they have chosen the dare statements. Consider what the other statements are if they are not dares. Challenge?</p> <p><b>Activity 2 Part 1:</b> Discuss the following:</p> <ul style="list-style-type: none"> <li>Why do you think the friend would be asking you to go into the classroom?</li> <li>Why aren't they going themselves?</li> <li>How would you feel if you didn't go and they started telling people that you were a chicken?</li> <li>What might be the possible consequence of going into the classroom and getting the ball?</li> </ul> <p>Class discussion what they think the best way of dealing with their friend would be in this situation. Mindmap some possible strategies.</p> <p><b>Role play:</b> Choose one of the dare scenarios on the sheet and take it in turns to role-play the scene with one person being the darer and the other person being the friend.</p> <p><b>Part 2:</b> Focus on scenario 7. Class discussion for strategies in dealing with online challenges.</p> <p>Discuss articles: <a href="https://www.bbc.co.uk/teach/articles/zwdc239">https://www.bbc.co.uk/teach/articles/zwdc239</a></p> <p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>If the person being dared felt really uncomfortable who could they talk to about it?</li> <li>If you saw someone being dared to do something what could you do to help? (e.g. get help from a trusted adult).</li> <li>Being able to stand up for yourself in a dare situation is very important. Remind children of the term 'assertiveness' (standing up for yourself, without being aggressive) and 'self-respect' (e.g. having confidence in yourself to be able to behave in a way that is honest and fair)</li> </ul> <p><b>Task:</b> I can identify and sort given scenarios which are dares and which are not and give reasons for choices.</p> <p>Evidence in class book</p> |  <p>risks, aggressive, dare, assertive, online challenge, critical thinking, controlling</p> <p><b>Definition:</b><br/>A dare is a challenge where someone asks another person to do something, often something difficult, silly, or brave.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>"I dare you to sing in front of the class."</li> <li>"He dared his friend to jump in the puddle."</li> </ul> |

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| <p>CF2, CF6, RKR1, RKR4, RKR6, RKR9, OSA3, OSA4, OSA6, PS2, DATV1</p> | <p>Keeping ourselves safe</p> <p><b>Safeguarding</b></p> <p><b>Online Safety</b></p> | <ul style="list-style-type: none"> <li>Describe stages of identifying and managing risk;</li> <li>Suggest people they can ask for help in managing risk.</li> </ul> | <p>Class discussion: What do we mean by feeling safe?<br/>How does someone feel when they are safe?<br/>What sort of places would someone feel safe in?<br/>How does someone feel when they are not safe?<br/>What can happen to someone's body when they are not feeling safe?</p> <p><b>Activity 1 – Saying no, hearing no</b><br/>Role play acting out each of the different 'Saying no, hearing no scenarios in pairs – one child asks the question, the other practises saying no.</p> <p>Children practise saying no to these different scenarios, helping to express needs clearly. Do this in a respectful way; this is called being 'assertive'. Think about things we could say politely – no thank you, I'd rather not, I'm not keen, I don't want to because...</p> <p>Practise being kind and respectful when someone says no to us – that's fine, no problem, I understand, ok!</p> <p><b>Activity 2: Safe or unsafe?</b> Diagram on IWB. Children with scenario cards and diagram.</p> <p>For each scenario, discuss and decide:</p> <ol style="list-style-type: none"> <li>1. Is the situation safe or unsafe for this person?</li> <li>2. How would it make this person feel?</li> <li>3. Why might this person take part in this situation?</li> <li>4. Does this person have to take part in this situation?</li> <li>5. Who could this person ask for help?</li> <li>6. What would be the best way for this person to deal with this situation?</li> </ol> <p>Discuss the following:</p> <ol style="list-style-type: none"> <li>1. Who will be the best person to approach for help?</li> <li>2. How should the child ask for help?</li> <li>3. How can they do this in a safe way?</li> <li>4. How will they know if the adult is responding in a safe and appropriate way?</li> </ol> <p>Class discussion on creating top tips for keeping safe.</p> <p><b>Task:</b> I can evaluate scenarios and identify safe/unsafe situations and role play being assertive.</p> <p><b>Evidence in class book</b></p> | <p>assertive, persevere, controlling</p>  |

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| OSA5, WO3, WO9, BS1 | <p>Raisin Challenge (2)</p> <p>Safeguarding<br/>Online Safety</p> | <ul style="list-style-type: none"> <li>Understand that we can be influenced both positively and negatively;</li> <li>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> </ul> | <p>Recap on raisin lesson from Y3. Who ate the raisins? Who got rewarded with a 2<sup>nd</sup> box?</p> <p>Class discussion: What does influence mean?<br/>Which people influence young people like you?<br/>Ask:<br/>Can we get good influence? Ask for examples<br/>Can we get bad influence? Ask for examples<br/>What is an influencer? Ask for examples.</p> <p><b>Activity 1- Who Influences Me?</b><br/>Discuss and make a list of all the people, groups of people who could put pressure to eat a bag of crisps and drink a can of fizzy, sugary drink for a snack.</p> <p>Working individually, children think of a hard decision they have had to make recently. Write down all the people who influenced them. Underline those who were a good influence. Put a circle around those who were a bad influence. Some might be both.</p> <p><b>Activity 2 - Consequences</b> - Play the consequences game</p> <p>Class discussion on Bullying and online bullying. Give the children the definitions.</p> <p>What could the targeted person do to help themselves if being bullied?</p> <ul style="list-style-type: none"> <li>Tell someone you trust</li> <li>Keep a record of what's happening</li> <li>Surround yourself with people who make you feel good</li> <li>Don't retaliate</li> <li>Don't blame yourself, it's not your fault</li> <li>Be proud of who you are.</li> <li>Anti-Bullying Alliance</li> </ul> <p>Complete the sentence:<br/>" If I _____ then the consequences will be _____ and I can get help from _____."</p> <p><b>Task:</b> I can explore and write about who influences me and how.</p> | <p>consequences, influence, influencer, aggressor, target, online bullying</p> <p><b>Definitions:</b><br/><b>Bullying:</b><br/>Mean or cruel behaviour that's repeated and meant to hurt someone (physically, emotionally and/or socially) who's more vulnerable than the aggressor.</p> <p><b>Online bullying:</b><br/>sometimes also called cyberbullying - is the digital form of this behaviour.</p> |

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| <p>OSA3, OSA4, OSA5, OSA6, WO4, WO7, WO8, WO9</p> | <p>Picture Wise</p> <p>Safeguarding<br/>Online Safety</p> | <ul style="list-style-type: none"> <li>Identify images that are safe/unsafe to share online;</li> <li>Know and explain strategies for safe online sharing;</li> <li>Understand and explain the implications of sharing images online without consent.</li> </ul> | <p>Key questions:</p> <p>Who likes taking photos?</p> <p>How do you take photos (e.g. with a digital camera, phone camera, iPad, tablet etc.)</p> <p>Who do you share your photos with? (e.g. friends, grandparents, family members who are overseas etc.)</p> <p>How do you share your photos? (e.g. email, attached to a text message, parents' Instagram, parents' WhatsApp, family blog etc.)</p> <p><b>Activity:</b> Using the interactive <b>Picture Wise</b> game through SCARF website.</p>  <p>Consider the following:</p> <ul style="list-style-type: none"> <li>Who could this photo be shared with? Why?</li> <li>Who wouldn't we share this photo with? Why?</li> <li>Would another person feel hurt, embarrassed or unsafe if this photo was posted to others e.g. friends, online? Why?</li> <li>Is this photo safe to post on a public site? Why/Why not? (e.g. does the photo show personal information such as the subject's name, school or address from the photo?)</li> <li>How could the photo be changed to make it safer? (e.g. not showing the logo on a school uniform, not showing street signs, not using "geo-tagging" options on the phone or camera setting.)</li> </ul> <p>After discussion, select a few children to click and drag the photo into the safe or unsafe category until all the photos are categorised.</p> <p><b>Task:</b> I can work in pairs and look at a range of images and decide whether I would or would not share them online.</p> <p>Evidence in class book</p> | <p>privacy, privacy settings, security, AI - Artificial Intelligence</p> |

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| HP5, DATV1 | Medicines:<br>check the label<br><br>Safeguarding | <ul style="list-style-type: none"> <li>Understand that medicines are drugs;</li> <li>Explain safety issues for medicine use;</li> <li>Suggest alternatives to taking a medicine when unwell;</li> <li>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li> </ul> | <p>Key questions to start:</p> <ul style="list-style-type: none"> <li>What do we mean by a healthy lifestyle?</li> <li>What choices can people make to live a healthy lifestyle?</li> <li>How does exercise keep us healthy?</li> <li>What different types of food keep us healthy?</li> <li>If someone lives a healthy lifestyle does that mean that they are healthy all the time?</li> <li>What do we mean by illness? Does everyone get ill?</li> <li>What things can we do to prevent illness (e.g. from germs) spreading?</li> <li>If someone is ill what could do they do to feel better? Does someone always need to take a medicine to feel better?</li> <li>Is a medicine always helpful to the body? In what ways can it be harmful?</li> <li>Who normally takes responsibility for a child's medicine?</li> </ul> <p><b>Activity 1: Medicines: Check the label</b><br/>Discuss what the children already know about medicines and medicine safety</p> <p>Explain why each piece of information is important for the person who is going to use it.</p> <p>Activity: What alternative strategies could someone use to feel better if they are unwell? What would be the instructions that would accompany each of them?</p> <p>For example:<br/>Sleep...</p> <ul style="list-style-type: none"> <li>To be done every night</li> <li>Have at least ten hours sleep every night</li> <li>Sleep in a room that has few distractions such as a Smart phone, computer or TV</li> <li>Sleep in a quiet room</li> <li>Make sure the temperature is not too warm and not too cold</li> <li>Other suggestions</li> </ul> <p>As a final activity children share their 'instructions' for different health strategies.</p> <p><b>Task:</b> I can create remedy instructions for a healthy alternative to medicine, eg sleep</p>  | medicine, drug |

