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YEAR 6				
Pre unit assessment instructions: This assessment activity (activity sheet saved in Year 6 – Me and My Relationships – Pre and Post assessment) should be completed twice: once before the unit of lesson plans and once after they have been completed. 1. Using the drawing of the outline of a person, draw and write (or explain to a grown-up) things which would show us that they are being ***assertive***, e.g. a relaxed body….(Note to teacher: don't give more than one or two examples). 2. Turn over the sheet. Using the blank side write down any assertiveness skills that you've not already drawn and written on the previous page. (Note to teacher: this will include any skills that aren't body language related, e.g. repeating the same message, negotiating etc.) 3. Finally, listen to the following scenario and write all the ideas you can think of for dealing with this situation ***assertively***: SCENARIO: My best friend has started to be really mean to one of our classmates. I feel really bad because I've laughed along a few times. I've done this to go along with my best friend, but I know it's really mean. What can I do?				
DfE Statutory	Lesson Title	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary
Me and My Relationships				
Wider PSHE curriculum (not covered by DfE statutory requirements)	Working together	• Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this.	**Introduction:** Everyone sits in a circle. Teacher chooses someone to become number one and they say 'one' – the aim is for the group to count up to 20 with people randomly calling the numbers out. If two people say a number at the same time, the group must go back to number 1. Ways to ensure this game is inclusive - particularly in relation to neurodivergent children - and challenging include small variations to the rules. For example: • Lower or increase the target number • Allocate a specific number that a specific pupil is responsible for • Set a time limit • Change the nature of the challenge from one that requires listening, to one that calls for movement - e.g. stand up one at a time until the whole group is standing. Decide with the class what the success criteria will be for 'best bridge' (ideas could link to Safety, Achievement and Resilience SCARF certificates) and what the success criteria will be for 'best teamwork', linking ideas to the SCARF values as follows: • Achievement: for the bridge that's most successful in spanning the full distance without falling down; holds at least one toy car; is attractive to look at, etc • Caring: for the best teamwork, where everyone has an active role, such as timekeeper, resources manager, lead planner, note taker, etc. Members of this team demonstrate listening skills, trying out more than one person's ideas; team members can be seen or heard to encourage each other, etc. **Task:** I can work in a team collaboratively to build a bridge of 30cm. Evidence in class book	teamwork, collaboration **Resources needed:** Newspaper or Art Straws Sticky tape Toy cars or similar small objects (for extension activity only)

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			Put the pupils into groups. The challenge is to build a bridge that spans 30 cm using only newspaper and tape or art straws and tape (depending on your resources). Tell the pupils that as well as an 'award' for the best bridge, there will also be an 'award' for the best teamwork. The SCARF certificates could be used as awards (these are saved in the Year 6 folder – Me and My Relationships – Lesson 1 resources – Certificates After the bridges are built and assessed, allow observers to give feedback, encouraging each group to talk about their process, challenges, successes and what they might do differently if they facing a similar task. Draw out ideas about respect, assertiveness and understanding, and link to SCARF values.	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Let's negotiate (OPTIONAL)	• Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task.	**Introduction:** Write the word ***'negotiation'*** on the board – give the pupils 3 minutes to discuss the meaning and any examples they can think of. Clearly define each of the words of the definition: • **Dispute**: a disagreement or an argument. • **Mutual**: feelings or actions experienced or done by each of two or more parties (or people) towards each other. • **Concession**: a thing that is granted, especially in response to demands. **Task:** As a class we can discuss and create a table list of situations when we have needed negotiation and compromise. Evidence in class book Ask pupils to think of situations when negotiation might be important and share their ideas. What strategies did they use? How do negotiation and compromise make situations better? Ask pupils to think about their recent group task. Explain that we are not going to judge or criticise, we are going to review the task and think about how well they negotiated and if they could have improved their negotiation. You may wish to write these rules on the board: - No names, - No criticism - No negatives Review the results: - How much negotiation did they do? - Did they negotiate and compromise or did one or 2 people make most of the decisions? - What strategies did they use to come to a group decision? - What strategies made the situation worse?	compromise, negotiation

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			- How could the group improve their negotiation skills? (what could they do or say that might make the situation better?)	
CF2, CF3, CF4, CF5, CF6, CF7, RKR11	Solve the friendship problem	• Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.	**Introduction:** Why is friendship important? What qualities should we look for in a friend? Remember, friendship works both ways – the qualities we look for are qualities we should demonstrate in return. People sometimes call into television programmes or radio shows or write into magazines or websites with problems that they'd like some help or advice with. Today we're going imagine that we're working on an advice show on the radio. If possible, show some examples from age-appropriate media. **Task:** In groups we can role play how to be a good friend using body language and facial expressions and share key qualities for friendship. Evidence in class book We're going to look at some friendship problems and think about what advice to give. For each problem we need to think about these things: 1. Does this sound like a positive, healthy friendship? 2. Does it sound like a balanced friendship? 3. What advice can we give that is respectful and assertive? With children grouped into pairs or threes, hand out the *Solve the friendship problem* Activity sheet. They must write their advice and then present it as if they were on the radio. Demonstrate how this might sound e.g. "We've had an email from Sam in Leeds who says….." "So, what advice would you give Sam?" "Well, Sam, thank you for writing in….." Ask for some groups to share their radio role-plays with the class. Ask the groups to write their own problems (made up or real) that can be put into an *'Ask-it Basket'*. Take a problem from the basket and, in role as the radio host, ask the group for advice; they reply in role, as the radio show advice expert. SCARF Activity sheet Solve the friendship problem I've got two really good friends who don't like each other. One keeps inviting me to things and leaving the other one out. It's getting awkward and I don't know what to do. I'm 12 and I've got lots of new friends. One of my friends from primary school wants to hang out with us but my new friends don't really like them. I feel really bad but I've sort of outgrown my old friends, we like different things now. One of my friends is having a bad time at home. They are really sad and quiet most of the time. I feel really bad for them and I want to help but I'm getting a bit tired of sitting around talking about their problems. My best friend has started to be really mean to one of our classmates. I feel really bad because I've laughed along a few times, to go along with my friend but I know it's really mean My best friend keeps messing around in class, talking all the time and joking around. I join in a bit but I'm fed up of getting into trouble and I'd rather just get on with my work. What should I do? One of my friends has loads of computer games that I'm not allowed. I know my parents would be really mad if they knew I was playing them. When I go to my friend's house, they just want to play those games. What should I do?	respectful, assertive, balanced friendship Wording updated to include discussion around healthy friendship qualities – how good friends can help us feel happy and safe; friendships changing over time, and how someone might feel if they didn't have a solid friendship or the friendship was making them upset - that they can seek help from a trusted adult **Resources needed:** "Ask it basket" - a basket or box into which children can put questions (e.g.an empty tissue box)

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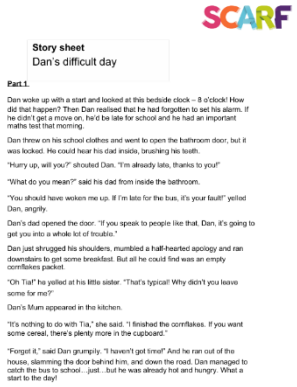
CF1, CF2, CF3, CF4, FPC2, GW2, GW3, GW4, GW5, DB1	Dan's day (OPTIONAL)	• Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others.	**Introduction:** Ask the class if they've ever had a 'difficult' day: one that just didn't go to plan or when nothing seemed to go right. We're going to think about how we might feel, and what we can do if this ever happens to us. Read the story of *'Dan's difficult day'* in three parts (can be found in lesson 4 resources) After each part of the story, discuss the following questions: • How did Dan react to the situations in the story? • Were his reactions affected by the mood he was in? • How did he react towards other people in the story? His dad, his mum, his sister and his friend, Zak? • How could he have been more sensitive to their feelings? • How could / should he have reacted differently? **Task:** I can re-write the story of Dan to change it to a delightful day. in PSHE books Tell the class that they are going to reword the story of Dan's day to make it 'Dan's delightful day'. Ask them to demonstrate in their writing, or through acting out different scenes from the story. Share some of the children's *'Dan's delightful day'* stories. Finally, ask if anyone can give a similar example to Dan's story.	sensitive, thoughtful, response **Resources:** Dan's difficult day story sheet.


SCARF

Story sheet
Dan's difficult day

Part 1

Dan woke up with a start and looked at this bedside clock – 8 o'clock! How did that happen? Then Dan realised that he had forgotten to set his alarm. If he didn't get a move on, he'd be late for school and he had an important maths test that morning.

Dan threw on his school clothes and went to open the bathroom door, but it was locked. He could hear his dad inside, brushing his teeth.

"Hurry up, will you!" shouted Dan. "I'm already late, thanks to you!"

"What do you mean?" said his dad from inside the bathroom.

"You should have woken me up. If I'm late for the bus, it's your fault!" yelled Dan, angrily.

Dan's dad opened the door. "If you speak to people like that, Dan, it's going to get you into a whole lot of trouble."

Dan just shrugged his shoulders, mumbled a half-hearted apology and ran downstairs to get some breakfast. But all he could find was an empty cornflakes packet.

"Oh Tia!" he yelled at his little sister. "That's typical! Why didn't you leave some for me?"

Dan's Mum appeared in the kitchen.

"It's nothing to do with Tia," she said. "I finished the cornflakes. If you want some cereal, there's plenty more in the cupboard."

"Forget it," said Dan grumpily. "I haven't got time!" And he ran out of the house, slamming the door behind him, and down the road. Dan managed to catch the bus to school…just…but he was already hot and hungry. What a start to the day!

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RKR1, RKR2, RKR4, RKR5, RKR6, RKR9, BS7	Behave yourself Safeguarding	• Recognise and empathise with patterns of behaviour in peer-group dynamics; • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.	**Introduction:** Explain that we are all unique. However, sometimes, difference can be complicated. Different ideas, preferences and choices need to be respected. Today we're going to think about why this can be complicated, and how we can manage these situations safely. • Has anybody been asked by a friend to do something they didn't really want to do? • Was it easy or hard to tell your friend that you didn't want to do what they were asking? • If it was hard, what made it hard? • How did you react to them asking you? • Why is being able to say no or disagree with someone important? Share bullying definition with pupils (SCARF resources) **Task:** In groups we can out a play script and discuss the questions. Evidence in class book Activity sheet Behave Yourself – part 1 SCARF **Characters: Jack, Ben, Ashley, Tyler, Scott, Chris** *The 6 boys are playing football in a corner of the park near to some houses. Jack is in goal then runs up to shoot. kicks the ball and it sails over the goal right into the garden of one of the houses.* Ashley: Oh, well done Ben! Ben: Shut it, Ashley. I didn't mean to kick it over. And anyway, Jack was in goal – he should have caught it before it went over the fence. Jack: But it was too high, Ben. I couldn't reach it. Ben: You could have jumped, couldn't you? What's wrong with you? I knew you'd be rubbish in goal. *[Jack falls quiet and looks down at the ground].* Chris: Well, somebody needs to go and get it back. That's my ball. Ben: Good idea. Jack – you let it go over your head! Climb over the fence and get it back. Tyler: Yeah. Jack! Climb over and get it back. Jack: I don't want to. That fence looks too high and I don't want to get in trouble with whoever lives there. Ben: Oh, don't be so wet, Jack. Chris, will give you a leg up and you'll be back in no time. Jack: But look at all those plants. I can't climb the fence without damaging them. Ben: Oh, who cares about stupid old flowers. Just get over that fence quick. Tyler: Yeah, be quick, Jack. I want to get on with the game. Jack: [Quietly] But it's too risky. Ben: Are you scared, Jack? Tyler: Scaredy-cat! Ben: [Firmly] Just do it! ***Discussion questions:*** ***Why is Ben is blaming Jack when it was Ben who kicked the ball over the fence?*** ***How do you think Ben is making Jack feel?*** ***Have you noticed what Tyler is doing? Why do you think he is doing that?*** ***What do you think would help Jack in this situation?*** Use the Behave yourself Playscript from SCARF resources. We're now going to look at a situation where somebody in a group of friends is being asked to do something he doesn't want to do. Groups of 6. When the groups have completed part 3 of the script and discussed the questions, show the character roles as a class, discuss each character and decide which roles each of them were taking on. Can the class think up a resolution where the boys all remain friends? Using their ideas they can rework part 3 of the script. Act out part 3 scripts to each other and choose one to act out as a group. The performance must show how the situation is resolved so that the six characters end up not arguing, they find something else to do and they are clearly all still friends. Behave yourself Which character fits each description? SCARF Jack Ben Scott Tyler Chris Ashley Explain that bias can sometimes involve stereotypical views. Reinforce that sometimes media reports contain fact, sometimes opinions/ stereotypical views. What do the children think about these following statements? Are they fact or opinion? All young people in hoodies are dangerous	resolution, assertiveness, rejected, bystander and upstander **Resources:** Behave yourself script and behave yourself character roles.

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			All young people take drugs It's risky for young people to take drugs How could we challenge these statements respectfully? (gather ideas around assertiveness)	
CF6, RKR2, RKR4, RKR5, RKR8	Assertiveness Skills Safeguarding	• List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.	**Introduction:** Most people, at some point, have felt under pressure to do something dangerous or unhealthy. Something that makes them feel uncomfortable, anxious or that they believe is wrong. Why might this happen? [pressure to fit in, not upset a friend…] What should a healthy friendship be based on? [trust, kindness, respect…] What sort of things might make it unhealthy? [lies, broken promises all the time, feeling unsafe, telling someone they are stupid all the time, isolating them from other friends or family, excluding someone, being neglected, uncomfortable touching] • Abuse is when someone hurts another person – physically, verbally or emotionally on purpose, or keeps treating them in a way that makes them feel scared, unsafe or very sad – especially when they are supposed to care for or protect them.) • Controlling behaviour is when someone tries to make another person do what they want by telling them what they can or cannot do. It's about power, not care. Our needs and feelings are important, and we need to be careful with the needs and feelings of others too. If something ever doesn't feel right for us, we have the right to say no. This needs to be listened to and respected. If anyone says no to us, it's also important to listen and respect their no, rather than try and persuade them otherwise. If we find it difficult, perhaps because we feel rejected (to not feel love and/or attention from someone we expect these things from), than it is important that we speak to a trusted adult to help us understand our feelings. If our needs and feelings are being ignored and someone is not listening and respecting our 'no' it can be harmful to our self-esteem and/or put us in a physically risky situation. **Task:** As a class we can create a list of assertive behaviours. Evidence in class book Being assertive - Make a class list of assertive behaviours, ensure it includes the following: • Stand firm • Speak clearly • Be friendly and polite • Stay calm	assertiveness, peer pressure, controlling, abuse, neglect **Resources:** Sheets of paper - A4 or A3 size - and art materials. Reference to phone replaced with skate board to reduce normalisation of young children having smart devices.

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			• Look confident (relaxed body and arms) • Negotiate • Repeat your ideas ('stuck cd' technique) • Relaxed body language • Make eye contact or look towards the person's face when you speak (*discuss neurodivergence and why not all people are comfortable with this) • Walk away if necessary - but as a friend • Smile • Don't get personal Discuss children's ideas as they come up, acknowledging that different strategies will be more or less difficult to use for different people - and that they need practice. Divide the class into as many groups as you have assertive behaviours. Each group will be given a big sheet of paper and art materials so that they can make an eye-catching poster to illustrate their given assertive strategy.	
FPC3, FPC4, FPC5, FPC6, RKR1, RKR5, RKR8, BS3, BS4, BS5, BS6, DB2	Don't force me	• Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry or have a civil partnership • Understand that everyone has the right to be free to choose who and whether to marry or have a civil partnership. Safeguarding	**Introduction:** When two people love and care for each other and are in a stable relationship, they might want to make a public demonstration of this. Key questions: • How might a couple choose to commit to each other officially? • Why might they choose to do this, rather than just live together? • Who can get married/enter into a civil partnership? • Does everyone in a loving and committed relationship want to get married or have a civil partnership? • In this case, what can they do instead? • How old does someone have to be before they can get married in the UK? Share images from SCARF of different kinds of weddings/civil partnership ceremonies 	marriage, civil partnership, forced marriage, illegal, preferences, abuse **Resources:** Mix and match activity sheet (and teacher guidance) Wedding civil partnerships ceremonies **Childline resource** - Your Tomorrow: Layla's Forced Marriage Story.

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<td>Task: I can match and write each partnership term to its correct definition (in PSHE books)

SCARF
Activity sheet
Mix and match

Can you pair the terms on the left with their correct definitions on the right? Join up the pairs with a pencil or pen...