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| HE4, DATV1 | <p>Know the norms (formerly Tell Mark II) (OPTIONAL)</p> <ul style="list-style-type: none"><li>Understand some of the key risks and effects of smoking and drinking alcohol;</li><li>Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</li></ul> | <p>Starter questions about making choices:</p> <ul style="list-style-type: none"><li>What sort of choices are you allowed to make?</li><li>Do we always make the same choices as our friends?</li><li>When might we make different choices to our friends?</li><li>Who makes choices for us when we are young?</li><li>What sort of choices will we be able to make when we are older?</li></ul> <p>Sometimes rules limit our choices, both as adults and children. Can anybody think of any rules or laws that limit people's choices? [e.g. 'no ball games' signs in some places, 'no smoking' laws in public buildings, 'no running' rules in swimming pools, no social media accounts before 13, etc.]</p> <p><b>Activity - Questions for Ed 6</b></p> <p>Discuss their answers in pairs or small groups.</p> <p>Teacher guidance notes.</p> <p><u>Smoking and vaping (e-cigarettes)</u></p> <p>Do most people smoke in your country? [In 2020 only 13.5% of the adult population smoked cigarettes.]</p> <p>Do most people vape in your country? [In 2020 only 6% of the adult population used vapes.]</p> <p>Are more people smoking these days than in the past? (NB In 2024 Only 10.6% of the adult population were smokers. This figure was 20% in 2012 so smoking is on the decline. Data from "Adult smoking habits in the UK:2024" Office for National Statistics.</p> <p>Why do some people choose to smoke? [There may be several responses here e.g. to look cool; because they see other people doing it; to fit in with friends if they smoke etc.]</p> <p>Why do most people choose not to smoke? [There may be several responses here, too, e.g. because they know the health risks; it's not healthy; it may prevent them doing sports; it's expensive, they don't like the smell on their breath or clothes etc.]</p> <p>What laws and rules are there controlling smoking and vaping in this country? [It is against the law to sell cigarettes, vapes/e-cigarettes to anyone under the age of 18, it is against the law to smoke or vape in public places such as offices, shops, public transport etc.]</p> <p><u>Alcohol</u></p> <p>Does everybody drink alcohol? [No, some adults do not drink any alcohol]</p> <p>When do people drink alcohol? [There may be several responses here e.g. when they are at a party, wedding or other celebration, when they are out with their friends, when they are stressed or depressed etc.]</p> <p>Why do people need to think carefully about whether they drink alcohol or how much they drink? [Drinking too much alcohol can have short-term effects like affecting their balance, coordination and speech, making them sick or disturbing their sleep etc. and long-term effects like causing liver and heart damage as well as increasing the risk of cancers etc.]</p> <p>Why would alcohol affect a child's body more than an adult's body? [Because a child's body is still growing and developing]</p> <p>What laws and rules are there to control the use of alcohol in this country? [It is against the law to buy alcohol under the age of 18 and for a shopkeeper to sell it to someone under 18. It is also against the law to give any alcohol to a child under 5 years of age].</p> | <p>choices, social norm</p>  |  |

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|                                               |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Class discussion: Using the sentence stem, 'As a human you can choose to...' the children pass the object round completing the sentence with their own idea.</p> <p><b>Task:</b> As a class we can discuss smoking and drinking alcohol.</p> <p>Evidence in class book</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                        |
| <p>OSA1, OSA3, OSA4, OSA5, OSA6, WO4, BS1</p> | <p>Traffic lights (OPTIONAL)</p> <p>Safeguarding</p> | <ul style="list-style-type: none"> <li>Identify strategies for keeping personal information safe online;</li> <li>Describe safe behaviours when using communication technology.</li> <li>Exercise caution when sharing information about themselves;</li> <li>Understand the importance of privacy and location settings to protect information online;</li> <li>Know that a trusted adult can help them if they see something online which makes them feel uncomfortable, worried or scared.</li> </ul> | <p>Starter:</p> <p>Would you tell a stranger your name and address?</p> <p>Would you let someone you didn't know hold your school bag for you while you did something else?</p> <p>Would you tell a stranger on the phone that your parents were not home?</p> <p>Would you share your online passwords with a stranger? With a friend?</p> <p><b>Activity: Traffic Lights</b></p> <p>Use SCARF online activity resources <a href="https://www.coramscarf.org.uk/bcyberwise/traffic-lights/">https://www.coramscarf.org.uk/bcyberwise/traffic-lights/</a></p> <p>Explain the concept of 'STOP', 'THINK', 'GO' in this context:</p> <p><b>STOP</b> (red light): when faced with a situation where we are being asked for personal information</p> <p><b>THINK</b> (orange light) is it ok to share this information? What information is being asked? Who is asking for it? Have I checked with an adult?</p> <p><b>GO</b> (green light): I have checked with an adult, I know what information is safe to share</p> <p><b>Teacher notes</b></p> <p>Here are some guidance notes about the <b>Traffic Light</b> activity:</p> <p><b>STOP - before sharing:</b></p> <ul style="list-style-type: none"> <li>your full name</li> <li>photos of yourself that may identify where you are, or name of school</li> <li>full address</li> <li>name of your school or place of work</li> <li>full date of birth</li> <li>card numbers (credit, debit etc.)</li> <li>phone numbers</li> <li>and before accepting <i>friend requests</i> on social networks from people you have never met.</li> </ul> <p><b>THINK - before sharing:</b></p> <ul style="list-style-type: none"> <li>email addresses (especially if they contain the name of your school or workplace, or your full name)</li> <li>age</li> <li>names of places you frequently visit or sporting teams you are in</li> <li>your post code</li> <li>information in online quizzes or surveys as these could be gathering private information that may be used in identity theft.</li> </ul> <p><b>GO ahead</b></p> | <p>privacy, personal information, online safety, location settings</p> |



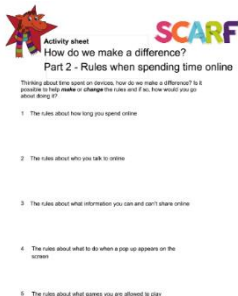
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|  |  |  | <ul style="list-style-type: none"> <li>if the information you are sharing is not too personal</li> <li>after checking with a trusted adult first</li> </ul> <p><b>Summary:</b> Decide on 3 actions - to act as memory hooks - one each for 'STOP', 'THINK' and 'GO'.</p> <p><b>Task:</b> I can sort scenarios into Stop, Think and Go Ahead.</p> <p>Evidence in class book</p> |  |
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| YEAR 4 - Rights and Respect                         |                                            |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                    |
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| DfE Statutory Requirements                          | SCARF Lesson Plan title                    | SCARF Lesson Plan Learning Outcomes                                                                                                                                                                                                                                                                                                                                                 | Lesson Content and Task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Vocabulary                                                                                                                                                                                                                                         |
| Rights and respect                                  |                                            |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                    |
| <p>GW9, PHF4, BS6, BS7, DB2</p> <p>Safeguarding</p> | <p>Who helps us stay healthy and safe?</p> | <ul style="list-style-type: none"> <li>Explain how different people in the school and local community help them stay healthy and safe;</li> <li>Define what is meant by 'being responsible';</li> <li>Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>Suggest ways they can help the people who keep them healthy and safe.</li> </ul> | <p><b>Introduction:</b><br/>Look at the SCARF 'People who help us photographs' of the different people on the IWB. (Resources)<br/>The photographs show the following:</p> <ol style="list-style-type: none"> <li>Teacher</li> <li>Doctor</li> <li>Police</li> <li>Crossing patrol</li> <li>Firefighter</li> <li>School caretaker</li> <li>School Administrator</li> <li>Nurse</li> <li>Childline Counsellor</li> </ol> <p>Discuss how these people help us to stay healthy and/or safe?<br/>Discuss what we mean by having duties.</p> <p><b>Activity 1 - How they help us</b><br/>Put the children into nine groups and allocate each group one of the nine role titles seen on the IWB photographs, (Childline counsellor) along with the large piece of paper with the same role written in the middle. Within this group but working individually or in pairs, children complete the task:</p> <p>Draw a speech bubble on their blank post-it note (making sure that it's as large as possible).<br/>Write this person's duties in the speech bubble. Stick the completed post-it note on the large sheet, around the role title.<br/>Draw a small stick-type person next to the post-it speech bubble to look as if the person is saying it (cartoon-style)</p> <p><b>Activity 2 - How we help people who help us!</b></p> | <p>being responsible, reliable, trustworthy</p> <p><b>Definition:</b><br/>NB: Oxford Languages defines duties as: (i) a moral or legal obligation; a responsibility..., (ii) a task or action one is required to perform as part of one's job.</p> |



People who help us photographs - Teacher resource to display on IWB

|                                                                   |                                 |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                    |
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|                                                                   |                                 |                                                                                                                                                                                                                                             | <p>Write own duties in a speech bubble that they have drawn on the remaining post-it note. They can then stick these onto the A4 sheet, along with a simple drawing of themselves, so that the speech bubble comes out of their mouth.</p> <p><b>Task:</b> I can write a person's duties on speech bubbles.<br/>Evidence in class book</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                    |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | It's your right<br>Safeguarding | <ul style="list-style-type: none"> <li>Understand that humans have rights and also need to respect the rights of other;</li> <li>Identify some rights and also need to respect the rights of others that come with these rights.</li> </ul> | <p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>What sort of rules can you think of in school that help to keep everyone safe and healthy?</li> <li>What rules and laws do you know about that help to keep everyone safe and healthy in our country?</li> <li>How do those rules keep everyone safe? [e.g. there is a law that bans smoking in cars with children: ask how that keeps children safe]</li> <li>Do different countries all have the same rules and laws? Why not?</li> </ul> <p><b>Activity: It's your right!</b><br/>Make a list of countries they have heard of. Set a target - e.g. can you think of 30 different countries?<br/>How many countries are there in the world? Take guesses. [In 2018 there were 195 countries]<br/>Has anyone heard of the United Nations? Explain that the United Nations is an organisation made up of countries that want to work together in a peaceful way in the world<br/>Have a guess as to how many countries there are in the United Nations. [In 2018 there were 193 countries listed]</p> <p>Show the statements and decide whether the statement is a right - something to which they are entitled - or not. Children can work on this in pairs or small groups.</p> <p>A right or not?<br/>Children have a right to play [See Article 31]<br/>Children have a right to go to bed when they feel like it<br/>Children have a right to eat a healthy diet [See Article 24]<br/>Children have a right to keep pets<br/>Children have a right to watch be on an online device all weekend<br/>Children have a right to be treated by a doctor when they are ill [See Article 24]<br/>Children have a right to eat sweets<br/>Children have a right to choose their own friends [See Article 15]<br/>Children have a right to be safe at all times [Several Articles - e.g. 32-37]<br/>Children have a right to go to school [See Article 28]</p> <p><b>Activity:</b><br/>Choose one of the rights and draw a poster to show the different ways that right is protected and</p> | responsibility, rules, safe, healthy, laws, rights, United Nations |

|                                                                              |                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|                                                                              |                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>provided for in this country. The poster should have the right written at the top, with drawings and writing beneath it.</p> <p><b>Task:</b> I can create a poster to display the children's rights.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>RKR3, RKR5, OSA1, OSA3, OSA4, OSA6, WO1, WO3, WO4, WO5, WO6, WO8, BS2</p> | <p>How do we make a difference?</p> <p><b>Safeguarding</b><br/><b>Online Safety</b></p> | <ul style="list-style-type: none"> <li>Understand the reason we have rules;</li> <li>Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council);</li> <li>Recognise that everyone can make a difference within a democratic process.</li> <li>Understand the risks relating to online gaming and that gaming can become addictive.</li> </ul> | <p><b>Starter class discussion:</b></p> <p>What are our class rules? What are our school rules?<br/>Why do we have class and school rules?<br/>Why do we have rules about things we do online?<br/>What should happen if someone breaks the rules?<br/>What would happen if people didn't keep to the rules?<br/>Is it ever OK to break a rule?</p> <p>Class discussion: How do we make a difference? Discussion Ask the class how rules are made.<br/>Who decides the rules in the following places:</p> <ul style="list-style-type: none"> <li>School</li> <li>At home</li> <li>At a swimming pool</li> <li>At a railway station</li> <li>Online</li> </ul> <p><b>Activity 1: Part 1 – Rules in school</b></p> <p>'How do we make a difference?' activity sheet Part 1 – Rules in School.<br/>For each item discuss and agree what the rules are.<br/>Who do you think makes the rules?<br/>Is it possible to help make or change the rules and if so, how would you go about doing it?</p>  <p><b>Activity Part 2 – Rules when spending time online</b></p> <p>Discuss definitions of Phishing, scams, trolling and Griever<br/>Work in small groups to answer the questions shown on the sheet as follows:<br/>For each item discuss and agree what the rules are.<br/>Who do you think makes the rules?<br/>Is it possible to help make or change the rules and if so, how would you go about doing it?</p> <p>Encourage the children to consider the risks around gaming (point five on the activity sheet) and what rules could be put in place to help young people stay safe, play sensibly and consider the</p> | <p>phishing, rules, democracy, trolling, scams, griefers</p> <p><b>Definitions:</b><br/><b>Phishing</b> – is a way that criminals trick users to get sensitive or personal information<br/><b>Scams</b> – a dishonest scheme that uses deception, often to gain money<br/><b>Trolling</b> – is when someone tries to cause trouble or upset people online. They do this by posting messages in online communities, like social media, forums, or game chats. Their main goal is to get a strong reaction from others or to start arguments<br/><b>Griever</b> – a griever is a bully in the online world of games. Grievers don't play by the rules and try to cause as much discomfort and</p> |

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|                                              |                                                       |                                                                                                                                                                                                                                                                                                                        | <p>amount of screen time spent, recognising that gaming can become addictive.</p> <p><a href="https://www.nspcc.org.uk/advice-for-families/techosaurus/?utm_old=techosaurus/?_gl=1*165huiz*_up*MQ..&amp;qclid=1b7b51c203851444a8b5398df54c4393&amp;qclsrc=3p.ds">https://www.nspcc.org.uk/advice-for-families/techosaurus/?utm_old=techosaurus/?_gl=1*165huiz*_up*MQ..&amp;qclid=1b7b51c203851444a8b5398df54c4393&amp;qclsrc=3p.ds</a></p> <p><b>Task:</b> I can work in a group to explore rules in school and rules for online.</p> <p>Evidence in class book</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>distress for other players as is possible.</p>                                            |
| <p>RKR3, OSA5, OSA6, WO3, WO7, WO9, WO11</p> | <p>In the news!</p> <p>Safeguarding Online Safety</p> | <ul style="list-style-type: none"> <li>Define the word influence;</li> <li>Recognise that reports in the media can influence the way they think about a topic;</li> <li>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> </ul> | <p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>What sort of choices do we make every day about our health?</li> <li>Who or what helps and supports us with those choices?</li> <li>What choices are made for us?</li> <li>Who or what influences our choices? What do we mean by 'influence'?</li> </ul> <p><b>Activity:</b> Give out the sheet with the two online news articles</p> <p><b>News articles</b> from SCARF resources</p> <p>Read through the first article:</p> <ul style="list-style-type: none"> <li>What do you think the writer of the article thought about the scheme?</li> <li>Do you think everyone agreed with him/her?</li> <li>Who had the reporter interviewed about the scheme?</li> <li>Why do you think s/he reported on what a small group of parents had said?</li> <li>Who else could the reporter have interviewed?</li> <li>What are your views on the scheme?</li> </ul> <p>Read through second article.</p> <ul style="list-style-type: none"> <li>Did this article give the same message as the first one?</li> <li>What do you think the writer of this article thought about the scheme?</li> <li>Who did the reporter interview for this article?</li> <li>Why do you think the reporter didn't mention the small group of parents who were against the scheme?</li> </ul> <p>Are your views on the scheme any different now?</p> <p>Recap the different ways people can be influenced.</p> <p>Include reflections on online influencers. Online influencers/YouTubers can be entertaining but it is important to remember that it is their job and they are usually trying to influence viewers to buy something, or influence viewers into believing what they are saying. Sometimes what influencers say</p> | <p>respectful, courteous, opinion, influence, influencer, misinformation, disinformation</p> |

#### New scheme to get children more active slammed by local parents

A new scheme to get children more active has been heavily criticised by a group of local parents who say that their children already get plenty of exercise as it is. The scheme, which has been introduced in nearby rural primary schools, aims to get children up and walking for twenty minutes as part of every school day.

A small group of parents have written to the local authority saying that their children get no exercise in lessons, need to spend more walking around the school field. They are also concerned that children will be forced to get out in all sorts of weather and may become ill and have more time off school because of it.

Michael, aged 10, is a pupil at Elmwood Primary School. "I am a member of a local football club at the weekend and I also play for the school team, so I don't see why I need to do more exercise during school time. It seems like a waste of time."