1. Civil partnerships — a) When someone is forced to get married, normally by their parents. (Illegal in this country).
2. Marriage — b) When 2 people love each other and want to commit to each other but do not have a public ceremony.
3. Living together — c) When 2 people are introduced to each other with the idea they will marry, but they can choose whether this goes ahead or not.
4. Arranged marriage — d) When 2 people who love and want to commit to each other have a public ceremony, which is either civil or religious.
5. Forced marriage — e) When 2 people of the same or different sex who love and want to commit to each other sign a civil partnership document which legally recognises their relationship

(Discuss) It is against the law in this country for someone to be forced to marry or have a civil partnership. Research the Childline guidance for further discussion. Sometimes family relationships can be unhealthy. Emphasise that it's very important to get help if anyone is making us feel uncomfortable, unsafe or scared. Remember, we are all different. We have different ideas, needs, feelings and preferences. These need to be listened to and respected in order for us to feel happy and safe. Review the key facts about Forced Marriage with the class, including why it is illegal in this country and emphasising that nobody should be forced into a marriage or civil partnership - and that they should seek help if this is happening to them. Working individually or in pairs, using the Mix and Match Activity sheet, the children have to match each partnership term with its correct definition.</td>
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<td>RKR4, RKR5, RKR6, RKR9, BS1, BS2, BS3, BS4, BS5, BS6, BS7, DB2</td>
<td>Acting appropriately</td>
<td>• Recognise that some types of physical contact can produce strong negative feelings;
• Know that some inappropriate touch is also illegal.

Safeguarding</td>
<td>Introduction: Ask pupils to identify a range of different feelings and emotions and write these on the white board or a flipchart.
Task – How would I feel? Explain that each person is going to receive a How would I feel? Tell them they can use what is on the board to help them identify a feeling or emotion;
- A ‘red feeling’ would be an uncomfortable feeling - this might feel scary, wrong, upsetting
- An ‘amber’ feeling would be a neutral feeling - this might feel confusing, odd, or where we’re just ‘not sure’
- A ‘green feeling’ would be a comfortable feeling - this might feel good, fun, safe
Key questioning:
What kind of behaviours discussed might give someone ‘a green feeling’?
What kind of behaviours discussed might give someone an ‘amber feeling’?
What kind of behaviours discussed might give someone a ‘red feeling’?</td>
<td>illegal, appropriate, inappropriate, assertive, bystander, upstander

Resources: Acting appropriately how would I feel, appropriate or not (and teacher guidance)
Year 5 lesson ‘Relationship Cake recipe’.</td>
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			Task – In groups we can discuss scenarios and decide if they are appropriate or inappropriate, Evidence in class book **Appropriate, inappropriate, illegal?** Split the class into small groups. Give them the scenarios worksheet and ask them to decide if the touch that has taken place is **appropriate** or **inappropriate**, or in some cases **illegal**. **Task** – What could I do? We're going to think about how to be assertive, how we could challenge inappropriate behaviour safely, for ourselves and others. • Stand firm • Speak clearly • Be friendly and polite • Stay calm • Look confident • Negotiate • Repeat your ideas (like a glitched online film) • Relaxed body language • Give eye contact or look towards the other person's face as you speak Look at some of the scenarios from Activity 2, how could we say no/stop if this was happening to us? How could we help if we were a bystander/if we knew this was happening to someone else? How could we become an upstander and challenge the behaviour - what could we do/say to the person who's being inappropriate? [gather a few ideas] Activity sheet Appropriate, inappropriate or illegal? SCARF Decide whether each of the scenarios below is an appropriate touch, an inappropriate touch or an illegal touch… 1. Harris is buying some sweets in his local shop. A woman taps him on the shoulder and asks him if he can move to the side so she can push her pushchair down the aisle. 2. Joe is sitting on a bus on the way home. The man sitting next to him puts his hand on Joe's knee. 3. Hannah, who is 11, goes to visit her new school with her mum. When she gets there the head teacher says 'hello' and puts her hand out to shake Hannah's hand. 4. Ayesha is getting a taxi home from school. As she goes to leave the car, the driver puts his hand on hers and says 'see you tomorrow' and winks at her. 5. As Jay leaves the youth club, one of the female workers comes up to him and tells him to have a good weekend and pats him on the bum. 6. Layla went to visit her grandparents over the summer in Tanzania. Her parents had a big party for her, where she also had a procedure which changed her body and now it hurts between her legs.	

Post unit assessment instructions: Hand out the same pupil assessment activity sheet completed previously, then repeat the same instruction as before (above). Children use a different colour pencil or pen to record their answers this time.

YEAR 6				
DfE Statutory	Lesson Title	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary
Valuing Difference				
CF3, CF4, RKR1, RKR6, RKR9, GW4, BS1	Ok to be different	• Recognise that bullying and discriminatory behaviour can result from	**Introduction:** All the pupils sit on chairs arranged in a circle. One pupil volunteers to leave the room and stand outside for a moment. Whilst they are out of the room, swap the seating position of two people. The volunteer should then return and guess. The 'target '- The person being attacked or bullied. The 'bystander '- A witness to what is going on.	confidence, witness, unique, problem, compromise, conflict, negotiate,

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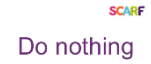
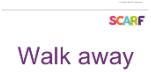
		disrespect of people's differences; • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers. Safeguarding Online Safety	The 'upstander '- A witness who decides to help the target. You can show The Anti-Bullying Alliance's definition of bullying on the third of the IWB resources. This is as follows: ***The repetitive intentional hurting of one person or group by another person or group, where their relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through the internet and social media.*** Within a bullying situation, there are different roles that individuals take on. As you discuss each role, share the IWB slides or display the definitions printouts in the classroom. **Activity 1:** First, stick the three signs - AGREE, DISAGREE and NEITHER AGREE OR DISAGREE- on three different walls of the room. All the children stand and move to the sign they think is best - either AGREE, DISAGREE or NEITHER AGREE OR DISAGREE - for the following statements: 1. It is best to keep it a secret if you are bullied. 2. If you see someone in trouble you should try to stop the aggressors. 3. It is okay to call someone a name if you are just joking. 4. It is better to tell a friend about bullying rather than the teacher. 5. If you ignore aggressors, then they will go away. 6. Anyone can be an aggressors. **Task:** As a class we can discuss scenarios and decide what action we would take. (do nothing, avoid joining in, walk away, report it to an adult, tell the aggressor to stop, use a phone to get help) Evidence in class book Activity 2 - Bystander Behaviour Using the Bystander Behaviour IWB slides (third set of slides) share with the pupils some possible actions that ***bystanders*** could take to become ***upstanders***. The pupils should discuss the possible effect of these and whether each would be helpful. They could explore a situation in their pairs where one has been bullied and rehearse how the support might be given. Brainstorm ideas, e.g. • Stand near the person who's been targeted, so they know they're not alone • Are you all right? • I saw what happened, that's not ok • Let's go and tell… • You can sit with me next playtime/lunchtime	isolated, bystander, aggressor, target, positive feedback, self-esteem, self-worth, insecure, self-worth, solution Language updated to use aggressor (instead of bully) and target (instead of victim).





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			In pairs, come up with three tips to strengthen friendships. These might include: 1. Treat each other as equals 2. Behave with honesty 3. Be trustworthy 4. Stand up for each other 5. Support other people's friendships. 6. Be authentic (be yourself, not trying to be something different) 7. Do not take part in peer pressure 8. Don't spread rumours or say unkind things about a friend to others 9. Respect other people's boundaries Activity 3- Show the class the list of Positive Attributes on the IWB. If there is another adult available, model giving positive feedback to them, using this sentence stem: *'One thing that I think people will like about you is...because…'* In pairs, children take turns to give a positive comment to the other. Ask the pupils how they felt when they heard the positive comments. Explain that being given positive feedback can help us develop our confidence and self-esteem - both are crucial in becoming healthy, happy people. **Positive Attributes** SCARF • Helpful • Hard working • Friendly • Supportive • Well organised • Cheerful • A quick learner • Good at solving problems • Has a sense of humour • Good listener • Creative • Patient • Honest • Considerate • Funny • Determined	
RKR1, RKR4, RKR5, RKR6, RKR9, OSA1	We have more in common than not	• Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering	**Introduction:** Have ready 2 big pieces of paper. On 1, make a class list of everything about the members of the class that is ***different*** - point out to the class this may be things we can see, e.g. gender, skin colour, hair colour, eye colour, items of clothing, and also things we can't see, e.g. religion, interests, likes, dislikes, behaviour, emotional, physical, spiritual, etc. On the other piece of paper, ask the class to list everything about the members of the class that is ***similar.*** Use the same list, as above, to prompt them. Next, ask the children to think silently, in their head, about a good friend. (Don't say who it is because we don't want anyone to feel embarrassed or left out). Think of 2 things that are the same about you and your friend. Think of 2 things that are different about you and your friend. All people are unique, we are all one of a kind. All our brains are different, and we think, feel and experience things differently even to our close friends and family, and that's ok. These differences can be celebrated, and they need to be respected. However, we have far more in common with each other than what is different about us.	unique, prejudice, assertive, stereotype, discrimination, sexual orientation, gender identity, gender expression, biological sex, diversity, difference, online bullying,

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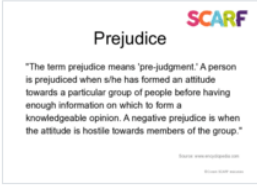
		support to someone who has been bullied. Safeguarding Online Safety	In partners, think about wider society and as a class make a list of what makes people diverse (different from each other). Why is diversity important? [can help us solve problems, learn from each other, different skills make teams stronger, makes life interesting, build empathy, patience and respect] Sometimes difference can be complicated. We all have different needs, ideas, beliefs, feelings and preferences. We might make different life choices. We might not always agree. This could lead to conflict. Refer to definitions of prejudice and discrimination on IWB slides. If we pre-judge someone, we might make assumptions about them before we really know them. Sometimes people then treat others differently, in an unkind or unfair way. Think about any groups that are being mentioned in the news at the moment or in the past few months. (Try to ensure that the following are included in most lists: race, religion, age, disability, sex, gender, sexuality). Some of these groups are called protected characteristics and are protected by law e.g. religion and belief, sexual orientation, disability, race, sex, gender reassignment. [See government guidance on Protected Characteristics.] Some people who are seen to be different are picked on and bullied. Bullying can happen both online and offline. Cyberbullying, online bullying can feel relentless as it can follow the target, wherever they are, through their digital devices. Key questions: • Why do you think people are picked on because they are gay, Muslim, old, disabled • Is it OK to pick on people like this? • How do you think people feel if they are bullied because they are different to the majority? • How might we feel in this situation? • What do we call someone who stands up for someone being bullied? • What do call someone who is a witness to someone being bullied? • How can people be Upstanders online e.g. what could someone do if they read a homophobic comment on their group chat?	

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			What could someone do if they see a person being bullied in this way or hear something rude or offensive about a group. **Task:** In groups we can role play scenarios of bullying (face to face bullying and online bullying) Evidence in class book Display SCARF Role play instructions IWB SCARF Activity Instructions Role play • Half of the class role plays a face-to-face bullying scenario. • Half of the class role plays an online bullying scenario. • **Three** in each group - choose a reason why bullying has taken place. • **One** person has been bullied and explains to the other two what happened. • **Two** react and offer support. • What can they **ALL** do about this?	
RKR1, RKR2, RKR3, RKR5	Respecting differences	• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.	**Introduction:** At the start of the lesson, have the picture of a well worn pair of shoes (provided) on the IWB. Begin with a circle game. Everyone in turn complete the sentence: *A pair of shoes I love to wear is…… because….*Ask the children if they have heard the expression to *'Put yourself in someone else's shoes'*. Can they explain what it might mean? How can doing this be helpful? Explain that in this session they will be thinking about how different people view things and how considering their point of view might help build healthy, successful relationships. SCARF **Activity 1** Give out the *So polite! Cultural norms - Activity sheet*. In pairs/ groups they should discuss the statements and try to decide which country they think each links to. Allow about 5 minutes for the pupils to complete their sheets and then go over the correct places. Can you see why people from some countries may easily cause unintended offence if they don't carry out research before visiting another country? People from this country going abroad might do the same. If a person did their research and then followed the advice, what would they be showing? [Respect] What is respect? [It is about being aware of the feelings, wishes, or rights of others. It's about appreciating that other people have feelings and that what we do or say can cause upset if we are not respectful]. SCARF Activity sheet So polite! So Polite! Statements / Country we think this is linked with Do not eat with the left hand as this is considered unclean. Do not show the bottom of your shoe. Don't touch people when you talk to them. Be silent rather than talk too much! Speak quietly and with a low voice. Touching on the arm or shoulder during conversation is normal as the speaker may be quite close to you. Don't show the bottom of your shoe. Avoid too much eye contact – it can be considered as aggressive. Keep your elbows off the table and do not burp. Bow lower than the host when you meet. Accept gifts with both hands but open them later! Personal space is very important. Never touch a person from this country while talking to them. A person should offer to pay for their own meals even if they are being treated. People can lean in close while talking and also touch. If a person 'pulls away' it can be considered cold or rude. Eye contact should be maintained. Argentina Japan Pakistan Mexico Jordan Sweden Korea These are cultural 'norms' but not everyone from that country follows them. Activity 2- Explain that the pupils will hear a statement. They should decide whether they think it is ***respectful*** or ***disrespectful*** and point to the appropriate card displayed on the wall. 1. I'm not sure that will work but we could try it and see. 2. I quit! 3. I'll explain what I am thinking. SCARF Disrespectful	respect, body language, point of view, empathy, cultural norms, disrespect

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			4. You're wrong. 5. She never says anything. I'll tell you. 6. That was a stupid answer. 7. I'm not so good at spelling, why don't you do it? 8. That's not what I was thinking but I can see it's a good idea! 9. I'm a lot better at maths than you so I'll make the chart. 10. Ok! Let's try that. Explain that all of these were verbally either showing respect or disrespect. People can 'show' respect or a lack of it in non-verbal ways too. Key questioning: • When does showing respect seem easy? • Is there anyone who it is difficult to show respect for? • Why is this? • Why might it be important to show respect to people we dislike or disagree with? **Task:** In pairs we can act out scenarios to demonstrate respect. Evidence in class book Working in pairs, ask children to choose and act out one of the *Responding Respectfully Scenarios* from the activity sheet. The characters need to respond to one another respectfully. **Activity sheet** Responding Respectfully Scenarios SCARF Scenario 1 A parent is asking a child to begin to get ready for bed. The child is unhappy about it. Scenario 2 A teenager is on a bus. An old person is sat next to them and shows difficulty in gathering their bags to leave the bus. Scenario 3 A young person chooses a different style of clothing to their friends. Scenario 4 A friend is concerned about another person in their class who is being teased/bullied for some reason. Scenario 5 A parent is a vegetarian. Their child wants to eat meat.	
CF4, RKR1, RKR2, RKR5	Tolerance and respect for others	• Understand and explain the term prejudice and discrimination; • Identify and describe the different groups that make up their school/wider	**Introduction**: Explain that we are all unique; accepting and respecting others' differences is one way we can help everyone to feel happy and safe. Ask children to think about everyone who is in the class. Without saying anything out loud what can they think of that makes everyone different from each other? Give them a moment to think of as many things as they can (you may like to play some quiet reflective instrumental music whilst they are doing this). Set the class a challenge for how many different things they can think of together as a class, say 30 things. Ask one child to keep count and take ideas from the class e.g. eye colour, height, gender, skin colour, personality etc. Ask what we mean by the word **identity**. It can be summed up as 'The characteristics determining who or what a person or thing is.' In other words, all those qualities and attributes that make up a person and makes them unique.	respect, unique, identity, prejudice, discrimination, diversity, tolerance