Teachers have been really suspicious of the scheme but one Year 6 teacher, who doesn't wish to be named said, "I think it's ridiculous. We already do PE at least twice a week and I run an After School Club every Thursday so why are we having to get out every day as part of school? Children have so much to do in lessons. They are tired all the time and can't get on."



|                            |                   |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                            |                   |                                                                                                                                                                                                                                                            | <p>online isn't always the truth. It could be misinformation - something they believe is true but isn't, or it could even be disinformation - a deliberate lie.</p> <p><b>Task:</b> I can read and discuss media articles to compare and contrast how an issue can be influenced</p> <p>Evidence in class book</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| RKR5, RKR6, RKR9, BS6, DB2 | Safety in numbers | <ul style="list-style-type: none"> <li>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> <li>Recognise that they can play a role in influencing outcomes of situations by their actions.</li> </ul> | <p>Share some positive things that other people have done for them in the last week, either at home or school.</p> <p><b>Activity:</b><br/>On portrait A4 paper with one side with a smiley face and the other a sad face. List/draw actions that would make someone smile or feel sad. Share some positive things that other people have done for them in the last week, either at home or school.</p> <p>Draw 5 or 6 crosses around the edge of the circle. Ask the children to imagine that these are all people who see or hear this behaviour taking place. We can call them witnesses. Psychologists refer to these as bystanders.</p> <p>Discuss definitions of bystander, upstander, passive and active.</p> <p>Practical activity with children to demonstrate the role of bystanders and upstanders. Model language to be used for an upstander:</p> <p>What other ways could we tell someone to stop? [brainstorm ideas]</p> <ul style="list-style-type: none"> <li>I don't like that</li> <li>That hurts</li> <li>That's not kind</li> <li>That's not cool</li> <li>Please don't speak to me/ them like that</li> <li>Leave me/them alone</li> </ul> <p>Explain that if someone doesn't stop, or if we feel unsafe to call out this behaviour publicly, we need to walk away and tell a trusted adult. Walking away also takes attention and power away from the person being aggressive. This can also help to stop the unkind behaviour.</p> <p>We all have a responsibility to keep each other safe. Ignoring the behaviour won't make it stop. But telling a trusted adult will.</p> | <p>witness, anti-social behaviour, aggressor, upstander</p> <p><b>Definitions:</b><br/><b>passive</b> (do nothing when witnessing the behaviour)</p> <p><b>active</b> (stick up for the person being bullied, now known as an <b>upstander</b>).</p> <p>An upstander can call out the unkind behaviour, try to make it stop.</p> <p>A <b>bystander</b> is a person who is present at an event or situation but is <b>not directly involved</b> in it.</p> |

|                                                                          |                                                                |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                       |
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|                                                                          |                                                                |                                                                                                                                                                                                                                                                                        | <p><b>Task:</b> I can debate whether the bystander is as guilty as the person who is being a bully.</p> <p>Evidence in class book</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                       |
| <p>Wider PSHE curriculum (not covered by DfE statutory requirements)</p> | <p>Harold's expenses (OPTIONAL)</p> <p>Financial Education</p> | <ul style="list-style-type: none"> <li>Define the terms 'income' and 'expenditure';</li> <li>List some of the items and services of expenditure in the school and in the home;</li> <li>Prioritise items of expenditure in the home from most essential to least essential.</li> </ul> | <p>Look around the classroom at all the items they can see. Explain that these are mostly items that have been bought by the school to help the children learn</p> <ul style="list-style-type: none"> <li>Which do they think is the most expensive item?</li> <li>How much do they think it is worth?</li> <li>Which is the cheapest item?</li> <li>What impact on the environment do the purchases have?</li> <li>Were any bought from suppliers that produce items sustainable?</li> <li>How much do they think that is worth?</li> <li>How much do they think the total cost of all the items in their classroom would be?</li> </ul> <p><b>Activity: Harold's expenses</b></p> <p>Work in pairs to write or draw all the items that have to be bought for each room.</p> <div data-bbox="761 1021 981 1329"> </div> <p><b>Activity: Expenses – Diamond Nine activity</b></p> <p>Work in small groups of no more than 5. Give out the <b>Diamond Nine activity cards</b>. Ask them to put the cards into a diamond shape with the most important things that have to be paid for at the top and the least important things that have to be paid for at the bottom. Create the diamond pattern as follows:</p> <p>1 on the top row (most important item)</p> <p>2 on the 2nd row</p> <p>3 on the 3rd row</p> <p>2 on the 4th row</p> <p>1 on the 5th row (least important item)</p> <p>Total: 9 cards</p> <div data-bbox="1624 791 1912 1077"> </div> | <p>income, expenditure, essential</p> |

**Task:** In pairs we can sort items into important to pay to least important.  
Evidence in class book

Wider PSHE curriculum (not covered by DfE statutory requirements)

Why pay taxes?

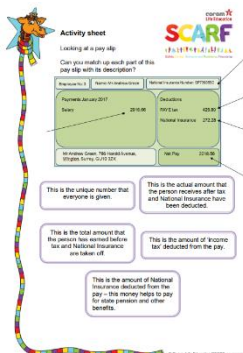
**Financial Education**

- Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';
- Understand how a payslip is laid out showing both pay and deductions;
- Prioritise public services from most essential to least essential.

Class discussion on key terms of Income Tax, National Insurance and VAT.

**Activity: Why pay taxes? Part 1**  
Display the **payslip** from SCARF on IWB

'Looking at a payslip' **Activity sheet**. Children can either draw a line to match up the definitions with the various parts.



**Activity: Why Pay taxes? Part 2**  
Brainstorm a list of public services that are paid for through our taxes.

- Hospitals and health care
- Education
- Emergency services (Fire, Police, Ambulance)
- Libraries
- Parks
- Roads
- Other ideas

|                                                                 |                       |                                      |
|-----------------------------------------------------------------|-----------------------|--------------------------------------|
| Employee No: 3                                                  | Name: Mr Andrew Green | National Insurance Number: SP730355C |
| Payments January 2017                                           |                       |                                      |
| Salary                                                          | 2010.00               |                                      |
|                                                                 |                       | Deductions                           |
|                                                                 |                       | PAYE tax 425.00                      |
|                                                                 |                       | National Insurance 272.28            |
| Mr Andrew Green, 788 Harold Avenue, Wokingham, Surrey, GU10 3ZX |                       | Net Pay 2216.58                      |

**Activity: Diamond Nine.** Make a Diamond Nine shape using the cards showing how they would prioritise public services if they were in charge. Create the diamond pattern as follows:

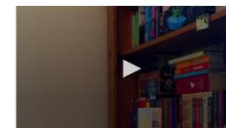
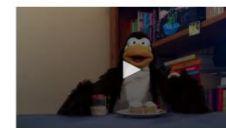
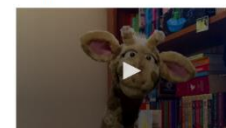
1 on the top row  
2 on the 2nd row  
3 on the 3rd row  
2 on the 4th row  
1 on the 5th row  
Total: 9 cards

Why are some public services more important than others?  
When complete compare the different Diamond Nine configurations.  
Was there any difference of opinion? If so, why?

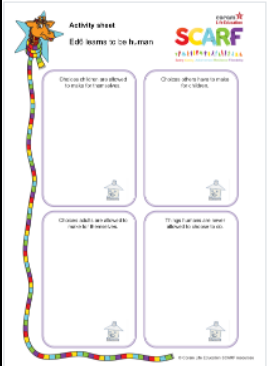


income tax, VAT, national insurance, deductions, public services

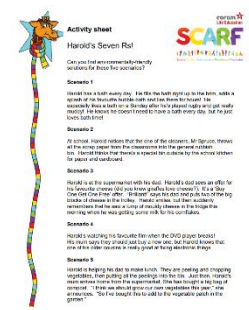
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|                                                                   |                      |                                                                                                                                                                                                                                                      | <p><b>Class discussion:</b></p> <p>Remove the card at the bottom of their Diamond Nine. Discuss what life would be like if that service wasn't available to the public. How would it impact on people's lives?</p> <p>Remove the other card from the second to bottom row of the Diamond Nine. Again, discuss what life would be like if that service wasn't available to the public. How would it impact on people's lives?</p> <p><b>Task:</b> I can prioritise and write in my book the public services from most essential to least essential and explain my reasoning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                           |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Logo quiz (OPTIONAL) | <ul style="list-style-type: none"> <li>Understand some of the ways that various national and international environmental organisations work to help take care of the environment;</li> <li>Understand and explain the value of this work.</li> </ul> | <p>Show the class the display of <b>Environmental organisation logos</b> on IWB from SCARF resources. Are there any that they immediately recognise?</p> <p><b>Environmental organisations</b></p>  <p><b>Activity</b></p> <p>Research these organisations online (in pairs):</p> <ul style="list-style-type: none"> <li>Identify the name of the organisation</li> <li>What the organisation does i.e. how does it help take care of the environment?</li> <li>Summarise the nature of their work in one sentence.</li> </ul> <p>Discuss the following questions:</p> <p>How can we support these organisations? Ask whether any children in the class are members of any of them.</p> <p>Do you think these organisations make a difference i.e. do they actually help the environment?</p> <p>Ask the children to research some of the organisations and find facts or statistics which demonstrate the effectiveness of their work.</p> <p><b>Task:</b> I can use the Chrome books to research a particular organisation and present this information to the class.</p> <p>Evidence in class book</p> | environment, conservation |

| YEAR 4 - Being my Best                                             |                                              |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                      |
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| DfE Statutory Requirements                                         | SCARF Lesson Plan title                      | SCARF Lesson Plan Learning Outcomes                                                                                                                                                                                                                                               | Lesson Content and Task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Vocabulary                                                                                                                                                                                                                                                                                                                                                                           |
| Being My Best                                                      |                                              |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                      |
| <a href="#">RKR1</a> , <a href="#">RKR2</a> , <a href="#">RKR4</a> | What makes me ME! (formerly Diversity World) | <ul style="list-style-type: none"> <li>Identify ways in which everyone is unique;</li> <li>Appreciate their own uniqueness;</li> <li>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul> | <p>Watch <b>Harold, Kiki and Derek Special Talents film clips</b> from SCARF (click on individual names to view) and review what makes them both unique and similar.</p> <p>Discuss questions:</p> <ul style="list-style-type: none"> <li>What are the individual qualities that Harold, Kiki and Derek have?</li> <li>What are their special talents?</li> <li>What are the qualities that the children in the class have?</li> <li>What makes others different from you?</li> <li>What makes others similar to you?</li> <li>How can identical twins be different [fingerprints, personality, choice of clothes etc.]</li> </ul> <p><i>NB - it is worth talking here about how talent is grown and that most skills comes from a person working hard at something, from practising it over and over again (e.g. sport skills or a musical instrument) and that sticking at something (persevering) is as important, possibly more important, than having a natural talent, in growing that skill. This links to the Growth Mindset theory.</i></p> <p><b>Activity:</b> Draw and/or write about five things that make them THEM! Discuss what similarities and differences they have with each other.</p> <p>'The sun shines on everyone who...' game</p> <p><b>There's something for everyone!</b></p> |  <p>Special Talents - Kiki</p>  <p>Special Talents - Derek</p>  <p>Special Talents - Harold</p> <p>unique, individual</p> |

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|                           |                |                                                                                                                                                                                                                                                                                                                                                                                     | <p>Imagine that they are going out for the day and they can go anywhere they want and do anything they want. Give a moment for each child to reflect and think about what they day out would look like. Share ideas.</p>  <p><b>Activity</b> - creating a theme park with something for everyone. <b>Diversity World map Activity sheet</b> from SCARF. Draw their own theme park that includes different activities, so that there's something for everyone.</p> <p><b>Task:</b> <b>I can create a theme park that would include everyone.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                  |
| CF4, RKR1, RKR6, WO9, HE2 | Making choices | <ul style="list-style-type: none"> <li>• Give examples of choices they make for themselves and choices others make for them;</li> <li>• Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>• Understand that making healthy choices around food is important for their wellbeing</li> </ul> | <p>Introduction about choices: food, clothing, read/play<br/>Class discussion based on the following questions:</p> <ol style="list-style-type: none"> <li>1. 'This week I chose to...'</li> <li>2. 'On my desert island I would miss...'</li> </ol> <p><b>Activity 1</b> -Display slide from SCARF <b>Ed 6 learns to be human</b></p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• What sort of choices do we make for ourselves (as children)?</li> <li>• What sort of choices do others make for us as children? (e.g. parents/carers may choose what time children go to bed, what they eat for tea, whether they go out or not etc.)</li> <li>• What choices do we make that can affect health? (e.g. avoiding food that is unhealthy, cleaning our teeth, keeping clean to avoid germs etc.)</li> <li>• What choices do we make that are different to our friends?</li> <li>• What choices do we make that are the same as our friends?</li> <li>• What choices do you make that might affect your health and wellbeing?</li> <li>• Why do adults make choices for us when we are younger?</li> <li>• What choices will we be able to make for ourselves when we are older?</li> <li>• What choices can't even adults make?</li> </ul> <div data-bbox="1601 654 1937 853"> <p><b>Introducing Ed6</b><br/>Professor Ozone has made a robot which he has named Ed6. He is teaching Ed6 to behave like a human. Can you help Professor Ozone think about the ways in which humans sometimes have choices about what they do with their lives?</p> </div> | wellbeing, encourage, support, choices, respectful, decisions, health, agree, disagree, respect, |

|                                          |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                       |
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|                                          |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                          |  <p><b>Activity sheet Ed 6</b> learns to be human, children to draw and/or write their ideas for this guide for Ed 6 to help him learn about humans on planet earth.</p> <p><b>Summary:</b> Discuss the questions:</p> <ul style="list-style-type: none"> <li>• Why is it important and valuable that we are all different?</li> <li>• What choices do you make that are the same as your friends?</li> <li>• What choices do you make that might be different to your friends?</li> <li>• What choices do you make that will affect you in the future?</li> <li>• <b>What helps you to make choices that lead to good health?</b> (Getting information - e.g. from teachers, books, reliable news reports)</li> </ul> <p><b>Task:</b> I can draw and write a guide on choices I can make for myself, choices others can make and choices adults can make.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                       |
| PHF1, PHF2, WO3, HP3, HE1, HE2, HE3, HE4 | SCARF hotel (formerly Diversity World Hotel) | <ul style="list-style-type: none"> <li>• Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li> <li>• Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</li> <li>• <b>Understand the importance of a healthy relationship with food</b></li> <li>• <b>Understand the</b></li> </ul> | <p>Discuss key questions about what makes up a healthy lifestyle:</p> <ul style="list-style-type: none"> <li>• <b>What sort of things do you think we need to keep us healthy?</b> [Regular exercise, a healthy, balanced diet, fresh air, regular sleep, <a href="#">avoiding too much time spent online/screentime</a>]</li> <li>• <b>How much exercise do you think we need to keep our body healthy?</b> [It's recommended that young people aged 5-18 do at least one hour of physical activity every day e.g. cycling, playground activities, running and sport. View NHS information and guidance on this <a href="#">here</a>.]</li> <li>• <b>How does exercise keep our body healthy?</b> [There are numerous benefits to regular exercise including keeping the heart, muscles and blood vessels fit and healthy]</li> <li>• <b>What changes happen inside our body when we exercise?</b> [Our heart beats faster and our breathing rate increases. The brain releases chemicals which make us feel good]</li> <li>• <b>Why do you think we need to drink water? How much should we drink?</b> [About 70% of the body is made up of water so we need to keep the body hydrated. The amount we need to drink will vary according to a range of factors]</li> <li>• <b>What do we mean by a 'balanced' diet? What forms a balanced diet?</b> What do different foods do for our body? [You can refer to the Eatwell plate which shows the proportions of food groups we need to consume to achieve a balanced diet: click on link in Resources needed area to view this. Encourage the children to think about enjoying lots of different types of food and understand that food helps our whole body including our brain. 'Food and drink - help you think'.]</li> <li>• <b>Why is sleep important to our body?</b> [There are numerous benefits of regular quality sleep but these can be summarised as to help the body rest, repair and grow]</li> </ul> | balanced diet, wellbeing, mental health, screen usage |

|                                                                   |                   |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                              |
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|                                                                   |                   | <p>importance of good quality sleep and take practical steps for improving sleep.</p>                                                                                                                                                                               | <ul style="list-style-type: none"><li>• <b>How can screentime affect a person's sleep?</b> [It can interfere with natural sleep cycles and disrupt sleep - more information and research findings about this can be found <a href="#">here</a>]</li><li>• <b>What might happen to a person's healthy balanced lifestyle if they started to spend a lot of time online e.g. playing games, watching videos etc?</b> [They might not get enough exercise, it could affect their sleep, it might even make their diet less healthy if they rushed their food or ate more unhealthy snacks when online, for example]</li><li>• <b>Is there anything else that can make us feel happy and healthy?</b> [e.g. family and friends who support us; hobbies and activities that interest us, involvement with the community etc.] You could refer to the <b>Five Ways to Wellbeing</b> here: the areas in our life that contribute to a positive sense of wellbeing and balanced mental health. They are:<br/>Being connected with others, Being active, Taking notice, Continuing to learn and Giving to others</li></ul> <div><div><p>Activity sheet about SCARF Hotel. The sheet includes instructions for designing a hotel brochure and a list of questions for discussion.</p></div><div><p><b>Activity - The SCARF Hotel</b><br/><b>SCARF Hotel Activity sheet.</b> Design the SCARF Hotel's advertising brochure</p><p><b>Discussion:</b> How can each of us help to keep a healthy balance in our own lives? Think of something they could do to improve one aspect of their health and wellbeing.</p></div><div><p>The Eatwell Guide is a circular diagram showing the proportions of different food groups in a healthy diet. It includes sections for vegetables, fruits, bread and potatoes, protein, and fats and sugars.</p></div></div> <p><b>Task:</b> <u>I can design a hotel brochure.</u></p> |                                                                                                                                                                                                                                                                                                                              |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Harold's Seven Rs | <ul style="list-style-type: none"><li>• Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li><li>• Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li></ul> | <p>Introduce the class to the 'Seven Rs' (see below) discussing what is meant by each term and how each can help us to live in a way that is better for the environment (i.e. in a more sustainable way). Use <b>Harold's Seven R's whiteboard activity</b> from SCARF.</p> <ol style="list-style-type: none"><li><b>1. Refuse</b> - politely saying no to things you don't need<br/>e.g. a plastic bag at the supermarket, the latest phone when the old one is actually ok.</li><li><b>2. Reduce</b> - using less<br/>e.g. use less energy by turning off lights, use less water by not letting the tap run when you brush your teeth, use less packaging by buying fruit loose rather than in plastic containers.</li><li><b>3. Re-use</b> - using things as thoroughly as you can rather than throwing them away.<br/>e.g. take old toys to the charity shop, use old glass jars to store things in, use food leftovers for another meal, check if the manufacturer has a process for returning old electronics and their materials for credit.</li><li><b>4. Rot</b> - turn any food waste that can't be reused into compost and use in the garden.</li><li><b>5. Recycle</b> - all plastic, paper, metal and glass waste plus anything else that can be recycled (clothes, batteries etc). Electronic devices can be taken to a dedicated e-waste recycling facility.</li><li><b>6. Repair</b> - rather than immediately throwing something away if it's broken.</li></ol> <div><p>Harold's Seven Rs</p><p>1. <b>Refuse</b> – saying no to things you don't need<br/>e.g. a plastic bag at the supermarket, the latest phone when the old one is actually ok</p><p><b>REJECTED</b></p></div>                                                                                                                                                                                                                                                                                       | <p>refuse, reduce, re-use, recycle, rot, repair, re-think</p> <p><b>Definition:</b><br/><b>Electronic waste</b> - or <b>e-waste</b> - includes any discarded items with plugs, cords and electronic components. Common sources of e-waste include televisions, computers, mobile phones, e-cigarettes and vapes, and any</p> |