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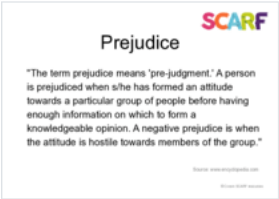
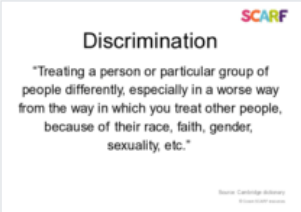
		community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.	Explain that the word identity can also be used to describe a group of people. Ask the children what different groups they belong to e.g. sports club (gym, football etc.), Guides, Cubs or Scouts, religious community, music group and so on. Each of those groups will have its own unique identity – the qualities and attributes that make that unique group. Explain that in this lesson we are going to think about how some people react to different groups and come up with ways in which people can be more tolerant and respectful to the identity of others – whether as individuals or groups. Activity 1 Give out the *Tolerance and respect for others* Activity sheet and read through the newspaper story. NB: it is important to point out that the story is ***fictitious*** as is the location, the individuals named and the Shima community. Activity sheet Tolerance and respect for others SCARF **Local residents up in arms at Shima plans to build new place of worship on site of old cinema!** Residents in the Fakeiown district are objecting to plans which have been submitted by the Shima community to build a 'Walhala', the name given to their place of worship. The proposed plans, recently submitted to the council, show that the Walhala would be built on the site of the old Regal cinema which closed in 1994 and was demolished just two years ago. Adam Bleak, leader of the local residents' action group told us that he and others were fed up of groups like the Shima taking over their area. 'The old cinema has been part of Fakeiown for over half a century and many of the older residents remember going there as a child and enjoying their favourite films. Now it seems that the council can tot anybody buy this land and build whatever they want on it. It's a disgrace. If they want to build a temple or whatever it is, why don't they build it in their own country?' The Shima community currently meet at the old Scout Hut in Fakeiown every Tuesday evening and twice at the weekend. Dayia Hummin, leader of the Shima community said, 'Our people are a very respectful and peace-loving community. We meet together two or three times a week to pray and to share a meal. As our community has grown we have found the need to use larger premises and when the old cinema site came up for sale it was the perfect opportunity for us. I can't understand why people are objecting – that piece of land hasn't been used for over twenty years. It is quite unsafe and children playing there at the moment could hurt themselves.' But Adam Bleak is suspicious of the community as are others in the action group. 'How do we know what they are planning when they meet up?' said Mr Bleak. 'For all we know they could be planning all sorts of things. Before we know it, they'll be taking over local shops and businesses and putting us all out of work.' The local council has said it is looking at the application from the Shima community and will be making a decision at the next full council meeting in a month's time. **Questions to think about and discuss:** • What are your thoughts about the story? • Why do you think some of the local residents objected to the Shima community building their place of worship (the Walhala)? • Do you think it was the building that residents objected to or the people themselves? Why? • Why do you think that Adam Bleak suggested they might be 'planning all sorts of things'? What evidence did he have for that? • What do we mean by the word prejudice? Do you think the residents mentioned were prejudiced against the Shima community? Why? • In what other ways can people sometimes be prejudiced? • How can we help ourselves and each other to avoid being prejudiced? Ask the pupils to discuss the questions shown on the activity sheet in pairs or threes. • What are your thoughts about the story? • Why do you think some of the local residents objected to the Shima community building their place of worship (the Walhala) • Do you think it was the building that residents objected to or the people themselves? Why? • Why do you think that Adam Bleak suggested they might be 'planning all sorts of things'? What evidence did he have for that? • What do we mean by the word prejudice? Do you think the residents were prejudiced against the Shima community? Why? • In what other ways can people sometimes be prejudiced? • Discuss the questions as a class. Come up with a class definition for the word prejudice such as 'Prejudice means pre-judging someone or having an idea about them before you actually know anything about them.' Show the definition of prejudice and discrimination on the IWB slide provided (see Resources needed area). This is from *encylopedia.com*  SCARF Prejudice "The term prejudice means 'pre-judgment.' A person is prejudiced when s/he has formed an attitude towards a particular group of people before having enough information on which to form a knowledgeable opinion. A negative prejudice is when the attitude is hostile towards members of the group."  SCARF Discrimination "Treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their race, faith, gender, sexuality, etc." Explain how prejudice and discrimination can be harmful in causing people to treat others differently and in an unkind way. We all have different ideas, needs, preferences and feelings. We might not always agree with others, but it's important to accept and respect others' differences for everyone to feel happy and safe. This is how we create a school that feels safe for everyone and where every pupil and member of staff feels they belong. **Task:** I can create a poster using the word RESPECT, TOLERANCE or DIVERSITY and find a word or phrase for each letter which reinforces the message of promoting respectfulness of others.	

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			in PSHE books For example R – really we are all the same underneath E – everybody deserves respect S – stand up to prejudice P – people come in all shapes, sizes and colours E – each of us is unique C – caring for each other is the most important thing we can do T – treat others in the same way that you would want to be treated by them You may wish to choose other words for children to use in their posters such as TOLERANCE, DIVERSITY and so on.	
CF1, CF2, CF3, CF4, CF5, CF6, CF7, FPC1, FPC4, RKR8, RKR11, GW1	Advertising friendships!	• Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour,	**Introduction:** Start with an ice breaker game, *Over the Line*. 1. Identify a line marker along the floor or make one with something. 2. Pupils line up along this line. Read statements to the class. 3. Explain that one side of the line is the Agree side. The other is the Disagree side. 4. Pupils should listen to the statements you are going to read and then move to either the 'Agree' side or the 'Disagree' side of the line. 5. For each statement, invite pupils to talk through the reason for their choice of position. ***Statements:*** 1. I like custard 2. Tidy classrooms are important 3. Footballers get paid too much 4. As people get older they have fewer friends 5. Children under the age of fourteen should not own mobile phones	friend, relationships, acquaintance The age at which children should have smartphones statement has been changed from

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		parent/carer, relative).	6. The age at which people are allowed to vote should be changed from 18 to 16 7. It is difficult to have more than a certain number of close friends. Let's think about the difference between friends and acquaintances: • What's the difference between a friend and an acquaintance? • Why do you consider friends important? Why do you consider friends important? • When/how does an acquaintance become a friend? • Why would a friend become an acquaintance? Share with the children the following: 150 is called Dunbar's Number. A man called Robin Dunbar has suggested that 150 is the maximum number of people that a person can manage to have a stable social relationship with. That is, a person can really only know and understand how 150 people relate to one another. In our lives we have many types of relationships. Perhaps one of the most important is a friendship. Friendship can help us feel happy and safe. Explain that the session is about exploring the qualities that friends need to have in order to be a 'good' friend. **Task:** I can create a poster with the qualities that friends need to have in order to be a 'good friend. In PSHE books Summing up • Friendships can be fantastic but can they ever be difficult? • How can we get through the more difficult times to ensure our friendships continue? • How might someone feel if they don't have a good friendship? [There are times when we might not have friends we like; we might fall out with friends; we might even have times when we feel lonely/ left out. Friendships are like plants - they need careful looking after; they grow, change and develop. If ever we need help repairing a friendship, or making new friends, we can speak to a trusted adult.] Recap the qualities people have that make them a good friend [trustworthy, good at listening, well organised, good humoured, helpful etc.] Explain that other relationships are important in our lives too. Can anyone finish the following sentences? 1. It's helpful having an aunt or uncle because… 2. It can be useful being an older sister/brother because… 3. It can be helpful having friendly neighbours because… 4. A parent, carer or guardian is really important to me because… 5. A kind teacher is really important because…	12 to 14. This is in line with recommendations from the Smartphone Free Childhood Movement. https://www.smartphonefreechildhood.org/the-issue/solution

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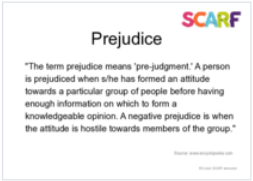
CF4, RKR1, RKR2, RKR5, RKR6, RKR8, RKR9, RKR10, RKR11, OSA1, OSA6, WO3, WO4, WO9	Boys will be boys? Challenging gender stereotypes	• Define what is meant by the term stereotype; • Recognise how the media (including digital platforms) can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. Safeguarding Online Safety	**Introduction:** • What do we mean by 'the media'? [Media refers to the different ways information, stories, news, and entertainment are created and shared with people. It includes both traditional channels and digital platforms.] • In what ways can people be influenced by what they see in the media? • Does what we see in the media always reflect real life? • Can you think of any examples? What do we mean by the word 'stereotype'? Try and come up with an agreed definition of this which all children can understand. For example, you might agree that a stereotype is 'a belief that certain types of people have the same characteristics and qualities'. The Cambridge dictionary defines a stereotype as: *A set idea that people have about what someone or something is like, especially an idea that is wrong.* Give an example of a typical stereotype view, e.g., all teenagers are smelly, spotty, moody, and lazy, and spend all their time in their bedrooms on their phones. But it is important to remember that we are all unique – our bodies, thoughts, needs, feelings, beliefs and preferences are different. Our own preferences can be difficult to balance with others, but it's important to accept and respect others' differences, to put ourselves in others' shoes and empathise with them, in order for everyone to feel happy and safe. Use IWB definition slides to explain how prejudice and discrimination link with stereotyping others. If we don't take the time to get to know others, or try to understand them, we might harm their feelings or disrespect them by treating them differently in an unkind way. Today we will be exploring how stereotypes can be harmful, and how we can challenge them, to keep ourselves and others safe.  **Task:** With a partner we can watch 3 short video clips and brainstorm and record all the different stereotypical ideas shared in each about males and females. (in PSHE books) Explore how stereotypes can be harmful, and how we can challenge them, to keep ourselves and others safe. Share these video clips first to introduce this activity (NB they are hosted on YouTube). **Gender roles and stereotypes** **Decoding Dudes (Debunking Masculinity)** **Money and Gender Norms** Examples could include content under these headings: • Behavioural Expectations: Men should be strong and aggressive; women should be nurturing and emotional. • Emotional Expression: Girls should hide intelligence; boys should hide vulnerability.	prejudice, assertive, stereotype, discrimination, gender stereotype, media influence, assumption, upstander, digital platforms

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			• Beauty Standards: The media promotes unrealistic ideals for men and women. • Work Expectations – The belief that certain jobs are only for men (e.g., doctors, engineers, scientists) and others only for women (e.g., nurses, teachers). • Division of Household Chores – The idea that girls should do cooking, cleaning, and childcare, while boys are not expected to participate in chores and should focus on future jobs. • Financial Stereotypes – The assumption that men are naturally better at managing money and making decisions, while women are more impulsive spenders. Summing up • Can we assume certain things about someone just by looking at them? • Why is it important we don't do that? • How might a person feel if others held a stereotypical view of them? Look at the images the in the Challenging Stereotypes resource. Discuss what would be a stereotypical view of each person and then decide what job you think that person does. Working as a class, the children have to vote with a show of hands which of the nine jobs listed they think each person does. They score a point if the majority of children get it right. Explain at the end that it doesn't matter how many points they score, the important thing is that they didn't make assumptions about that person just because of the way they looked. Remember, we are all unique – our bodies, thoughts, needs, feelings, beliefs and preferences, and life choices are different. It's important to take the time to get to know others; try to understand them so we don't harm their feelings or disrespect them. We need to accept and respect others' differences for everyone to feel happy and safe. Reinforce that we can always speak to a trusted adult who can help with any unkind or disrespectful situation that's happening to us, or to someone else. 	

YEAR 6				
DfE Statutory	Lesson Title	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary
Keeping Safe				
RKR8, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1,	Think before you click!	• Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Understand and describe the ease with	**Introduction:** Explain that we're going to think about how quickly information can spread on the internet - in particular, fake news - and how difficult it can be to remove something once it has been posted. **Activity 1:** Ask the class to stand in a straight line, as if lining up. Explain that they have a challenge to see how quickly they can pass a 'tap on the shoulder' along the line. You will say 'go' as you start the timer. The first person in the line will tap the next person in the line who will tap the next person and	sharing, online safety, social media, parental consent, trolling, misinformation, disinformation, digital footprint,

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WO5, WO8, WO9		which something posted online can spread. • Understand that once something is posted online it is very hard to remove; • Understand that sometimes people spread fake information, misinformation and disinformation, and to begin to think critically about how to respond to this. Safeguarding Online Safety	so on. The last person shouts 'stop' when they are tapped. Now ask the pupils to stand in a 1, 2, 4, 6, 12, 24 formation (there won't be 24 in the last line, just have as many children as you have left.) Repeat a few times, trying to improve the speed each time. Ask: where does fake news come from? • Fake news could start as **disinformation** (things deliberately made up for a specific purpose) or end up being **misinformation** (false content shared accidentally by people who don't know that the information is inaccurate). • Sharing usually starts in small, trusted networks before going on to be widely seen across the internet. These might be groups on messaging apps like a family chat, or social media pages and groups full of like-minded members. • We all tend to trust our family and friends, so when they send something on to us that might contain false information, we're more likely to believe them. Ask: who might enjoy deliberately spreading false information? • Bots – these are fake AI (Artificial Intelligence) accounts, trained through computer programmes to spread a story to as many people as possible. • Trolls – these are real accounts, by people who want to be aggressive and upset and intimidate other people online. Ask: when does something go viral? • The story might be seen by a famous person, who believes the story and shares it with their large number of followers. Or just shared very quickly by different groups of people. Ask: What happens next? • Other websites and more people will pick up the story, give their opinion on it and share it. Trusted websites and news reporters will always fact-check a story first, before reporting it. Ask children to discuss how they can stop fake information from spreading? Answers could include: • Pause before you share - take time for your thinking brain to consider whether this is fake or not • If it doesn't feel right, then it probably isn't. • Talk to a trusted adult. • Report the post.	bot, troll, digital tattoo

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			• Send feedback to the moderator. **Task:** As a class we can discuss 'Billy and Joe's story' and how we should consider what we post as we have a digital footprint for life. Evidence in class book Activity 2 - Billy and Joe's story Read the story from SCARF resources about something small that quickly grew. Ask: • How do you think Billy was feeling? (Hurt, betrayed, angry, embarrassed) • How do you think Joe was feeling? (Upset, sad, guilty, repentant, regretful) • What do you think about Joe's actions? Did he mean to cause so much upset? It was a silly act that got out of hand. Joe didn't mean to tell everyone on the bus; he'd wiped it off when the older boy was being nosy in the morning. Unfortunately, because of the steamy windows, it was hard to erase what he'd done. • How does this compare to posting something on the internet? Things can be shared very quickly, to people all over the world, way beyond the original friendship group. Also, even if the first person deletes the post, once other people have shared it, it is very difficult to erase it. • Is it possible to take back something that's posted on the internet? No, it isn't. Not for certain. Even if a post is removed, someone might have taken a screenshot of it, which could then be re-posted, outside the control of the person who originally posted it. What we post is called our digital footprint. This is the trail of information about a particular person that exists on the internet as a result of their online activity. We should always *'Think before you click'* (do a slow, deliberate action, pointing to your head for 'think' and then an exaggerated finger movement for 'click' – use this as a physical 'memory hook' reminder throughout the year).	
RKR8, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, WO1, WO4,	It's a puzzle (OPTIONAL)	• Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology. • Understand they should not share images of other	**Introduction:** Key questions to use as an introduction, to facilitate a general discussion on how the children interact online. Sample questions: • Who plays games online? • What games do you play? • Do you play the game alone or with others? • Do you have a special **user name** and **online character**? • Do other people know who you are also in the game or are you anonymous? • Do you chat with people online? How?	privacy settings, identity theft, secure, digital footprint, digital tattoo, online sharing

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WO5, WO8, WO9, WO11, BS1, BS2, BS4		people online without their permission; • Think carefully before sharing any information about themselves online; • Understand that once something has been posted online it can be circulated quickly and there is no way of deleting it permanently; • Know where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Safeguarding Online Safety	• Do you or your friends ever share photos online? **Activity 1:** Using the It's a puzzle online game through SCARF resources complete the interactive puzzle by answering the questions as a whole class. **Task:** I can share rules I have for using the internet at home and complete a pledge explaining how I can stay safe online. In PSHE books Share any rules they have at home in relation to the use of technology and the internet. Complete the *Cybersafety Pledge Activity sheet* (see in Resources needed area) by identifying 4 actions they, as individuals, can take to stay safe online. Using the chrome books children create a new password using the password generator from the *Dinopass* website (click on the link in the Resources needed area). https://www.dinopass.com/ **Cyber Safety:** • Email addresses should be gender neutral, they should not contain a person's full name or contain information that could identify the person and they should be appropriate. For example, "wildgirl_12" or "scoutboy.john" would not be considered safe email addresses. • Online profiles may include an "avatar" (a digital representation, character or cartoon) or a photo of the person. Photos should be appropriate, safe and not reveal any personal information e.g. avoid school or sporting club logos on clothing, no street signs or school signs. **Cyber Security/Cyber Crime:** • A person should **never** include their age on their profile: young people are often inclined to present themselves as older online than they really are – this can lead to unwanted attention from older people. • **Do not** display date of birth in a public profile as this specific information can be used by cyber criminals in future identity theft. • Phone numbers and addresses should **never** be displayed profiles need to be set on the highest privacy settings, this makes it harder for people you do not know to access your information. • Passwords are private and **should not** be shared with friends or strangers • Passwords need to be secure; this is more easily achieved if they contain a mix of upper and lower case letters, symbols and numbers. **Cyber Ethics/Respect:** • Always respect people's privacy by asking permission before sending photographs of them to others online, or tagging them in a photograph online. • Respect other people's feelings and reputation when online.	