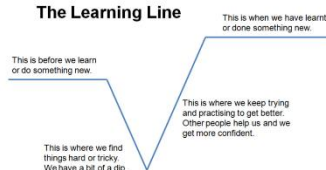
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|                                                                   |                         |                                                                                                                                                                                                                                                                      | <p>e.g. electrical goods, such as laptops and phones, can often be fixed, as well as bicycles, etc. Repairing things such as a leaking tap (saving water) or a car that's throwing out a lot of smoke (harmful emissions) can have a positive impact on the environment</p> <p><b>7. Re-think</b> - work out some creative ways to do things that are less damaging to the environment e.g. manufacturers using less packaging for their products, or packing things in more environmentally friendly materials</p> <p>Ask the children for examples of how they already apply these 'Seven Rs' at school or at home?</p> <p>Harold's Seven Rs- Read the scenarios from the <b>'Harold's Seven Rs'</b> sheet to the class.</p> <p>Choose one of the Seven Rs and draw a poster to promote that method of environmental sustainability. The poster must show practical way(s) of using that method.</p> <p>Discussion of E-waste <a href="https://www.nhm.ac.uk/discover/what-is-ewaste-and-what-can-we-do-about-it.html">https://www.nhm.ac.uk/discover/what-is-ewaste-and-what-can-we-do-about-it.html</a></p> <p>Summary: Class discussion to think of any ways to apply the 'Seven Rs' more at home or at school? Display the 'Seven Rs' in the classroom and set a challenge of applying as many of the 'Seven Rs' as they can over the coming week at school or at home.</p> <p><b>Task:</b> I can create a poster for one of the 7 Rs</p> | <p>type of home appliance, from air conditioners and microwaves to children's toys.</p>                                                                                          |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | My school community (1) | <ul style="list-style-type: none"> <li>Define what is meant by the word 'community';</li> <li>Suggest ways in which different people support the school community;</li> <li>Identify qualities and attributes of people who support the school community.</li> </ul> | <p>Define 'community'. - 'the people living in one area' or 'a group with similar interests'</p> <p><i>You could remind the children that some studies have shown that people who have a strong sense of belonging to a community can be happier and even healthier than those who don't. This links in with the 'being connected' strand of the 'five ways to wellbeing'.</i></p> <p><b>Class discussion:</b> What are the good things about being part of a community?</p> <p>Think about the school community. List some of the people that comprise the school community.</p> <p><b>Paired work: Activity 1</b></p> <p>Write a short sentence on a post-it note explaining how one of the people from the list helps to support the school community.</p> <p><i>For example, for the school crossing patrol person, they could write "I help the children at the school cross the road safely". Ask the children to stick their post-it note next to the relevant person on the list on the whiteboard or flip-chart.</i></p> <p><b>Paired work Activity 2</b></p>                                                                                                                                                                                                                                                                                                                                                                          | <p>Community</p> <p><b>A community</b> is a group of people who live, work, or share interests together and support one another.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>A school community includes pupils, teachers, and families.</li> </ul> |

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|            |                 |                                                                                                                                                                                                                                                                                                                                                                                      | <p>On a different coloured post-it note, write a short sentence identifying the skills or attributes of the person they have chosen (in Activity 1) which enable them to support the school community. For example, for the school Crossing Patrol person, they could write "Good at concentrating. Friendly. Caring". Ask the children to stick their post-it note next to the relevant person on the list on the whiteboard or flip-chart.</p> <p><b>Task:</b> On a post it notes we can work in groups and identify and write about the qualities and attributes of a people who support the school community. (governing body, neighbourhood watch, localMP, local police) <b>Photographs on T-drive</b></p> | <ul style="list-style-type: none"> <li>• A local community is the people living in the same area.</li> </ul>                                              |
| BFA1, BFA2 | Basic first aid | <ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Basic first-aid 1.</b> How to make a clear and efficient call to emergency services if necessary.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Basic first-aid 2.</b> Concepts of basic first-aid, for example dealing with common injuries,</li> </ul> | <p><a href="https://firstaidchampions.redcross.org.uk/">https://firstaidchampions.redcross.org.uk/</a></p> <ol style="list-style-type: none"> <li>1. Why is first aid important</li> <li>2. Giving first aid</li> </ol> <p>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>Key messages from the British Red Cross about the value of teaching first aid</p> <ul style="list-style-type: none"> <li>• Simple actions can make a difference.</li> </ul>                        | <p>first aid, accident, burn, scald, emergency, injury, minor, blood, nose bleed, choking, breathing, airway, unresponsive, casualty, wound, recovery</p> |

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|           |                                        | <p>including head injuries.</p>                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Anyone can learn to give first aid in different situations.</li> <li>• First Aid Champions lessons enable children to feel confident that they can help.</li> <li>• If children are confident, they will be inspired to help.</li> </ul> <p>People have accidents or are suddenly taken ill every day of the year. By learning first aid, children are empowered to look after themselves and each other.</p> <p>First aid is an invaluable life skill that also helps meet whole school outcomes - particularly in SMSC (England), Curriculum for Excellence (Scotland), PSE (Wales) and Learning for Life &amp; Work (Northern Ireland).</p> <p>First Aid Champions equips you with everything you need to teach primary school pupils the essentials of first aid. It is simple to use and requires no specialist knowledge of first aid.</p> <p><b>Task:</b> In groups we can practice scenarios of first aid.</p> <p>Evidence in class book</p>     |                                                                                                 |
| RKR8, GW1 | <p>Volunteering is cool (OPTIONAL)</p> | <ul style="list-style-type: none"> <li>• Define what a volunteer is;</li> <li>• Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.</li> </ul> | <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>• What is a volunteer?</li> <li>• Why do people volunteer? How does it help their local community?</li> <li>• What kind of things do people volunteer to do or to help with?</li> <li>• Have you ever volunteered to help with something?</li> <li>• Is there something that you might like to volunteer for in the future?</li> </ul> <p><b>Activity:</b></p> <p>Draw, paint or create a picture of when they volunteered to help with something. Explain to them that the picture doesn't have to show them doing the event, it could be one aspect of the event. Encourage them to be creative in their thinking about what to draw or paint.</p> <p>Write a short paragraph underneath the picture to explain what they volunteered for, why and how it made them feel. e.g. "I did a sponsored swim to raise money for Asthma UK to help people with asthma. I felt really tired afterwards, but really pleased."</p> | <p>wellbeing, voluntary group, connect, be active, be mindful, get creative, give to others</p> |

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|  |  |  | <b>Task:</b> I can draw/ paint a picture of when I have volunteered for something and write a paragraph to explain it. |  |
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| YEAR 4 - Growing and Changing |                              |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                         |
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| DfE Statutory Requirements    | SCARF Lesson Plan title      | SCARF Lesson Plan Learning Outcomes                                                                                                                                                   | Lesson Content and Task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Vocabulary              |
| <i>Growing and Changing</i>   |                              |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                         |
| GW3, GW4, GW9                 | Moving house<br>Safeguarding | <ul style="list-style-type: none"> <li>Describe some of the changes that happen to people during their lives;</li> <li>Explain how the Learning Line can be used as a tool</li> </ul> | <p><b>Class discussion:</b> Begin by describing something that has changed, a new pair of shoes that are taking some getting used to; a new pair of glasses that really improve sight; a new book that has started in an exciting way. Can the children describe things that have changed for them since, say, last year?</p> <p><b>Activity:</b> Arrange class in a circle to play this warm-up game. Change places across the circle/with someone if you have:</p> <ul style="list-style-type: none"> <li>Moved house in the last year.</li> <li>Changed school since starting in Reception</li> </ul> | practice, learning line |