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			• Respond to unwanted attention or bullying online by: blocking the sender, recording the offending message, reporting to a trusted adult.	
BS1, BS2, BS3, BS5, BS6, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, GW7, WO2, WO4, WO5, WO8, WO10, WO11, DB2	To share or not to share?	• Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online. • Understand that once something is posted online and shared there is no way to delete it permanently; • Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online. Safeguarding Online Safety	**Introduction:** Ask the children to list all the things people use phones for these days **Activity 1-** Watch the NSPCC film* I Saw Your Willy. Talk about the story with the class using the following questions: • What did the boys do • Why did they do this in the first place? • What did Katy think when she saw it? • What did she do? • What did everyone else do? • Who was the last person that we saw had received it? [His grandma] • How did Alex feel? Do you think everyone is happy to receive photos of genitals on their phone? Do you think someone who sends a picture of their genitals to a friend expects them to forward it to their other friends? Reinforce the fact that cameras are everywhere (on most people's phones) and it's really important to get someone's permission before taking and sending a photo of them to someone else or posting it online. In the situation in the film clip, Alex hadn't given his permission for Sam to share it with Katy; he didn't expect Katy to share it with anyone else and she didn't ask permission to share it either. In this situation, both Sam and Katy could get into trouble with the police. This is because it is **illegal** (against the law) to produce sexual images of a person under 18 years old, and as this was a photo of his willy (or as we have been calling it in our puberty lessons, penis) this would class as a sexual image. Katy could get into trouble too, because she has distributed the sexual image to others when it was only intended for her, and this is **illegal**. These laws have been created to make sure that children are protected - safe from being asked to produce sexual images by adults or from other children or young people who then share the pictures with others.** Explain that sometimes, people ask others to share photos or videos of themselves. If you know and trust the person and it is of something non-sexual e.g. playing football, then this can be ok as long as you check with your parents/carers. However if the request is from someone you don't know and/or it is a request for a sexy photo, or a picture of breasts or genitals, then it is not ok. Once something has been posted online and then shared widely, there is no way of removing it or deleting it permanently. This is known as a 'digital tattoo' - This is the collection of all the information about you that exists online and like a tattoo can be permanent and very hard to remove.	permission, illegal, trolling, right to privacy, sharing online, sexual images, sexting, nudes, digital footprint, digital tattoo

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			It is really important to remember to talk to a trusted adult or help centre like Child line if you need help or advice. The internet contains a lot of content that can be inappropriate and upsetting for children and knowing where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online is very important. **Task:** In groups we can read scenarios and discuss what we would share and what we would do. Evidence in class book Activity 2- What would you share? In small groups the class then works through the following scenarios and decide what they should do. Sharing Scenarios 1. Aliya is 14 and is on Snapchat when she gets a request from a boy she likes, in the year above her, to send him a photo of her in her bikini. 2. David is 12 . He is playing on his PlayStation with his mate, Hamish. Hamish wants David to film him going through a tricky part in the game and send it over so he can see how to do it too. 3. Georgia and Nina are 15. Georgia is filming her friend Nina singing along to her favourite song and asks if she can post it to Instagram. 4. Finley is 10. Finley is on Minecraft and gets chatting to another boy. They have loads in common and the boy asks him if they can do a video call together. After time for discussion, go through each scenario as a whole group and discuss what the consequences might be if they did share. Then think about how they could make things safer. Use the teacher scenario guidance from SCARF. Remind children of the age restrictions for social media apps like Snapchat and Instagram. It is 13 years of age. Ask if they can remember why this is. If not, then remind them that it's to help children manage their online behaviour and keep them safe. Most apps and websites have age limits, often 13.	
RKR8, GW1, GW2, GW4, GW5, GW6, GW9, GW10, HE4, DATV1	Rat Park	• Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;	**Introduction:** • What do we mean by a habit? [e.g. an action that a person keeps repeating]. • What sort of habits do people have? [e.g. biting their nails, drumming their fingers on the table]. • Is a habit necessarily a harmful thing? [Not necessarily]. • Are general day-to-day routines a habit? [e.g. cleaning teeth, having the same thing for breakfast every day. In some ways these are habits - we train ourselves to develop habits/actions that we perform regularly]. • What do we mean by addiction? [Let the children explore this. There is no common definition of addiction so it will be useful to find out what the children understand by this term].	emotional needs, habit, addiction

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		• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. Safeguarding Online Safety	• Is addiction the same thing as a habit? [An addiction can be seen as an extreme form of habit. We tend to think of an addiction being a more negative thing]. Share the NHS definition – "Addiction is defined as not having control over doing, taking or using something to the point where it could be harmful to you." What sort of things can people become addicted to? An addiction to smartphones is called 'nomophobia'. This is the fear of being without a smartphone. Smartphone addiction is a behavioural addiction where the phone interferes with everyday life, and there is an unhealthy dependence on apps, and functions, leading to symptoms of anxiety when separated from the device. **Activity 1-** Hand out the 'Rat Park' story (note, thisis based on real experiments carried out by Bruce Alexander). In pairs or threes, ask the children to read this, then discuss the questions following the story. When they have done this discuss the following: • Why did the rats tend not to take the drugs when they were in Rat Park yet did take them when they were in the cage by themselves? What does this tell us about addiction and the reason why some people use drugs? **Activity 2-** Give out the 'Rat Park for Humans' sheet. Read through the list of emotional needs that we all have as humans. Discuss these to make sure that they are clear, then ask children to work in pairs or threes to note down the ways they can (and do) get their emotional needs met. 1. I need to feel that I am good at some things 2. I need to have friends 3. I need to feel part of a group 4. I need to try new things 5. I need to have some choice over what I do 6. I need to give and receive attention 7. I need some time on my own 8. I need to feel safe and secure **Task:** I can create a poster for one of the emotional needs and the different ways we can meet this. In PSHE books	
DATV1, HE4	What sort of drug is…?	• Explain how drugs can be categorised into different groups depending on	**Introduction:** Start the lesson with some key questions about drugs: • What do we mean by the word drug? (NB: there is no commonly agreed definition of what a drug is although the World Health Organisation define it as ***'A substance that people use to change the way they think, feel or behave.'*** • Are medicines drugs? [all medicines are drugs] • Can medicines ever be harmful? How? [e.g. wrong medicine, wrong dose, not finishing a course, taken if not needed, allergic reaction]	drug, illegal, legal, medical, non-medical

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		their medical and legal context; • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country. Safeguarding	• Are drugs always used for medical reasons? Why else might someone use a drug? [e.g.to feel good, to copy others, influenced by friends, think it's 'normal' to do so and don't want to be the odd one out (social norm) curious and want to experiment] • What do we mean by the terms 'legal' and 'illegal'? [Basically drugs are illegal when it is against the law to sell them and legal when they are allowed to be sold by law. NB: it is not illegal to take an illegal drugs such as cannabis or ecstasy but it is illegal to be in possession of these drugs and to grow or manufacture them] • What drugs have you heard of? You can make a class list of all the drugs they have heard of – including medical names and slang names. • Is it possible to divide these drugs into different categories? If so what categories would we use? **Activity-** The following activity is designed to show children that most drugs do not fall neatly into one category or another but that this will depend on the context of how they're being used. Show the Drugs Venn Diagram image on your whiteboard or draw it on a flipchart. Explain what each circle represents: • Red circle – contains drugs which have a medical use • Blue circle – contains drugs which have a non-medical use and are legal • Green circle – contains drugs which have a non-medical use and are illegal Point out that all three circles overlap. Explain that the overlapping areas are where a drug can fall into two or more categories, depending on circumstance. Work through an example with the children. Alcohol is a good example to use because it can actually appear in all three categories: • What sort of drug is alcohol? It is a legal non-medical drug so can go in that section. • Is it ever illegal to sell alcohol to people in this country? Yes, to under 18s – so it can go in the legal and illegal non-medical overlapping section. • Does alcohol ever have a medical use? Yes, pure alcohol is an antiseptic and can be used to clean wounds. It's also used in products such as mouthwash and antiseptic hand wash, and as an ingredient in some medicines (often to help the other ingredients dissolve). So it can go in the central section where all three circles overlap. **Task:** In groups we can read about drugs and determine whether they are drugs with a medical use, drugs with a non- medical use or drugs which have a non-medical use and are illegal, adding the names of the drugs into a Venn diagram. Evidence in class book Give out the *Drug Facts Activity sheets and the What sort of drug is...? Activity sheets* – children can work in pairs or threes to read the information and decide	

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			where on the diagram the drug should be placed. Explain that by going through this process children are learning skills of understanding how to think about drugs in a useful way. Activity sheet updated to include nicotine pouches After the children have been working on the Venn Diagram for a suitable period of time ask them as a class to discuss where they have placed each drug. Compare different groups' solutions. Were there any differences of opinion? If so, why?	
DATV1, HE4	Drugs: it's the law!	• Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country. Safeguarding	Introduction: Ask children to define what we mean by the word 'drug' As a useful summary a drug can be described as 'A substance people take to change the way they think, feel or behave' – this is the World Health Organisation definition. Discuss the following questions (teacher guidance is provided, if needed, in square brackets): • What names of drugs can you think of? • Are all medicines drugs? [Yes] • Are all drugs medicines? [No] • Are all drugs used for medical reasons? [Although most drugs have a medical use some are used purely for recreational purposes] • Does alcohol have a medical or a non-medical use? [Both: as well as being a recreational drug in beer, wine, spirits etc. ethanol or ethyl alcohol is used as an antiseptic and it is also widely used as a solvent and preservative in pharmaceutical (medical) preparations] • What do we mean by the terms legal and illegal? [Basically legal drugs are allowed to be sold in this country] • Are legal drugs legal for anybody to buy? [No, there are age restrictions on cigarettes, vapes or e-cigarettes and alcohol] • Why are there age restrictions? [To prevent harm to children] • Does a person's body and brain stop developing when they reach eighteen? [No, current research suggests it typically can continue into the twenties] • Is there such a thing as a safe drug? [All drugs have the potential to be harmful if misused or if someone has an adverse reaction to them] • Why do some shops restrict the sale of high-caffeine energy drinks to under-sixteens? [The high doses of caffeine that they contain can have a particularly powerful effect on a young person's body] • If a drug is illegal what does that mean? [It is against the law to possess, supply or produce] • Why are some drugs illegal and some legal? [Some drugs are considered to be more harmful than others. NB: there's a lot of debate and discussion about how scientists can measure the relative harm of different drugs - it's not clear-cut] • What would happen if someone was found guilty of breaking the drug laws? [Fine/prison sentence/criminal record] • How long does a drugs criminal record last? [For life]	illegal, drug laws, age restrictions, possess, supply, produce, penalties

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			• What does having a drugs criminal record mean to somebody? [It makes it difficult or impossible to travel to certain countries. It also makes it difficult or impossible to be employed in some jobs] **Task:** In groups we can discuss scenarios and decide wether the law has been followed or broken, and if broken which law. Evidence in class book It's the law! Working in pairs or threes, ask the children to discuss the scenarios on the *It's the law* Activity sheet. For each scenario consider the following: • Has the law been broken? • If so, who is breaking the law and which law? • If not, why not? Discuss the scenarios with the children and correct any misconceptions. Which ones did they find difficult to decide about? Which ones, if any, were they surprised about? Us the teacher guidance from SCARF to go through the scenarios.	
DATV1, HE4	Alcohol: what is normal?	• Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; • Describe some of the effects and risks of drinking alcohol. Safeguarding	**Introduction:** Introduce the lesson with some key questions about alcohol, such as (guidance notes are provided in square brackets): • What do you think some of the effects of drinking alcohol are? [There are short-term effects such as making someone feel drunk, affecting their sleep, making them feel nauseous etc. and long-term effects such as an increased risk of heart disease, liver disease, raised blood pressure, some cancers etc.] • Why do you think a child's body is affected by alcohol more than an adult's? [Because a child's body is still growing and developing. Also because the child is smaller, the alcohol is more concentrated within their bloodstream and internal organs] • What do you think is the legal age limit at which someone can be sold alcohol? [18 years old] • Does someone's body stop growing at the age 18? [No. Current research suggest that the body continue developing into a person's twenties] • Do you think there are more young people drinking alcohol than there were ten years ago – or fewer? Or is it about the same? [It is fewer]. • Was anyone surprised that there are fewer young people drinking alcohol than there were ten years ago? If so, why? Explain that you are going to consider some of the reasons why many people think that lots of young people drink alcohol despite the fact that these days most of them have never had a drink of alcohol. Show the graph of young people (aged 11-15 years) who have never had a drink of alcohol (Teacher resource sheet in Resources needed area). The graph shows data from the last decade. • What does the graph tell us? [That more and more young people are choosing not to drink alcohol]	risks, alcohol, norms, short-term effects, long-term effects

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			• Why do you think most young people choose not to drink alcohol these days? [There are no concrete answers to this question so let the children explore their own ideas] • What reasons might there be as to why there are still some young people who drink alcohol? [Explore influences on young people such as older family members, friends, the media etc. NB: remember, here in particular, to depersonalise this discussion so that children do not disclose personal and sensitive information, or do not picture themselves drinking alcohol. So say 'Why might a person choose to drink alcohol' rather than 'Why might you choose to drink alcohol] • Do you think the graph will continue as it is over the next few years? If so, will there ever be a time when no young people drink alcohol? [Explore children's perceptions of this issue] • What would the figures be if they showed only children aged 11-12 years old? [Even higher percentages of children who've never had a drink of alcohol. The chance of having had a drink of alcohol increases with age, though not as much as most people think.] Give out copies of the Alcohol: what is normal? Activity sheet. This is a mock newspaper report about young people and alcohol. Children can either read it and discuss the questions in small groups or you can read it to the class and discuss the questions together. **Task:** I can write a short newspaper article celebrating the fact that more and more young people are choosing not to drink alcohol. In PSHE books Summing up Use the Activity Sheet odd one out – to see if the children can find which image is the odd one out. Ask: why do we always notice the odd one out in each image more than the others? [We tend to notice the odd one out because they are different, funny or surprising in the same way that we notice people who behave in extreme ways like drinking to excess more than people who behave in more moderate ways, even though they are usually in the minority.]	
CF2, CF3, CF4, CF6, RKR1, RKR4, RKR8, GW1, GW5, GW6, HE4	Joe's story (part 1) (OPTIONAL)	• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; • Explain how these emotional needs	**Introduction:** Start the session with some key questions that introduce the concept of emotional needs, for example: • Imagine you have to live in a room all by yourself, not as a prisoner, but in isolation. What are the things you would need in order to survive? [Children will probably refer to physical needs - food, water, fresh air, somewhere comfortable to sleep, some equipment you could exercise on to keep your body fit and healthy, access to clean water and toiletries to stay clean etc.] • Now imagine that you are in this room and you have all the physical things that you've listed. How would you feel living in there day after day all by yourself with nothing much to do? [Bored, fed up, depressed, lonely etc.]	emotional needs, physical needs

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		impact on people's behaviour; • Suggest positive ways that people can get their emotional need met.	• What other things would you need in that room which might make you feel happier? [A way of communicating with other people, support and love from others, something to do which would keep you interested and occupied etc.] Explain that we have both physical needs and emotional needs. Physical things like food, water and so on keep us alive. Things like contact with others, receiving love and support, feeling a sense of self worth, feeling that we are good at some things, contribute to our *emotional* health and wellbeing. If we have healthy relationships, this can help us feel happy and safe. **Activity:** Give out the *Emotional needs* Activity sheet. In pairs or threes ask the children to consider how they get each of the needs met in their own lives. • I need to feel that I am good at some things • I need to have friends • I need to feel part of a group • I need to try new things • I need to have some choice over what I do • I need to give and receive attention • I need some time on my own • I need to feel safe and secure Activity sheet Our emotional needs SCARF I need to feel that I am good at some things I need to have friends I need to feel part of a group I need to try new things I need to have some choice over what I do I need to give and receive attention I need some time on my own I need to feel safe and secure As a class, discuss some of the ways that children have some of their needs met. Now tell them they are going to think about Joe's emotional needs. Joe is a friend of Ben's older brother (if children have already met Ben in the 'Behave Yourself' lesson then they will know the character. If not, find another way of introducing Joe). Give out the sheet *Joe's story* and read through it together, either from printed copies, or by displaying it on the IWB. Activity sheet Joe's Story SCARF Follow up with some key questions: • How do you feel about Joe's story? • Do you think that it is a realistic story [Note: it is based on a true story] • Do you think that Joe had control to change some of the events in his life? Working in the same pairs or threes as before, ask the children to look at Joe's story in relation to the emotional needs statements. Ask them to discuss how Joe was getting each of the emotional needs met throughout the story. **Task:** In groups we can explore Joe's story and colour code the 8 emotional needs and where they were seen in the story. Evidence in class book	

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			Working individually or in pairs, on the *Our Emotional Needs Activity sheet* ask children to choose a coloured pen or pencil for each of the eight emotional needs and underline the parts of Joe's story text which correspond with each emotional needs e.g. underline in orange all the parts of the story that relate to 'I need to feel that I am good at some things'. After the children have completed the task, ask them to share their thoughts on how Joe was getting his emotional needs met. • What do you think about Joe's friendships? • What should a good friendship look or feel like? [value us and make us feel happy and comfortable, accept and respect our differences, listens to our needs, feelings, preferences; someone we can be ourselves with] Remind the children that our emotional needs need to be met in order for us to feel happy and safe; and that friendships play a big part in this, and that not having solid, healthy or close friendships can make us feel unhappy/unsafe. We might not be with our friends all the time, but we need to know we have trusted friends we can turn to if we need them. If ever we didn't have this kind of relationship it could affect our self-esteem, but we can get help from trusted adults.	