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|                                                                           |                                            | <p>to help them manage change more easily;</p> <ul style="list-style-type: none"> <li>Suggest people who may be able to help them deal with change.</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>Had a younger sister or brother born</li> <li>Changed your library/reading book in the last week</li> <li>Had a new pair of shoes in the last month</li> </ul> <p>Talk with a partner about how you felt when you got a new pair of shoes/coat. Share together. Talk with a partner about how you felt when you experienced a change that wasn't your choice e.g. moved house/got a new brother/sister.</p> <p>Read the story 'Sam moves house story sheet' with the children.</p> <ul style="list-style-type: none"> <li>Why do you think Sam was upset when he learned he was moving to his grandma's?</li> <li>What did Sam think he would miss?</li> <li>What do you think Sam missed the most when he left?</li> <li>What kinds of feelings did Sam experience when he started his new school?</li> <li>How did the people there help him?</li> </ul>   <p>Share the 'Learning line' with the class - this can be displayed on the IWB</p> <p>Match each stage of the learning line with the way Sam progressed in his knowledge of the school.</p> <p><b>Activity:</b> Complete a learning line of their own with something they have done.</p> <p><i>Changes happen all through our lives.</i></p> <p><i>Many changes we don't notice as they can be quite small and happen slowly. Bigger changes or changes that happen suddenly can be easier to manage if we have people who support us.</i></p> <p><b>Class discussion:</b> Who can help support us with changes? How can we support others?</p> <p><b>Task:</b> I can write about ways people can deal with different changes.</p> |                                                                                                                                                                                                                   |
| <p>FPC1,<br/>FPC2,<br/>FPC4,<br/>CF6,<br/>RKR2,<br/>GW4,<br/>GW5, DB1</p> | <p>My feelings are all over the place!</p> | <ul style="list-style-type: none"> <li>Name some positive and negative feelings;</li> <li>Suggest reasons why young people sometimes fall out with their parents;</li> <li>Take part in a role play practising how to compromise.</li> </ul> | <p><b>Class activity:</b> Make a circle either sitting on chairs or standing. Go round the circle with children taking turns to alternate positive and negative feelings e.g. sad/surprised/angry/happy etc. Make a list of 'feelings bank' to be drawn from.</p> <p>First child starts with the basic feeling and says " I feel happy." Next child has to find another word but one that means the same - "I feel joyful." Next child does the same- " I feel ecstatic." See how far around the circle they get. Teacher tallies the words to see at the end, which basic feelings they found the most synonyms for.</p> <p><b>Activity - Conflict and compromise</b></p> <p>Puberty is the time when our bodies change from being a child's body to that of an adult. Feelings can change at this time too. Puberty starts when hormones (chemicals) are triggered by the brain. Hormones can affect our moods and feelings.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>puberty,<br/>hormones,<br/>feelings,<br/>compromise,<br/>conflict,<br/>independence</p> <p><b>Definition:</b></p> <p>A compromise is an agreement in an argument in which the people involved reduce their</p> |

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|                    |                                               |                                                                                                                                                                                                                                                                  | <p>As young people get older they will want to be more independent, spend time with friends, work out how they are going to be as an adult and this can lead to conflict with the people who love them most - their family. Make a list on the whiteboard of the sorts of things teenagers and family could fall out over (e.g time to get home at night, whether they can wear makeup and how much, getting homework done, helping around the house with chores, <b>how much screen time they are allowed</b>). Choose one of these 'conflict' topics for the next activity.</p> <p><b>Activity: In the Hot Seat</b> Define 'compromise'.<br/>Introduce the idea of Teacher-in-Role: explain that you are going to go into role as the teenager (put on a hat, scarf, or similar prop, to show when you are in role). The rest of the class will be the parents. In pairs, the children discuss and practise what they want to say to the teenager first, using the chosen 'conflict' topic.</p> <p>They then discuss the conflict topic with the teenager. Teacher responds in role, using possible teenage responses [it's not fair...I did it last time... Why do I always have to do it? You never let me... Everyone else's parents let them...] NB: gradually change your responses from argumentative and conflicting to <b>compromise</b> - finding a middle ground.</p> <p>Come out of role and ask:<br/>How did it feel being the parent? Was it easy to persuade the teenager? How was a compromise reached?</p> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>What were some good ways of compromising [e.g. acknowledging the other person's feelings, suggesting a different way of sorting out a problem, both sides giving in a little bit but not completely, agreeing to talk about it another time, when everyone is calmer, etc.]</li> <li>Did talking about the issue help in most cases - or even some?</li> <li>Is it sometimes hard being a parent?</li> </ul> <p><b>Task:</b> I can act out role play scenarios involving compromise in different situations.<br/><b>Evidence in class book</b></p> | <p>demands, or change their opinion in order to agree. (Source: Cambridge Dictionary)</p>                                                                                                                                                                                    |
| BS6, DB1, DB2, DB3 | <p>All change!</p> <p><b>Safeguarding</b></p> | <ul style="list-style-type: none"> <li>Identify parts of the body that males and females have in common and those that are different;</li> <li>Know the correct terminology for their genitalia;</li> <li>Understand and explain why puberty happens.</li> </ul> | <p><b>Activity 1: Body parts</b><br/>Show the <b>outlines of the male and female bodies on the IWB</b>. Split the class up into groups of up to 5 and using the <i>Body outlines</i> Activity sheet ask children to draw on all the parts of the body that men and women have in <b>common</b> in one colour, and all of the <b>differences</b> in another colour. They can choose to write the words rather than draw if preferred (ask them not to worry about the spellings at this stage). Next, ask the children to share the different body parts they have come up with during this activity. As they do this, you write these on the body outlines on the IWB for both female and male. Make sure to include:</p> <p><b>Female:</b></p> <div data-bbox="1451 1110 1818 1404" data-label="Image"> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>testicles, puberty, vagina, penis, vulva, privacy, <b>nipples, scrotum</b>, breasts, spots, sweat, pubic hair, <b>anus</b>,</p> <p><b>*The Trust has made the decision to NOT use these RSE words in Year 4 as not age appropriate</b><br/><b>* sperm, wet dreams</b></p> |

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|  |  | <p><b>*This terminology has been simplified compared to the version from SCARF to be age appropriate.</b></p> <ul style="list-style-type: none"> <li>• <b>Vulva</b> - The outside parts of the female genitals.</li> <li>• <b>Vagina</b> - A passage inside the body that leads to the uterus. Period blood leaves the body through the vagina, and menstrual products such as pads, tampons (if taught), or menstrual cups may be used during menstruation.</li> <li>• <b>Uterus (womb)</b> - The organ where a baby can grow during pregnancy.</li> <li>• <b>Clitoris</b> - A small part of the vulva that is very sensitive.</li> <li>• <b>Labia</b> - Folds of skin that protect the openings to the vagina and urethra.</li> <li>• <b>Breasts</b> - These usually develop during puberty and can produce milk to feed a baby after childbirth.</li> </ul> <p><b>*The Trust has made the decision to NOT teach this aspect of puberty until year 5.</b></p> <ul style="list-style-type: none"> <li>• <b>Ovaries</b> - Organs that store eggs</li> </ul> <p><b>Male:</b></p> <p><b>*This terminology has been simplified compared to the version from SCARF to be age appropriate.</b></p> <ul style="list-style-type: none"> <li>• <b>Penis</b> - The external part of the male body through which urine (wee) leaves the body.</li> <li>• <b>Testicles</b> - Two organs that are part of the male body. During puberty, they grow and begin to develop.</li> <li>• <b>Scrotum</b> - The pouch of skin that holds and protects the testicles. It changes during puberty as the body grows.</li> </ul> <p><b>Both:</b></p> <ul style="list-style-type: none"> <li>• 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.)</li> <li>• Anus (end of the digestive system, where poo comes from)</li> <li>• Pubic Hair (Hair which starts to grow around the genitals during puberty.)</li> </ul> <p>Emphasise that nobody should ask to see or touch these parts of the body [unless we give permission, e.g. to see a doctor] These parts are private, but remember, your whole body belongs to you.</p> <p>Explain that they might use different words at home to name their 'private parts' (their penis and vulva), but that these are their correct medical names and will help them if they ever need to talk to someone like a doctor about them, e.g. because they are sore. [You may find it useful to refer to the <a href="#">Puberty Glossary</a> to help answer any questions regarding the function or correct medical name of a body part.]</p> <p><b>Activity 2 - Changing</b></p> <p>You might find it useful to share these videos with the class as a way of introducing some of those changes. <i>As with all videos it is recommended you watch them prior to showing them to your class to ensure they are suitable:</i></p> <p><a href="#">Puberty for girls</a></p> | <p><b>semen, ovaries, eggs</b></p> <p><b>*The Trust has made the decision not to use the video clips from SCARF to teach puberty or periods due to the vocabulary included.</b></p> <p><b>Puberty for boys:</b> facial hair, underarm hair, body odour, growth spurt, deeper voice, acne, breast growth, reproduction, testosterone, mood swings,</p> <p><b>Puberty for girls:</b> hair removal, wider hips,</p> |
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All about getting your period  
Puberty for boys

**Activity 3 - Starting families**

Split the class into small groups of no more than 5. Using the **Animal Cards** ask the children to cut out the cards and then put them in order of age at which they think other animals are able to start reproducing and having babies. Once completed, read out the order and the age.

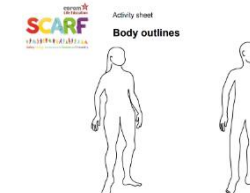
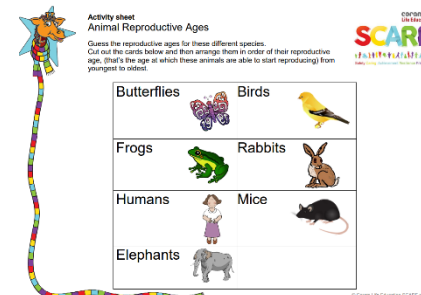
1. Butterflies (3-4 hours)
2. Mice (4 weeks)
3. Frogs (12-16 weeks)
4. Rabbits (6 months)
5. Birds (1 year)
6. Humans (8-13 years)
7. Elephants (12-15 years)

Ask the children why they think most people wait until they are a lot older to have children? Answers could include:

- Not legal to have sexual intercourse until the age of 16
- A baby needs lots of looking after
- Doesn't have enough money
- Not married
- Hasn't met a suitable partner

Explain that a baby needs lots of looking after. It is best to wait until the person is ready to take on that kind of responsibility, and it will make it easier if they have a partner to help care for their baby too. Also, a person needs to be emotionally and financially ready to have a baby as well as physically ready. Being able to provide somewhere to live helps keep the baby safe and healthy.

**Task:** I can label the body parts on a male and female picture. (in PSHE books)



FPC4, OSA4,  
DB1, DB2, DB3

Preparing for changes at puberty (formerly Period positive)

Safeguarding

- Know Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Pupils should be taught the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples.

**Class discussion:** Review the names of the private parts of the male and female bodies. Emphasise that nobody should ask to see or touch these parts of the body [unless we give permission, e.g. to see a doctor] These parts are private, but remember, your whole body belongs to you.

Discuss what happens to the body during puberty.

testicles, puberty, vagina, penis, vulva, genitals, scrotum, breasts, hips, spots, sweat, pubic hair,

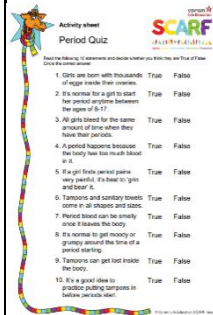
\*The Trust has made the decision to NOT use these RSE words in

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|  |  | <p>*The Trust has made the decision to NOT teach these objectives in Year 4 as they are not age appropriate</p> <ul style="list-style-type: none"> <li>Recognise that babies come from the joining of an egg and sperm;</li> <li>Explain what happens when an egg doesn't meet a sperm;</li> </ul> | <p>Can anyone tell us what happens to a boy's body when he starts puberty? (increased body hair, get bigger and taller, voice deepens, may get spots, greasy hair, testicles start to make and store sperm, may have wet dreams).</p> <p>Can remember what happens to a girl's body when she starts puberty? (increased body hair, get bigger and taller including widening of hips and breast development, voice can deepen slightly, may get spots, greasy hair, vaginal discharge produced, periods/menstruation). And when can these changes start happening? (Any time from 8 for girls and 9 for boys, but the average age is 11 for girls, and 12 for boys).</p> <p><b>Task:</b> I understand and can discuss why puberty happens.<br/>Evidence in class book</p>                                                                                                                                                                                                                     | <p>Year 4 as not age appropriate</p> <p>*bvaries, sperm, wet dreams, semen, ejaculate, eggs</p>                      |
|  |  | <ul style="list-style-type: none"> <li>Know the key facts of the menstrual cycle;</li> <li>Understand that periods are a normal part of puberty for girls;</li> <li>Identify some of the ways they can cope better with periods.</li> </ul>                                                        | <p><b>PART 2 of lessons</b></p> <p><i>The Science National Curriculum statement associated with this lesson is from the Y5 Programme of Study. However, it is not uncommon for menstruation to begin before that age. Girls can start their periods as young as 8 years old, so it is strongly recommended that children learn about periods from Y3/P4. The DfE acknowledges in the 2025 guidance that whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.</i></p> <p><i>This lesson builds on the content of the Y3/P4 lesson My changing body. It reviews some of its content and extends the learning. If the children haven't done that lesson then it's recommended that you teach it first, as a lead into this one.</i></p> <p><u>Each academy will decide if the lesson below is suitable for the age of the pupils.</u></p> | <p>cervix, menstrual cycle, ovulation, fallopian tube, womb, period/ menstruation pad, tampon, menstruation cup,</p> |

### Activity 1 - What happens with periods?

Refer to IWB slide showing the **female internal reproductive organs** and the Menstruation Cycle image.

Use the slide of **Period Products** on the IWB

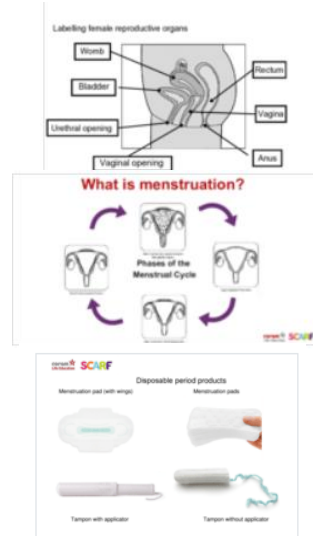


Acknowledge that it can be useful to track when a period happens as it can help us predict when the next period will come. They usually happen every 28-35 days, although that can be different for different people and can change from month to month when starting our periods for the first time.

### Activity 2 - Period quiz: true or false?

Distribute the **Period Quiz: true or false?**

Activity sheet and ask the pupils to complete this.



RKR8, GW3, GW4, BS1, BS2, BS3, BS4, BS5, BS6, DB2

Secret or surprise?

Safeguarding

- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.

**Class activity:** In the classroom or suitable space (such as the hall) put the three cards along one side of the wall with a space in between:

**Secret**

**Surprise**

**Not Sure**

Read out the following statements to the children and ask them to move the card that they think the statement represents. Explain that it is OK to stand by the 'Not Sure' card.

- Your best friend has taken a pencil from school and tells you not to tell anyone.
- Your family are planning to take you to the cinema but haven't told you yet.
- Your best friend is scared of spiders and asks you not to tell anyone because they don't want to be teased.

Ask children to explain why they have chosen to the card where they are standing. Follow up the introductory activity with some key questions:

surprise, secret, uncomfortable feelings

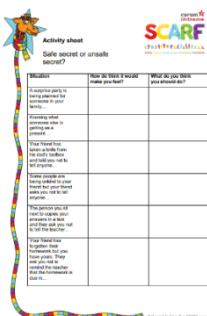
- What is a surprise?
- What is a secret?
- Are all surprises secrets?
- Are all secrets surprises?

### Activity 1 - A day of secrets and surprises

Read the story **Harold's day of secrets** and surprises, pausing to discuss the prompt questions as indicated.



After the story, explain that secrets can either make us feel safe and happy or unsafe and uncomfortable. So we can call these 'safe secrets' and 'unsafe secrets'. Ask the children to describe how they feel when they are safe. How do they feel when they are unsafe (for example, they may get butterflies in their stomach, feel hot or sick or sweaty, they may feel they need the toilet and so on). Explain that these are the body's way of telling us that things aren't right and alerting us that a situation is unsafe.



Give out the **Safe secret or unsafe secret?** Scenarios sheet. In pairs or threes the children can discuss and then record:

- how that situation would make them feel inside and
- what they think they should do in that situation.

**Task:** I can sort scenarios into secret or surprise and write about how it makes you feel.

FPC3, FPC4, FPC5, CF1, CF4, CF5, CF6, CF7, RKR1, RKR11

Together

- Understand that marriage or civil partnership is a commitment to be entered into freely and not against someone's will;
- Recognise that marriage or civil partnership includes same sex

**Class discussion:** Define the word relationship? What kinds of relationships might people have? [e.g. friendship, sibling, parent/child, husband and wife]

There are different kinds of relationships that people might share; healthy relationships should be based on love, kindness and respect. A healthy relationship should make us feel happy and safe. We're all different and make lots of different choices in our lives. People can make different choices about how to share their lives with others, which we're going to think about today.

Discuss with the children the different stories mentioned:

- Cinderella
- Sleeping Beauty
- Snow White and the Seven Dwarves

safe, unsafe, relationships, marriage, live together, **civil partnership**, forced marriage, wedding, ceremony

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|  |  | <p>and opposite sex partners;</p> <ul style="list-style-type: none"> <li>Know the legal age for marriage or civil partnership in England or Scotland;</li> <li>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul> | <ul style="list-style-type: none"> <li>Beauty and the Beast (They get married.)</li> </ul> <p>Can you think of any more well known stories which end in a marriage? When two people love and care for each other and want to spend the rest of their lives together, do they have to get married? (No)</p> <p><b>Activity - Together</b><br/>Use the <b>Together Activity sheet</b> to reflect on and record their thoughts and ideas</p> <p><b>Class Discussion:</b><br/>Review children's knowledge and understanding by asking:</p> <ul style="list-style-type: none"> <li>Who can explain what a marriage is?</li> <li>Who can explain what a civil partnership is?</li> <li>Who can explain what living together means?</li> <li>Is it ok for people to be forced to marry?</li> </ul> <p>Discuss the different stories discussed earlier and ask:</p> <ul style="list-style-type: none"> <li>How are the stories similar?</li> <li>How are they different to real life? (Point out that there is little diversity in the fairytales in terms of how people look, who asks who to marry, how males and females 'should' behave, no same-sex marriages or civil partnerships.)</li> <li>Do they know of other stories with marriage in them?</li> </ul> <p>Ask if anyone has watched the film 'Brave' (a family sets up a competition to help pick the right man for their daughter's husband-to-be, but the daughter enters and ends up winning the competition, so she doesn't have to marry).</p> <p>What does this tell us about marriage or civil partnership?</p> <p><b>Task:</b> As a class we can discuss and describe the reasons why a person would want to get married, live together or have a civil ceremony. <b>Evidence in class book</b></p> |  |  |
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