YEAR 6				
DfE Statutory	Lesson Title	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary
Rights and Respect				

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RKR10, RKR11, WO9	Two sides to every story	• Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; • Describe the language and techniques that make up a biased report; • Analyse a report also extract the facts from it. Safeguarding Online Safety	**Introduction:** • What do we mean by a fact? • What do we mean by an opinion? • Do news reports contain facts or opinions? • What do we mean by a ***biased*** report? [A biased report is one that expresses a certain opinion or point of view and ignores or criticises the opposing view]. • What do we mean by an ***unbiased*** report? [An unbiased report gives opposing points of view equal 'weight' without expressing a clear opinion, one way or another]. SCARF Activity sheet Two sides to every story Newspaper report 1 Police concern over local drug use **Activity 1**-Two sides to every story *Give out the Two sides to every story?* Ask the children to look at the way the writer of the first report has portrayed drug users. • Do they think that is an accurate way of describing *all* drug users? • Why? • Why not? • What do we call it when someone describes a group of people as all being the same? **Task:** I can write a report on the news. In PSHE books Set the children a writing task using one or both of the following options (for example, half the class could do one task and the other half do the other): 1. Write a report on the news story which contains only facts with *no* opinions. 2. Write an unbiased report based on the news story. This report will not only contain the facts but also give both points of view, equally. It should also avoid giving a stereotypical view of drug users. **Activity 3**- Explain that bias can sometimes involve stereotypical views. Reinforce that sometimes media reports contain fact, sometimes opinions/ stereotypical views. What do the children think about these following statements? Are they fact or opinion? • All young people in hoodies are dangerous • All young people take drugs • It's risky for young people to take drugs Explain that we can politely disagree with statements or opinions, especially if we know they are based on stereotypes rather than facts. Explain that if we don't challenge these stereotypes, this could lead to prejudice or discrimination – to people being treated unkindly or unfairly. How could we challenge these statements respectfully? Explain how to do this assertively - recap assertiveness strategies (as rehearsed in the Y5/P6 Being Assertive lesson, if children have done this) such as: • Stand firm • Speak clearly	fact, opinion, assertive, stereotype, biased, unbiased

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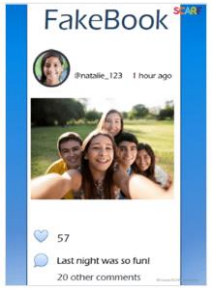
			• Be friendly and polite • Stay calm • Look confident • Negotiate • Repeat your ideas (like a glitched online film) • Relaxed body language • Give eye contact or look towards the other person's face as you speak	
RKR8, OSA2, OSA6, GW2, WO5, WO9	'Fakebook' Friends	• Know the legal age (and reason behind these) for having a social media account; • Understand why people don't tell the truth and often post only the good bits about themselves, online; • Recognise that people's lives are much more balanced in real life, with positives and negatives. Safeguarding Online Safety	**Introduction:** • Name the social media sites they have heard of. • Now put up their hand if they have looked at or seen any of these sites. • How old does someone have to be before they can have a social media account? [13 years] • Why do they think there is an age limit? [Younger people are more vulnerable and more at risk of meeting someone online, or giving away personal information that could lead to a risky situation with someone they don't know.] • Do people always present a completely accurate (real) representation of themselves in their social media profiles, or can they sometimes be ***misleading*** (presenting certain information and missing out other bits)? [Take some views - e.g. People might do this because they're feeling pressure from peers/social media that they should be living a certain type of life - and explain that this is what you're going to think about next.] **Activity 1:** Show the Fakebook* page IWB slide. Fakebook is a fictional social media platform, created to bring the learning to life in this lesson plan. This is a post by Natalie. Looking at the picture, what might we work out about her? Her life? Her friends? What does this snapshot tell us about her? [She is very popular, appears to have lots of friends, goes out to parties a lot, has lots of fun etc.] Read the extract from her diary from SCARF resources Discuss the following: • Does what Natalie put on Fakebook match her private diary entry? [Very different accounts of the same event.] • What was the party like for her? [She was quite lonely and didn't really manage to get involved. She left quite early.] • What can we learn about her from the private diary entry? [She was keen to give the impression she'd had a good time (her comment about having a photo of herself with people at the party to post on her Fakebook page). She seems worried about appearing to be popular.] • Which do you think is true – the Fakebook post or the private diary entry? [The private diary.] • Why didn't she tell the truth about the party on her Fakebook page? [Wants to give the impression that she's really popular and has a great social life with loads of friends.] • Do other people apart from Natalie do this? [Yes - lots of people do this. They might want to appear like others they see on social media sites. They focus on the exciting things. People usually only post a certain side of their	sharing, profile, online safety, social media, image



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			life which creates the impression that they're always having a great time and life is perfect. For most people this is more of an image than a reality.] **Task:** I can listen to a profile and match it/ write which person it represents (in PSHE book) Activity 2 - Whose profile? What we read on social media can mislead people. Profiles might not represent who or what a person really is. Read the following brief profiles and ask the children to try to guess which famous person or character they belong to: *(N.B. You may need to adapt these depending on the curriculum in your school, to include characters that the children will be most familiar with, making sure to cover a full range of gender/race/ethnicity/nationalities.)* 1. A former player she now manages teams. She is the first ever manager, of a men's or women's team, to reach 5 consecutive major international tournament finals. She led the Lionesses to 2 victories in 2022 and 2025. Who is she? 2. She is pink. Her little brother is called George. She is a TV star and sells lots of books. Children in 180 different countries follow her adventures. Who is she? 3. Born in Pakistan, she survived an attack on her life when she was only 16 years old. She campaigns for women's rights, especially the right to education. She won the Nobel Peace prize. Who is she? 4. With no family but some good friends, he magically fought some evil forces in his world. Who is he? 5. He was born in Spain and painted in many different styles for many years. He is famous for paintings with the eyes, mouths and nose, not in the usual places on the human face. Who is he? 6. Jailed as a terrorist for 27 years, he later led his people. He came from Africa. Who was he? 7. "Votes for Women !" was her cry. She led a group who chained themselves to the railings outside The Houses of Parliament so that females over 18 can vote in elections today. Who was she? **ANSWERS:** 1. **Sabrina Wiegman** 2. **Peppa Pig** 3. **Malala Yousafzai** 4. **Harry Potter** 5. **Pablo Picasso** 6. **Nelson Mandela** 7. **Emmeline Pankhurst** **What we read on social media can mislead people. Profiles might not represent who or what a person really is.** **Summing up** • Is everything that's posted online what it appears to be? If not, why not? • If someone receives a photo in an email or via social media, should they forward it? • No. Why not? • Before we forward messages, photos, posts or videos, what should we do? [Stop, think, ask permission.]	
WO6	What's it worth?	• Explain some benefits of saving money;	**Introduction:** This lesson covers discussions around saving and spending money. Children may share that they are saving money or spending money on gaming purchases.	saving, interest, bank (building

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		• Describe the different ways money can be saved, outlining the pros and cons of each method; • Describe the costs that go into producing an item; • Suggest sale prices for a variety of items, taking into account a range of factors; • Explain what is meant by the term interest. • Understand financial risks of online gaming; • Understand the importance of developing digital resilience. Financial Education Safeguarding	Example in-game currency includes: • Robux (Roblox) • V-bucks (Fortnite) • Minecoins (Minecraft) • PokeCoins (Pokemon Go) Game developers use 'persuasive design', to encourage, pressure and manipulate players towards spending on their games. These can include hard to find cancel buttons, buttons that say 'confirm' instead of 'pay', and other confusing purchase prompts. Young players lack impulse control and rarely understand value in the same way adults do. This makes them more susceptible to manipulation, marketing and microtransactions. Research shows that in many games, cosmetic items such as skins act as status symbols, and children may face exclusion, embarrassment or even bullying if they don't buy them. Children aged 10–15 reported being called "poor" for not spending money on their character, and some bought items to gain attention or social advantage. Buying popularity: how children are influenced by in-game spending - OsloMet It is important to reinforce the idea that feeling tempted or pressured to buy in-game purchases happens to a lot of children. Encourage children to try to slow down and recognise how the game is designed, this is developing their digital resilience. Finally, always speak to an adult before clicking on a link or pop up as they can support and help the young players to make healthy and safe decisions. Set up your circle time in your usual way. Use a five pound note (real, or fake one provided) to pass round the circle. The teacher starts off and says: *'If I had five pounds I would buy…'* and then passes it to the child to their left or right. That child must then say: *'If I had ten pounds I would buy…'* The next child then says: *'If I had fifteen pounds I would buy…'* and so on going up by five pounds each time. Activity 1 - Save it, spend it! Ask the children if any of them have saved any money. Were they saving up for something in particular, or were they saving money for a time in the future? Ask the children what the different ways we can save money are e.g: • In a money box (or similar at home) • In a savings account (e.g. bank or building society) • In a Junior ISA (Junior ISAs are tax-free savings accounts. Millions of under-18s can save or invest up to £9,000 in this tax year*. They then remain tax-free until their 18th birthday, when it gets converted into an adult ISA and can be taxed) **Figure quoted for the tax year 2026-27*	society) account, Junior ISA, debit card, cash, value, online gaming, digital resilience

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			Ask children to discuss the pros and cons of each method as a whole class. Money in a money box is easily accessible, you can see and count how much you've got but it doesn't earn any interest, you might be tempted to spend it just because it's there, it isn't safe - it could go missing Money in a savings account can earn you interest, you can withdraw money when you need some, it's safe but you can't access it in a hurry Money in a Junior ISA earns interest and pays no tax but can't be accessed until after the age of eighteen. Explain the concept of 'interest' if children don't understand this term e.g. when you save in a savings account or an ISA you are basically lending money to the bank/building society for them to use so they give you a small amount of money (usually on an annual basis) for doing this. Finally, discuss the ways that people pay for things that they've been saving for: • In cash (e.g. taken from a money box) • Using a card - debit cards are available to children. The age at which a child can have a debit card varies from bank to bank Brainstorm all the factors that determine the price of an item e.g: • How complex it is to produce it • How many people are involved in producing it - and how much they are paid • How much machinery, equipment is involved in producing it • The building where it's made, including heating, lighting etc. • The materials it's made of • How popular it is • How rare it is **Activity 2**- Raising Funds: Give out the 'What's it worth?' sheet. **Task:** In gorups we can look at the list of items that have been brought in to sell at a stall after school to raise money for a good cause and decide how much each item should be sold for. Evidence in class book	
Wider PSHE curricul	Jobs and taxes (OPTION	• Recognise and explain that different jobs	**Introduction:** Ask children to think about all the different jobs they might have in schools. List the jobs on a flipchart and whiteboard. Discuss the following questions: • Are any of those jobs more important than any others?	VAT, public services,

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um (not covered by DfE statutory requirements)	AL)	have different levels of pay and the factors that influence this; • Explain the different types of tax (income tax and VAT) which help to fund public services; • Evaluate the different public services and compare their value. Financial Education	• Are any of the jobs harder work than the others? • Do any of the jobs take more time than the others? • Do any of the jobs require some training or briefing before they are performed? • Do any of the jobs have more important duties than the others? • If they were paid jobs would it be easy to determine how much each job was paid? • Would it be fairer to pay each job the same? Why or why not? • Are all jobs paid for at the same rate in the 'real world'? Why not? **Task 1:** In groups we can explore jobs and rank them according to who should be paid the most to paid the least. **Task 2:** In groups we can explore different public services and present a statement why their funding should not be cut. Evidence in class book **Activity 1:** What should they earn? Give out the *What should they earn? Activity sheet*. Ask children to work in pairs or threes to rank them in order of which jobs they think should be paid the most. There is no real right or wrong answer but children must have clear reasons as to why they have ranked them in that order. Discuss some of the criteria the children might use: • Qualifications and training • Experience • Skills required • Level of accountability Ask children to state which job they put at the top of their ranking. Did all the class agree? If not, why not? Repeat for other rankings. Explain that as well as earning different rates of money, people also pay different amounts of money in tax according to how much they earn. There are two types of basic tax: 1. PAYE – income tax which is paid according to how much a person earns 2. VAT – a fixed tax on goods and services (currently 20%) Ask the children where they think the money from taxes go [to the government]. What does the government spend the money on? [public services]. Ask children to list as many public services they can think of which are paid for by people's taxes. If children have done the Y4 lesson (P5 Scotland) 'Why pay taxes?' they may remember and review the services they discussed then. The list might include: • Hospitals and health care	income tax (PAYE), tax

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			• Education • Emergency services • Defence • Police • Libraries • Parks • Roads • Others… After you have brainstormed a list as a class allocate a different public service to children in pairs or threes. Explain that sometimes the government doesn't have enough money to pay for all the services it provides and that cuts have to be made. Ask the children to imagine that they are going to be in a council meeting and they have to give a strong case for why their allocated public service shouldn't be cut or have its funding reduced. Give children 5 -10 minutes to prepare a statement giving their reasons for their service not to be cut or reduced. Each pair/three must choose one person to be the spokesperson who will stand up and present the case for their service. NB: You can turn this into a formal debate if you wish to taking arguments for and against each statement with a vote at the end or keep it simple with children just presenting their case. Suggested follow-up questions: • Are some public services more important than others? • Would it be easy to do away with any of the public services? • What would life be like if any one of the public services was cut completely? • If public services look like they need to be cut then should the government increase the taxes to find the extra funding for them? (Take one or two answers here as this leads into the plenary session).	
Wider PSHE curriculum (not	Happy shoppers	• Explain what is meant by living in an environmentally	**Introduction:** As a class, discuss what is meant by living in an 'environmentally sustainable' way.	energy, recycling, waste, re-use, Fairtrade,

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covered by DfE statutory requirements)		sustainable way; • Suggest actions that could be taken to live in a more environmentally sustainable way.	Ask the class if they can think of any everyday examples of how we can live in a more environmentally sustainable way. For example: composting food waste and re-using it rather than throwing it away, recycling food packaging, cycling to school, using fewer devices/delaying upgrading devices, etc.) Explain to the class that they are going to think about a situation where a local council has announced that they are going to build a new shopping centre on an area of waste land. Read out the ' Happy shoppers Press Release from SCARF resources which outlines the council's proposals. Explain to the class that they represent a local community action group called 'Greener Footprints' which promotes living in a more environmentally sustainable way. Their task is to submit their suggestions to the council about how they could make the shopping centre proposal more environmentally sustainable. **Task:** In groups we can create an envrionemntally sustaianable shopping centre. We can present our work as a poster, map, list of points, labelled diagram etc… Evidence in class book Ask the children to consider the following aspects of the project when they are thinking about their ideas and how they could make them more environmentally sustainable (briefly discuss each one with the class): • **Energy** – how could you reduce the amount of power needed for heating, lighting and electricity etc.? (e.g. solar-powered lights could be used on walkways) • **Materials** – what will the shopping centre buildings be constructed from? (e.g. locally-sourced stone, reclaimed bricks or wood could be used for some features such as pathways) • **Waste** – what will happen to any rubbish produced by shops and shoppers? (e.g. what facilities for recycling or composting will be available?) • **Transport** – how could you encourage more environmentally sustainable forms of transport to and from (and around) the shopping centre? (e.g. how could you promote cycling or use of public transport?) • **Shops** – what kind of shops do you want to encourage? What would they sell? How could you make this more environmentally sustainable? (e.g. cafes sell locally-grown produce to reduce 'food miles', shops sell 'Fairtrade' goods)? • **Water** – how could water be recycled or reused? (e.g. could rainwater be collected and used to flush public toilets?) • **Wildlife** – how could you incorporate aspects that are beneficial to wildlife (e.g. plant trees, put up nestboxes, include a pond, put green roofs on buildings etc.)? • **Electronic devices** – could they be sourced to ensure they have been TCO Certified? This is a sustainable label for tech products that considers the broad range of social and environmental factors in every product's lifecycle.	environmentally sustainable, composting, materials, transport, shop local, food miles

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RKR8, GW1	Action stations! (OPTIONAL)	• Explain what we mean by the terms voluntary, community and pressure (action) group; • Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.	**Introduction:** Recap with the class what they understand by the terms **voluntary, community** and **pressure** (or **action**) group? Emphasise that these groups of people work together in order to make a difference or change to something in the wider community or to change opinions and attitudes about a particular issue. Ask the children whether they've heard of any such local, national or international groups that support aspects of health and wellbeing, including any relating to the environment. • Why do people form such groups? • How do these groups help or support the community? • What difference do they make? Activity 1- Organise the class into small groups and ask them to select a group from a list of voluntary, community or action groups (see accompanying list for examples - can be displayed on IWB). Explain to the class that their task is to research (using paper-based resources or the internet) their chosen group and find out the following: 1. What is the aim of the group? 2. What is their 'mission statement'? [a statement of their overall aim and values] 3. What do they do? 4. Who or what do they help or support? Ask the class to make brief, succinct notes on each of the above points. Activity 2 Ask the children to design and create a simple poster or flyer encouraging people to volunteer for, support or join the group they have researched. **Task 1:** In groups we can research one of the groups and explain what they do and how they help or support. Evidence in class book **Task 2:** I can create a poster to encourage people to volunteer for, support or join the group I have researched. (in PSHE books)	voluntary group, community group, pressure (action) group, mission statement, values, beneficiary

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Wider PSHE curriculum (not covered by DfE statutory requirements)	Project Pitch (parts 1 & 2) (OPTIONAL)	• That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; • Continue to develop the skills to exercise these responsibilities.	**Introduction** Show the class a display of the logos from SCARF resources of various local, national and international environmental organisations Tell the class that you have an imaginary grant of a given amount that can be used to support one of these environmental organisations or one of their specific projects. **Task-** In groups we can research an organisation and present this information in a chosen format (poster, leaflet, speech) and present this information to the class and a panel. Evidence in class book Activity 1 Working in small groups, ask the children to choose one of these environmental organisations or one of their project. Ask them to research their chosen organisation or project and then explain, via their campaign, why their chosen organisation or project should be awarded the grant and what the money would be used to support. *Consider the use of leaflets rather than pupils researching online, or downloading suitable information to be printed, shared and used again.* The children's campaign bids could include: • Information about the organisation - it's 'mission' (key purpose) • Why it's an important cause • What help is needed (this might be money, or time - volunteers helping to do a job to improve something but without being paid) • Posters • Speeches (a 'pitch') or video 'adverts'. Activity 2 In this session, each group presents their campaign bids for the grant (perhaps to a 'decision board' made up of school staff e.g. class teacher, Head teacher, teaching assistant, school governor, school caretaker etc.)	mission statement, beneficiary, campaign bid, pitch, grant

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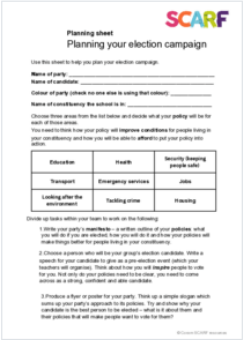
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 1 - Elections	• Why and how rules and laws that protect them and others are made and enforced; • Why different rules are needed in different situations and how to take part in making and changing rules; • Begin to understand the way in which democracy in Britain works.	**Introduction** Working in pairs or threes, give children a minute or two to discuss what they understand by the ***democracy***. (You may want to display the first slide from the IWB resource, showing the word 'democracy'). Ask children for their feedback. The word *'democracy'* literally means *'rule by the people'*. In this country democracy works by allowing people to vote for **Members of Parliament (MPs)** - **Members of Scottish Parliament (MSPs)** in Scotland - who will represent them in the **House of Commons** and in the **Scottish Parliament**. Activity 1- Using the IWB slides provided (see Resources needed area) go through the *Democracy in Britain: True of False?* quiz, asking children to put up their hands to show whether they think the statement is *true* or *false*. Explain that at this stage it doesn't matter whether they get the answers right or wrong, the quiz is just for fun and to see how much the children already know about democracy in Britain. NB: see ***Guidance Notes for teachers*** (at the bottom of this lesson plan) for explanations of the True or False? quiz answers along with links for further information. **Preparing for a mock election** Divide the class into groups and give each group a *Planning your election campaign* planning sheet. Ask the children to discuss, agree and complete their planning sheets, using the headings given. From the planning sheet, ask each group to divide up tasks as follows: 1. Produce a manifesto for your party. This needs to outline your main policies in a clear and informative way, explaining why they would be of benefit to the country. 2. Choose a person who will be your election candidate. Working with another child, the candidate to produce a flyer which tells people about them and why they would be a good person to vote for in the forthcoming election. 3. Two people in the group can write a speech for the candidate to give to all the children who will be voting in the election.  When the groups have completed their tasks you can stage an event giving the opportunity for each candidate to read and possibly take questions from the voters. **Mock election** Once the candidates have given their speeches and publicised their manifesto policies you can now stage the mock election. How you run this will dependent on time available and what is most appropriate for your school, but here are some suggestions: • Borrow voting booths from a local council	democracy, elections, manifesto, voting booth, voting, candidate, policies, ballot slip, ballot box, constituencies, House of Commons, MP

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			• Make copies of ballot slips (see template in Resources needed area - you will need to add the names of the 'candidates' before photocopying). • Create a ballot box for children to place their ballot slips in. • Choose pupils to act as Ballot Officials. Give them a list of names from the classes that are going to vote and ask them to tick off names as children come to cast their vote. • Arrange for a member of staff, or someone else who will be impartial, to count the votes. • Announce the result of the vote in an assembly or special event. **Task:** We can prepare for an election by writing a speech (in PSHE books) and vote using ballot slips. Evidence in class book **Summing up** Review the mock election with some key questions such as: • Was the election run fairly? • Why was it important that everyone was given a chance to present their policies to the voters? • Why was it fair that all the voters had a chance to listen to each party's policies and hear their candidate speak? • Was the ballot run fairly? • Could there be a fairer way of choosing candidates? • In this country the party with a clear majority of candidates from all the different *constituencies* forms the next government. Is this a fair system? If so, why? If not, what might make it fairer?	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 2 - How (most) laws are made	• Why and how rules and laws that protect them and others are made and enforced; • Why different rules are needed in different situations and how to take part in making and changing rules. Safeguarding Online Safety	**Introduction:** Start the lesson with some key questions such as: • What school rules are there? • Why do we have rules? • Who makes the rules? • What happens if people break the rules? • Who makes the rules that apply to everyone in our country? Explain that in this lesson the children are going to learn about the process of how laws are made in this country. Working in pairs or small groups and using the large sheets of paper and pens, ask the children to brainstorm all their ideas about how laws are made in this country, using the following 3 headings as prompts: • What we know • What we think we know • What we'd like to know Ask groups to share their ideas. You can revisit these sheets at the end of the lesson to check how the children's knowledge about law making has moved on from the start of the lesson. Show the children the slides on the IWB form SCARF on how most laws are made,	debate, penalties, House of Commons, proposal, amendments, enforcement, majority, House of Lords, Royal Assent

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			Task: In groups we can propose a new law, present this and take a vote to see if the bill passes by majority. Evidence in class book Ask the children to imagine that a new law is being proposed. You can select from the following options or devise your own (think of a law that would affect the children): • All cyclists must wear a cycle helmet • High energy drinks must only be sold to over eighteens • Children (under eighteen) can only buy one confectionary item in a shop at a time • Children under 16 cannot have a social media account*. *The Smartphone Free Childhood Movement recommended that children should not have access to social media until 16. Read the proposed law and explain that in Parliament this would be the first reading of the Bill. Now move to the second reading of the Bill where Members of Parliament would debate the details. Use the following questions so that children have a framework for discussing the Bill • How would people benefit from this law? • Who might object to this law? Why? • What changes (amendments) would you want to make to this law, if any? • What would be appropriate penalties for people found breaking this law? • Who would enforce this law? Encourage children to think of their own questions about the Bill. Ask children in groups (or as a class) to discuss and then list arguments for and against the Bill. **Summing up** Take a vote on the Bill. The majority vote wins. If the Bill was passed in the House of Commons what would happen to it now? [It would pass to the House of Lords where it would be debated and voted on again. If it was accepted by both houses it would pass over for Royal Assent from the reigning Monarch]. Ask children to look at the sheets they produced for brainstorming their ideas about how laws are made. What do they now know that they didn't know before? Are there any new things they have about making laws which have arisen during the course of the lesson?	

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RKR8, GW1	Community art (OPTIONAL)	• Define the term 'community'; • Recognise the benefits to mental health and wellbeing of being part of community groups; • Understand the value of community members and how they can be valued for contributing to communities.	**Introduction** Discuss with the class what they understand by the word 'community'. The Oxford School Dictionary defines it as: ***'The people living in one area or a group with similar interests.'*** Discuss the following: • What communities or community groups do you belong to? [e.g. different church or faith groups, youth groups - Brownies, Scouts, etc. - local sports or theatre groups, other local groups etc.] • What are the good things about being part of a community? [Encourage the children to think of the benefits of belonging to the community groups they mentioned earlier]. • What do we mean by feeling or being valued? • How do you feel valued by these communities? • How do the people within these communities show that they value you? • How do you show these people that you value them? **Task:** I can create a piece of mixed media art that celebrates a community I belong too. (In PSHE books) Ask the children to create a piece of mixed-media artwork that celebrates one of the communities they belong to and also shows how they feel valued by it. They could incorporate photos, certificates, or awards that they've received in their artwork.	community, valued

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YEAR 6				
DfE Statutory	Lesson Title	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary
Being My Best				
Wider PSHE curriculum (not covered by DfE statutory requirements)	This will be your life!	• Identify aspirational goals; • Describe the actions needed to set and achieve these.	**Introduction** Introduce the lesson theme of aspirations and goal-setting, with some key questions about : • What are some of the big decisions you may make in the next ten to fifteen years that will significantly affect your life? [education, qualifications, where to live, money, relationships, career, friendships etc.] • What are the realistic dreams (aspirations) you have for your own life and what steps might you take to move towards your goals? • What things that you are you doing now , at your age, will help you take those early steps towards these goals? **Task:** I can write about what my accomplishments might be in 20 years time. In PSHE books Ask the children to imagine themselves twenty years in the future where they have achieved some great success. In twenty years' time what advice might they give to someone who was eleven who wanted to achieve what they have Hand out the *This will be your life* Activity sheet. • What achievements will they like to have made? • What steps might they have needed to take to reach those achievements? • Who will have helped them? • What will the challenges have been? • In twenty years' time what advice might they give to someone who was eleven who wanted to achieve what they have done? **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. Most success in any field comes from a lot of practise - working at something - rather than relying on a 'natural talent'. (This links to the Growth Mindset theory).**	perseverance, aspirations, goal setting

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HE2 , HE3	Our recommendations	• Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. • Develop a holistic approach to healthy eating. Safeguarding Online Safety	**Introduction** • What topical issues are currently affecting young people's health and wellbeing? • What stories have you seen or heard in the news about these issues? • If we wanted to find out more what resources could we use to help us do this • Can we also trust what we read on the internet? Can we always trust what we read and see on social media? • How can we best make sure that the information we look at is accurate? • Where can we find information we can trust about this topic? • What kind of people are best placed to advise on issues of health and wellbeing? **Task:** In groups we can research a local area issue and create a Powerpoint presentation on our findings. Evidence in class book Appropriate topics for research could include: • The effects of modern technology on sleep quality • The amount of sugar in different food / drinks and the impact on dental health • High energy drinks, their ingredients and the effects and risks of their use by young people • The effects of pollution on health • Is vaping healthy or risk free?* • The facilities for undertaking physical activity in the local community • Issues around road safety in the local community • Local schemes which involve children and young people making a positive contribution to their community • Who does it affect? • How does it affect them? • Is anything being done to improve the issue? • What else could be done to improve the issue? Teacher guidance: If children are researching for a presentation around healthy eating, make sure to guide them towards a holistic approach. Learning about food should not just be about nutrients or food groups, it is also about supporting pupils to make informed choices, understand their bodies, and develop lifelong habits that improve their physical and emotional wellbeing. The RSHE guidance emphasises that healthy eating is a statutory part of Health Education, and schools are encouraged to link learning across topics to build strong, consistent messages. This includes helping children understand how food supports their energy, growth and wellbeing, and how different influences shape their attitudes towards eating. A whole-school approach is also key. Creating a culture that promotes positive attitudes to food helps pupils feel confident, supported and safe to make healthy choices. Guide pupils thinking to keep themselves healthy and make informed decisions about what they eat and drink. This includes listening to their bodies, enjoying a variety of foods, and building positive habits for life. Creating a culture and ethos of healthy eating - GOV.UK	wellbeing, reliable, accurate, sources, health, misinformation, disinformation,

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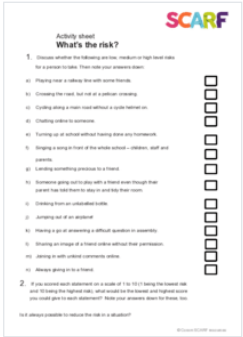
CF2, CF3, CF4, CF6, RKR1, RKR4, RKR5, RKR6, RKR9, OSA1, OSA4, OSA5, OSA6, BS1, BS5, DATV1	What's the risk? (1)	• Identify risk factors in a given situation (including online); • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; • Know where to go for advice and support when they feel worried or concerned about something online. Safeguarding Online Safety	**Introduction:** Start the lesson by explaining that we're all unique; we have different ideas, needs, preferences and feelings. These factors can influence the choices we make in life. Begin with a discussion about risk: Start the lesson with a discussion about risk e.g: • What is meant by the word 'risk'? What is meant by the word 'risk'. Through discussion draw out the idea that a risk is an action which may have negative consequences but also some possible benefits. • How do people decide whether to take a risk or not? They have to weigh up the possible negative consequences and the possible benefits and decide whether one outweighs the other. This can be illustrated by thinking about old-style balance scales – if someone decides that the benefits outweigh the negatives they may decide to take a risk, if they decide the negatives outweigh the benefits they may decide not to take a risk, if the negatives and benefits appear equal then they may find themselves in a dilemma. • How might a risky situation make someone feel physically? [butterflies in tummy, shaky, sweaty, find it hard to swallow, have trouble sleeping…] • When thinking about risks online, it is important to talk to a trusted adult who can support, help and offer advice about what to do. Remember - we're all different – we all have similar feelings but we might not feel the same feelings as others at the same time. The way we feel about situations can affect the choices we make; so we might make different choices to others as well. For example, some people feel excited at the thought of mountain biking so would choose to do that; for others it might feel too scary, so they might choose to say no, to do something else. If ever we feel unsure, or unsafe, we have the right to say no. This needs to be listened to and respected. We can also change our minds too! It's important we make choices that feel right for us as individuals, and if someone makes a different choice then we can respect that too. Kindness and respect can help us all feel comfortable, happy, safe and secure. Task: In pairs we can explore scenarios and decide how risky they are on a scale of 1-10. Evidence in class book  SCARF Activity sheet What's the risk? Hand out the *What's the risk? Activity sheet.* Working in pairs or threes they discuss each scenario and decide how risky that situation is on a scale of 1-10 with 1 being very **low** risk and 10 being very **high** risk. Discuss the fact that some things carry a physical risk, some emotional.	assessing risk, self-esteem, weigh up, dilemma, controlling, neglect, self-worth

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			Ask children what a healthy friendship should be based on [kindness, trust, respect…] Explain that if there is imbalance, if we feel our needs and feelings are neglected by our friends, then this could be harmful emotionally, to our self-esteem and self-worth. *Controlling behaviour* is when someone tries to make another person do what they want by telling them what they can or cannot do. It's about power, not care. Remember, our needs and feelings are important, and we need to be careful with the needs and feelings of others too. If something ever doesn't feel right for us, we can say no. This needs to be listened to and respected. Emphasise that it's very important to get help from a trusted adult if anyone is making us feel uncomfortable, unsafe or scared. Summing up Finish the session by doing the 'risk continuum' activity. On one side of the classroom (or hall) put the sign 'Very high risk for me' and on the other side 'Very low risk for me' (find these in the Resources needed area). Ask the children to stand between the signs where they would rate themselves on a range of statements. You will find that children will rate themselves differently according to how they perceive each risk. Sample statements (but you can think up more of your own): • Going on a roller coaster • Touching a spider • Walking through a church graveyard at night • Getting a bus into town by yourself • Ignoring unkind comments online	
FPC1, RKR5, OSA2, OSA3, OSA4, OSA6, WO7, WO9, BS1, BS2, BS4, DB1	What's the risk? (2)	• Identify risk factors in a given situation; • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; • Recognise that some	**Introduction:** Review with the class what is meant by the word 'risk' as discussed at the beginning of *What's the risk? (1)*. Recap the idea that a risk is something which may have negative consequences but may also have possible benefits. How do people decide whether to take a risk or not? This requires weighing up the possible negative consequences and the possible benefits and decide whether one outweighs the other. This can be illustrated by thinking about balance scales – if someone decides the benefits outweigh the negatives they may decide to take a risk. If they decide the negatives outweigh the benefits they may decide not to take a risk. If the negatives and benefits are equal t hen they may find themselves in a dilemma.	choices, influence, assessing risk, weigh up, misinformation, online behaviours

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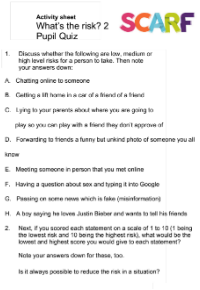
		situations can be made less risky e.g. only sharing information with someone you trust. Safeguarding Online Safety	**Task:** I can read a range of scenarios and write how I would tackle each risk. I can score them on a scale of 1-10. Evidence in PSHE books Hand out the *What's the risk? Activity sheet.* Working in pairs children discuss each scenario and decide how risky that situation is on a scale of 1-10: 1 being very ***low*** risk and 10 being very ***high*** risk. Continue the session by doing the 'risk continuum' activity. On one side of the classroom (or hall) put the sign 'high risk' and on the other side the sign 'low risk' (find these in the Resources needed area). Ask the children to stand between the signs where they would rate themselves on a range of statements. You will find that children will rate themselves differently according to how they perceive each risk. Sample statements (but you can think up more of your own): • Getting a bus into town by yourself • Walking down the road with a smartphone or other electronic device in your hand • Calling Childline if you're worried about something • Using an AI chatbot to ask for advice. [N.B. Point out that AI companions can share harmful content and give advice that is dangerous. They are often designed to encourage continuous interaction which can lead to overuse and even dependency. Some tech companies that provide chatbots use algorithms (a set of computer rules that are designed to keep the attention of the person using the digital device) to judge when a person is becoming dependent on them and then introduce a charge for the person to continue interactions with the chatbot.*] • Walking through a church graveyard at night • Watching a scary video on YouTube. [Point out that one of the risks is that computer algorithms will continue to push this type of content to you.]	


Activity sheet
What's the risk? 2
Pupil Quiz
SCARF

1. Discuss whether the following are low, medium or high level risks for a person to take. Then note your answers down:

A. Chatting online to someone
B. Getting a lift home in a car of a friend of a friend
C. Lying to your parents about where you are going to play so you can play with a friend they don't approve of
D. Forwarding to friends a funny but unkind photo of someone you all know
E. Meeting someone in person that you met online
F. Having a question about sex and typing it into Google
G. Passing on some news which is false (misinformation)
H. A boy saying he loves Justin Bieber and wants to tell his friends

2. Next, if you scored each statement on a scale of 1 to 10 (1 being the lowest risk and 10 being the highest risk), what would be the lowest and highest score you would give to each statement?

Note your answers down for these, too.

Is it always possible to reduce the risk in a situation?

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BFA1, BFA2	Basic first aid including sepsis awareness	• See link to external resources for further information • I know how to make a clear and efficient call to emergency services if necessary. • I know concepts of basic first-aid, for example dealing with common injuries, including head injuries. • I can discuss the work of the Red Cross.	**Basic first aid** We have agreed with the British Red Cross to sign-post to their comprehensive **First Aid Champions** resources for children aged 5 to 11. These cover the statutory requirements for basic first aid requirements introduced by the DfE in their RSHE Statutory Guidance. Like the SCARF, they are easy-to-access, online resources. Follow this link to the **First Aid Champions** resources. The site contains two introductory lessons: 1. Why is first aid important 2. Giving first aid There are then a further eight lessons with specific first aid skills for children to learn and practise: • Asthma attack • Bleeding • Broken bone • Burns • Choking • Head injury • Unresponsive and breathing • Unresponsive and not breathing **Sepsis awareness** Every year in the UK: • 48,000 people die from sepsis - about 130 per day • 60,00 suffer permanant, life-changing after-effects, including amputations But many people don't know about sepsis, its signs and how to act if it's suspected. The UK Sepsis Trust (UKST) charity works with schools to educator teachers, children and families about sepsis, including teaching resources that we have reviewed and approved for use by SCARF schools.	feelings, adult, calm, first aid, emergency, unresponsive, life skill, sepsis, Red Cross, ambulance, operator, information, serious, scenario, script, role, panic, responsive
CF3, RKR8, GW1, GW2, GW6, WO3, PHF2, PHF3, PHF4, HP1, HP3, HP4	Five Ways to Wellbeing project	• Explain what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a	**Introduction:** Look at the Five Ways to Wellbeing (from New Economic Foundation) on IWB (slide provided) 1. Connect 2. Be Active 3. Take Notice 4. Keep Learning 5. Give 	wellbeing, connect, be active, take notice (mindful), give,

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		healthy lifestyle, giving examples of how they can be implemented in people's lives.	Discuss what they are and how they contribute to a healthy lifestyle. Can the children think of ways that they do any of the five ways? **Task:** As a class we can think of a class enterprise to raise money and create posters to advertise it linking to the five ways of welling. Evidence in class book As a class enterprise, pupils could work together to create a mini documentary to introduce the Five Ways to a new audience. This would explore each of the ways in turn, along with examples of how they can be implemented in real-life situations. Pupils should identify their individual strengths and work in roles that will play to these strengths. For example… • Some pupils could create the theme tune for the opening and closing credits. • Some could write interview questions for members of the school (e.g. head teacher) or wider community about how they apply any of the five ways in their own life. • Local charities whose work relates to any of the five ways could also be interviewed. • Some could take charge of filming, editing films, adding titles etc. • Some could be the presenters or interviewers. • Some could be actors who are filmed taking part in activities that fit in with one or more of the Five Ways. • Some could direct the film Each pupil should have a role and feel a part of the team. Showcasing the finished documentary could be a part of the project. Invitations/posters could be designed and sent to parents and selected members of the public. This would give pupils the opportunity to raise awareness of the five ways to wellbeing with a wider audience and hopefully contribute to the wellbeing of others.	keep learning (get creative)

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YEAR 6				
DfE Statutory	Lesson Title	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary
Growing and Changing				
GW4, GW7, GW9, RKR1, RKR2, RKR4, RKR6, RKR8, RKR9, OSA1, OSA4, OSA5, WO3, WO7, WO8, WO9, DB1	I look great!	• Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks. • Understand the importance of avoiding putting pressure on others to share information and images online. Safeguarding Online Safety	**Introduction** Hands up if you can think of someone who is seen on digital media or in newspapers and magazines a lot. Make a verbal list. (This will vary, according to who is trending at the time). Digital media - refers to any content that is created, stored, or shared using digital technology. It includes information and entertainment you can access on electronic devices like computers, tablets, phones, and digital platforms. Ask: Do all famous people stay famous? (Lots of people don't stay famous for very long!) Ask why the people they have named are so well known. Responses will depend on who the class names at the start. Thinking about celebrities, and this could include Influencers and YouTubers, too. Hands up if you think celebrities always look like this. They look ordinary most of the time and only dress up when they are at an event or for a photo-shoot. When you see a photo of a celebrity, is it certain to be exactly how they really look? How can photos be manipulated (changed) to enhance or alter the final image? AI (Artificial Intelligence) tools can be used to edit, change and filter images. These alterations are fake and are sometimes used to upset, anger or bully other people. AI can also create 'deepfakes'. Deepfakes use a type of technology called 'machine learning' to create a digital version of someone. This maps a person's face and mouth movements so that it can then copy them and create fake photos or films of them. Technology is advancing quickly, meaning we need to be look out for more realistic deepfakes appearing in digital media. Photos can be edited to make the person look thinner, have bigger eyes, change hair colour etc. Sometimes the person looks nothing like they do in real life. Watch the two videos showing both a male and female representation of pressures around body image. Dove campaign for real beauty - Female version	body image, manipulation, self esteem, deepfake, digital media, self-worth

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			Dove campaign for real beauty - Male version Both videos were created by Dove to highlight the way body images are manipulated in the media and to encourage people to understand that the images we see in the media are unrealistic and unattainable. • Do you think it's okay to change how someone looks in a picture? How might it make young people feel when seeing people who look like this? [Want to be like them, want to look like them.] Some young people feel there is a lot of pressure on them to look and be a certain way because of what they see on social media. Looking at these manipulated images/photos of celebrities who have spent hours being dressed and groomed can make people feel dissatisfied with their own appearance. Watch the video clip of friends talking (found on the right side of this page). Zane and Rina are 15 years old. After showing the film clip, ask the children to discuss the following questions in pairs/small groups: 1. What do you think Zane and Rina were feeling when they talked about being judged by how they look? 2. Why do you think people care so much about what others post online? 3. Do you think it's fair that people are judged by how they look or dress? Why or why not? 4. If you could change one thing about how people treat each other online or in real life about how they look, what would it be? 5. What advice would you give to a friend who feels pressured to look or act in a certain way? Activity 1 – I am Great Explain that you are all going to do an activity that will make people feel really good about themselves. Put the A4 pieces of paper on the wall, or on the floor or a surface. On each piece of paper write a child's name, so there is one for everyone. Give each child 4 Post-it notes, then pass the hat around so that each child takes out a name. (If they get their own, they put it back and take another). Without saying whose name they pulled out, they write on 2 of the Post-it notes something that they like about ***the way that person is*** e.g. they are kind, happy, funny, enthusiastic, caring. On the other 2 Post-it notes they write down what they like about ***the way that person looks*** e.g. they are smiley, have curly hair, are tall etc. They then stick all four Post-it notes on the A4 paper with the child's name on it and present it to them. What do you think beauty is? [perhaps talk about stereotypes and how this might affect males]. Would anyone like to share something that they didn't realise about themselves? Was there something that made them feel good about themselves when they read it? How did it make them feel when they were thinking about the other person?	

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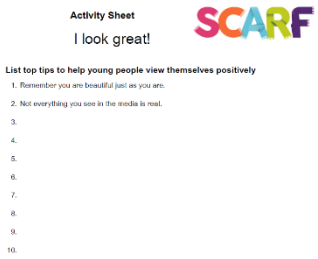
			Task: In groups we can write a list of top tips to help young people view themselves in a positive way. Evidence in class book **Activity 2 – Deepfakes** Because technology is becoming more advanced and able to do new things, deepfakes are becoming more difficult to spot. Watch the video to understand how deepfakes are created, and what to look out for. This can help remind us that not everything we see in the media is true or real. What are deepfakes and how do they work? - BBC Bitesize Use the Activity sheet – I look great!  Activity Sheet I look great! SCARF **List top tips to help young people view themselves positively** 1. Remember you are beautiful just as you are. 2. Not everything you see in the media is real. 3. 4. 5. 6. 7. 8. 9. 10.	

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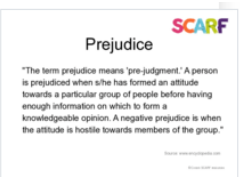
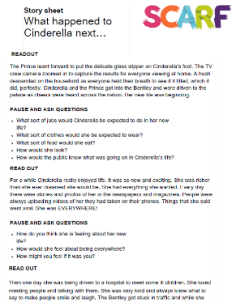
RKR1, RKR4, RKR10, OSA2, OSA4, OSA5, OSA6, WO3, WO8	Media manipulation	• Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. Safeguarding Online Safety	**Introduction** Read the story *What Happened to Cinderella Next, from SCARF resources* and go through the questions. What conclusions do the class come to? Activity 1 - Media Manipulation Watch the Dove Confident Me, Evolution clip (find link in Resources needed area). Play it twice. In groups discuss how you feel about the way the media plays around with the image (media manipulation). Think about the 'before' and 'after' images. Is it real? Is it true? What do you think about this? How might it make a person feel about themself? What type of people do these images tend to show most of the time? [perfect, even coloured skin, slim or underweight, what society sees as 'pretty' at the moment, tall] What types of people do we rarely see in the media? [possible examples: different races, girls wearing a hijab, short, old, larger than size 14, disabled, gay or lesbian, transgender*, spotty, lower income, every day jobs, realistic families and lives.] *Some people feel that their gender is not in line with their biological sex, so as adults they may choose to live their life as the opposite gender. If people do change their gender, they are protected by law as they have the protected characteristic known as gender reassignment. Why might this be? Discuss stereotypes, prejudice, discrimination – use IWB slide definitions from SCARF resources  Prejudice "The term prejudice means 'pre-judgment.' A person is prejudiced when s/he has formed an attitude towards a particular group of people before having enough information on which to form a knowledgeable opinion. A negative prejudice is when the attitude is hostile towards members of the group." Stereotype An often unfair and untrue belief that many people have about all people or things with a particular characteristic. A set idea that people have about what someone or something is like, especially an idea that is wrong. Discrimination "Treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their race, faith, gender, sexuality, etc." Explain why this matters. It can make some people feel invisible or undervalued. It can create unrealistic expectations about life and appearance. It can reinforce stereotypes and inequality. Explain that if we don't challenge this behaviour, this could lead to people being treated unkindly or unfairly, to them feeling upset, having unhealthy expectations and having poor mental health, or even feeling unsafe. Everyone is unique – we all have different bodies and brains; we have different needs, feelings, ideas and preferences. We might make different lifestyle choices too. It's ok to disagree or make different choices in life, but our differences are important and need to be respected. We all have a responsibility to be respectful, and to challenge disrespectful behaviour towards others, too. If anyone behaves disrespectfully to us, or someone else, we can tell a safe adult at home or at school.	 Story sheet What happened to Cinderella next... SCARF READOUT The Prince leant forward to put the delicate glass slipper on Cinderella's foot. The TV crew camera zoomed in to capture the results for everyone viewing at home. A hush descended on the household as everyone held their breath to see if it fitted, which it did, perfectly. Cinderella and the Prince got into the Bentley and were driven to the palace as cheers were heard across the nation. Her new life was beginning. PAUSE AND ASK QUESTIONS • What sort of jobs would Cinderella be expected to do in her new life? • What sort of clothes would she be expected to wear? • What sort of food would she eat? • How would she look? • How would the public know what was going on in Cinderella's life? READ OUT For a while Cinderella really enjoyed life. It was so new and exciting. She was richer than she ever dreamed she would be. She had everything she wanted. Every day there were stories and photos of her in the newspapers and magazines. People were always uploading videos of her they had taken on their phones. Things that she said went viral. She was EVERYWHERE! PAUSE AND ASK QUESTIONS • How do you think she is feeling about her new life? • How would she feel about being everywhere? • How might you feel if it was you? READ OUT Then one day she was being driven to a hospital to meet some ill children. She loved meeting people and talking with them. She was very kind and always knew what to say to make people smile and laugh. The Bentley got stuck in traffic and while she	assertive, stereotype, gender stereotype, media manipulation, gender reassignment (protected characteristic)

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			Task: We can work in groups to explore stereotypical scenarios and challenge them. Evidence in class book Activity 3 – How to Challenge a Stereotype Explain that we can politely disagree with statements or opinions, especially if we know they are based on stereotypes rather than facts. If we don't challenge harmful stereotypes, this could lead to prejudice or discrimination – to people being treated unkindly or unfairly. Explain how to do this assertively - recap assertiveness strategies (as rehearsed in the Y5/P6 Being Assertive lesson, if children have done this) such as: • Stand firm • Speak clearly • Be friendly and polite • Stay calm • Look confident • Negotiate • Repeat your ideas (like a glitched online film) • Relaxed body language • Give eye contact or look towards the other person's face as you speak Children work in pairs: one child says a stereotypical statement, the other has to challenge it, e.g. • I disagree • That's not correct/ true • I actually think… • In actual fact… • Did you know that... • Is that true for everyone? I heard that... Reinforce that we all have a responsibility to be respectful, and challenge disrespectful or harmful stereotypes – towards us and/or others too. Scenarios x15 in folder. Example below: 1. A school sports flyer shows only boys playing football and invites "lads" to trials. Two girls who love football feel unsure about turning up. 2. The new coding club posters feature boys at computers with the slogan "Future tech bros." A non-binary pupil who enjoys Scratch feels put off 3. During options for a STEM-art showcase, some classmates say "boys are better at building," while "girls are better at decorating." A boy who loves watercolours and a girl who loves circuits feel judged. 4. A pupil notices their recommended videos show "make-up for girls" and "pranks and extreme sports for boys." They like both art tutorials and skate clips 5. A group is choosing a present for a classmate who likes baking and rugby. Someone says, "Baking sets are for girls; get rugby gear."	

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OSA2, OSA3, OSA4, OSA5, OSA6, BS1, BS3, BS4, BS5, WO9, DB2	Pressure online	• Understand the risks of sharing images online and how these are hard to control, once shared; • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. Safeguarding Online Safety	**Introduction** Sitting in a circle for this discussion can help children to feel involved and more likely to join in. First set up a safe environment, explaining that you are going to be discussing some things that about risky situations. During the discussions children may want to share stories, but that it's very important that **NO NAMES ARE MENTIONED**. Ask children instead to say **'A PERSON'** or **'A FRIEND'**, or **'I KNOW SOMEONE...'**. Begin by explaining that there may be times when we are put under pressure to behave in a certain way and do something that is risky, unhealthy, or makes us feel uncomfortable. Make a verbal list of all the pressures we can think of. [e.g. media, social media, friends, classmates, **family.**] NB: remind children not to name names, if they are talking about personal experience, but to say 'I know someone' instead. Go over the school policy about Bullying and what a person could do if these things were happening to them? Depersonalise the language here using 'person' or 'someone' rather than 'you'. Ask who is there to help in these situations [teachers or other adults at school, parents/carers or other family members, trusted adults e.g. at a club, in the community.] Activity 1 - Sharing photos Show some photographs (physical versions - not on the IWB). Explain that you are going to share them. Print and use SCARF Sharing photos examples to pass around. • What was in the photographs? • Can anyone share them? [No] • Why not? [don't have copies of them] Ask for a show of hands from anyone who has ever shared - or knows people who have shared - a photograph online, either by email, on a smartphone, for example on Instagram, Snapchat etc. (If children mention social media platforms, remind them of the age restrictions for these apps is 13 years of age. Ask why they think there are laws about when children can use these apps and if necessary, explain that this is to help children manage their online behaviour and to keep them safe.) Ask: • If we share photographs in this way, what might the consequences be? [they could be shared by others, including with people we don't know - strangers. Also, AI could be used to change the photos and they could be used in an unkind way to hurt or embarrass someone.] • Has anyone ever felt under pressure to share a photo online? • Without mentioning anyone's name, where might this pressure to share when we don't want to come from? [NB - this could be friends, or children might just feel pressure to conform coming from within themselves. This is a key behaviour of social norms theory**] • Is it ok for someone to share a photograph of another person without asking their permission (consent)? [Explore the reasons why this might not be acceptable.]	online safety, peer pressure, right to privacy, sharing online

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			Explain that sometimes because 'everyone is doing it' we feel we have to join in too. Can you think of any times you joined in with something you didn't really want to? What made you do it? [Remind children that they only need to share what they are comfortable with, and not to mention any names of people involved.] **Task**: As a class we can discuss the dangers of sharing photographs online and understand what to do if we experience peer pressure. Evidence in class book Activity 2 - Lucy and the Boy Introduce the NSPCC film Lucy and the Boy* After watching the film, ask: • Were there any parts up until the end of Lucy's school day where you felt a bit uneasy or uncomfortable about who she might meet? • Were there any clues that the boy was not who he said he was? • What could be the consequences of sharing a photograph online? Ask children to discuss in groups, then feed back their ideas. [e.g. AI (Artificial Intelligence) could be used to make it something else, make a person look silly, add music, pass it on to lots of unknown people, etc.] Discuss: If someone is putting pressure on you to do something you don't want to do, whether it's face-to-face or online, what can you do? Who can you get help from? What can you do to make yourself feel safer?	

KEY: Safeguarding Online Safety Financial Education

FPC2, FPC6, RKR8, GW1, GW3, GW5, GW9	Helpful or unhelpful? Managing change	• Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; • Identify people who can support someone who is dealing with a challenging time of change. Safeguarding	**Introduction:** Can the children describe things that have changed for them since last year? Children talk with a partner about how they felt when they got something new. Draw out that sometimes changes are chosen and that these are often positive changes, for example, when we get something new, such as a new electronic device. However, some changes can be more challenging and are sometimes changes we do not choose, but happen anyway such as: we move to a different area; someone we know dies; a new brother or sister is born; a friend leaves school; parents split up; a parent has a new partner… Children talk with a partner about how they felt when they got something new [e.g. an electronic device, or a special present.] Then they share responses with the whole class [excited, happy, felt more grown up etc.] Talk with a partner about how they felt when something happened that wasn't their choice [e.g. moved house/changed school.] Activity - Sophie's story. Read the story from SCARF resources with the pupils then ask: 1. How do you think Sophie feels when she overhears them talking? 2. Why does she wait out in the hall? 3. Why do you think the grown-ups hadn't shared the conversation with her? 4. What positives may come of a move to Carl's house for Sophie? [e.g. new friends, a bigger house, a good school, a step-dad and a family home…] 5. What anxieties do you think she may have about a move to Carl's house? [Leaving friends, losing what she is familiar with is a possible disruption to her studies at school.] Story sheet SCARF Sophie's story Sophie lived with her mum. On alternate weekends she stayed at her dad's place. It had been like that for as long as Sophie could remember. However, her mum had a new boyfriend – Carl. Carl was okay. He worked as a PE teacher and was really quite fun to be around. One evening, Sophie was playing a game on her computer when she suddenly became aware of the conversation between her mum and Carl. They were discussing the pros and cons of living in Sophie's mum's house. "Your house is smaller than mine. We would have much more space if you move into my place," said Carl. "Yes, but Sophie would have to change schools. That would be really difficult at this point in her life," her mum replied. "But the school near my house is a really good one. She is a friendly girl and would quickly settle in I am sure," Carl continued. Sophie crept down and listened from the hallway. "Sophie has lived here all her life. I am not sure moving would be a good idea," her mum added. Sophie couldn't remain outside any longer. She wanted to know more. "What's going on?" she asked. It was clear from her mum's and Carl's expressions that they hadn't realised she had heard their conversation. **Task**: In groups we read Sophie's story and explore the events and decide if they were helpful or unhelpful. We can then role play one of the conversations to show what should have happened. Evidence in class book Next, working in pairs, children read and discuss the *Helpful or unhelpful?* Activity sheet. As a class, go through the possible response to the move and ask them whether they think these would help or not help Sophie. Take each response one at a time and allow explanation/discussion. Praise thoughtful contributions and explore the range of different ways people might deal with their feelings. Next, in groups of three, children role-play a conversation between Sophie, her mum and Carl. Choose one of the conversations to show to the class. Invite the class to suggest ideas for improvement. Another child could take a role as the conversation is replayed, with improvements added. Further suggestions could be invited and another child could take a role. What can help someone to make a change more easily? Activity sheet SCARF Helpful or unhelpful? Action Tick if you think this might help Tick if you think it might not help She shuts herself in her room and refuses to talk to either her mum or Carl Sophie keeps in touch with her old friends via social media She talks to her friends about how she felt when her mum's marriage ended Sophie argues continually with her mother and blames her for everything that doesn't go smoothly Sophie tells her mother that she is pleased that she is happy with Carl and talks with her about the exciting new experiences meeting will bring She pretends to be okay about the move and keeps her emotions to herself She lyes about the situation and her anxieties with her dad	change, support, conversation, discuss

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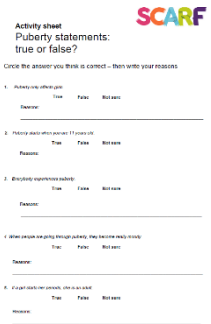
RKR1, BS6, HE2, DB1, DB2, DB3	Is this normal?	• Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; • Understand that a healthy attitude towards food can really support growth and puberty changes; • Suggest strategies that would help someone who felt challenged by the changes in puberty; • Understand what FGM is and that it is an illegal practice in this country; • Know where someone could get support if they were concerned about their own or another person's safety Safeguarding	**Introduction:** What does puberty mean? Gather ideas and clarify that 'puberty' is the word given to the time in a person's life when their body begins to change from a child's body to an adult's body capable of reproduction. Clarify that puberty involves physical, emotional, and psychological changes. Today we are going to have a chance to talk together about the different changes and challenges that happen when a person reaches puberty. Explain that male and female bodies have differences, and things in common. We'll learn about both kinds of bodies today. This is important for all pupils – to have an awareness and understanding of what all the changes bodies go through during puberty, to help them be respectful and supportive of those around them.  SCARF Activity sheet Puberty statements: true or false? Circle the answer you think is correct – then write your reasons 1. Puberty only affects girls True False Not sure Reasons: 2. Puberty starts when you are 11 years old True False Not sure Reasons: 3. Everybody experiences puberty True False Not sure Reasons: 4. When people are going through puberty, they become ready to vote True False Not sure Reasons: 5. If a girl starts her periods, she is an adult True False Not sure Reasons: Activity 1 Hand out the *Puberty statements: true or false?* Activity sheets for children to discuss in pairs. Allow a few minutes for them to consider and discuss these. Go through the statements and address misconceptions. NB: Please see the *Puberty statements: true or false?* Teacher answer sheet for guidance on the answers to the questions. Reassure the children that most people go through puberty with little difficulty but explain that for some the time can be more challenging. With any challenge, what sort of things help people? Having a trusted person to talk things through with; being prepared; understanding that solutions can be found; feeling confident etc. Do the children know what an Agony Aunt is? Explain that they communicate in writing with someone who writes to them with a problem. They write a letter back with advice. **Task:** In groups we can act as Agony Aunts to write a response to challenging situations of puberty. We can name the male and female private parts. Evidence in class book	testicles, puberty, vagina, penis, hormones, vulva, friends, nipples, scrotum, identity, spots, **If using the film clips, the following words are also used:**, periods, rights, mood swings, FGM/cuts to the vulva, period products, emotional changes, physical changes, FGM, voice deepening,

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Give out the *Agony Aunt letters* Activity sheet. Working individually or in pairs, the children read and record their ideas as 'Agony Aunts' to support and help a range of young people with challenging situations in puberty.
Share some of their responses to the problems. Praise thoughtful and considerate advice.

Activity sheet
Agony Aunt Letters

Dear Aunty Agatha,

I have noticed my skin is really greasy these days. I have also started getting some revolting spots. It is so embarrassing. I hate it because I feel as if everyone notices and is talking about me. What can I do? Ryan

Dear Ryan,...

Dear Aunty Agatha,

I am so much shorter than my friends. I've always looked younger than them. Now all my friends seem to have started their periods. I keep wondering if there is something wrong with me. What should I do? Chloe

Dear Chloe,...

Dear Aunty Agatha,

My voice is breaking me out. Sometimes I start to talk and it squeaks. People in my class laugh at me. I hate it. When will it stop? Michael

Dear Michael,...

Remind the children that we are all unique – our bodies, thoughts, needs and feelings are different, and our experiences of puberty might be different. Different changes might happen to different people at different times, and that's ok. We have different preferences too – the way we prefer or choose to handle some of the challenges of puberty might differ, and that's ok too! This can feel complicated at times, as other people might choose to manage things differently to us. Sometimes we need to try a few different ways of coping until we find one that feels comfortable for us. We can always speak to a trusted adult or a supportive friend if we have a worry about what's happening, or we're not sure what to do. Our personal needs, feelings and choices need to be respected.

Emphasise that young people have the right to decide what happens to their body. Their body belongs to them.
Teacher guidance around increased weight during puberty

Puberty brings rapid physical growth. Children gain height, muscle, bone mass, and body fat as part of healthy development. Research shows that both boys and girls experience increases in total body mass during puberty due to hormonal changes and growth spurts.
Not all children grow at the same time or in the same way. Variations in timing (early, "middle," or late puberty) are all normal. Everyone grows at their own pace, and there's no 'right' way for a body to look during this time.
Growth spurts significantly increase nutrient needs, and a balanced diet helps support healthy development. Eating a wide variety of foods ensures children receive essential nutrients such as calcium, protein, and vitamins needed for puberty.
Learning to listen to our bodies messages and signals is really helpful. Noticing when we feel hungry, full, and tired for example can help us decide what the best thing is, to give our bodies to support it and keep it healthy.

Activity 2- Recap the names for the private parts of the male and female body:
Female:

- Vulva (External parts of female genitals which are visible. This includes the clitoris, two sets of labia - the inner and the outer - and the entrance to the vagina.)
- Vagina (Inside the body - the opening of the reproductive part of the girl's body (the passage which leads to the womb. This is also where tampons and Mooncups or Menstrual cups are placed during menstruation.)
- Ovaries (Where eggs are stored)
- Eggs (Cell needed for reproduction)
- Womb (Space for baby to grow)
- Clitoris (A small, soft pea shaped bud which lies above the urinary opening and is protected by the clitoral hood. Very sensitive part of the body.)

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			• Labia (includes both the smaller lips/folds of skin that surround the entrance to the vagina and urinary opening (wee hole), and the outer lips/folds of skin that surround the inner lips) • Breasts (These develop and grow during puberty. Breasts produce milk after childbirth, to feed a baby.) **Male:** • Penis (This is the shaft-shaped reproductive organ that hangs outside the male body. It helps transport urine (wee) and sperm away from the body.) • Testicles (produce millions of sperm everyday once a boy starts puberty) • Scrotum (sack of skin that holds the testicles outside the body) • Sperm (cell needed for reproduction) **Both:** • 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.) • Anus (end of the digestive system, where poo comes from) • Pubic Hair (Hair which starts to grow around the genitals during puberty. 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. Emphasise that young people have the right to decide what happens to their body. Very occasionally, young people have things done to their bodies that are criminal in this country. These crimes involve cuts made to female genitalia – the vulva - the external area around the opening to the vagina. If you were concerned about yourself, or another young person you know, are there people you can think of who can help? In the unlikely event of any safeguarding issues being raised during this discussion, these should be dealt with through the school's Safeguarding policy. How can young people show respect to one another during such challenging times?	

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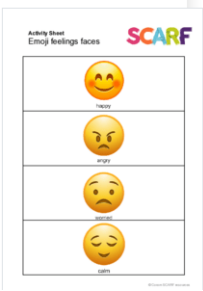
	Intimate images and sharing online (optional)	• Understand what is meant by private and personal information. • Recognise why some images should never be shared online. • Understand the importance of consent when sharing things online. • Identify safe actions to take if they feel pressured to share or receive inappropriate or intimate images. • Understand that once a post is shared there is no way of deleting it everywhere. • Know where and how to seek help from safe adults or services. Safeguarding Online Safety	Explain that today we are going to learn about how to stay safe online, thinking about privacy online and what is safe and not safe to share online. For almost everyone the internet is an important part of life, but sometimes we might come across things that are worrying, upsetting, and not age appropriate. Our goal today is to think about some of the inappropriate content that might be shared and seen online, and to understand what our feelings and responses might be to it and to know what to do and who to talk to if this happens. Ask: What have you heard about the term privacy online? Answers might include; • It means keeping my personal information safe when I'm on the internet. • It means choosing who can see things about me like my photos or profile. • It means not sharing things like my full name, address or where I go to school. • It means thinking carefully about my location settings. • It's about using settings so only my friends can see what I post. • It means checking before I share something to make sure it's safe. • It means making sure my personal information isn't shared or spread across the internet Acknowledge that all the responses are valid. Recap or draw attention to the idea that once information is shared online it can be spread quickly, and it can be virtually impossible to permanently remove it.  Using the emoji feelings faces, (which can be found on the righhand-side and will need to be printed and cut up), ask the children to stand up and explain you are going to ask for a volunteer (Pupil A) to share a message with a friend. Ask pupil A to choose out of the four emoji pictures one that best describes how they are feeling right now. This is the piece of information they are going to share with their friend. This picture represents a post or photo they might share online for their friend to see. Pupil A chooses one friend to share it with and gives it to them. (Pupil B) Then ask pupil B to quickly show it to someone else. And then each new pupil must show it to another as fast as they can. Very quickly the entire class will have seen the picture. ***Activity 1 - What information or pictures might someone want to share online?*** Invite children to work in pairs to think about this question for a few minutes. Then ask the children to write their ideas down, one per post-it note. Using the resource – Activity 1a 'What might someone want to share online?', display the 7 headings on the walls around the classroom and as a class organise the children's ideas under the categories. (Some ideas may cross over into multiple categories.) Answers might include: • **Everyday life** – pics of what they're doing, updates about their day • **Interests and hobbies** – favourite things, playing sports	

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- **School related** – school trips, school achievements
- **Pets** – cute videos, animals doing funny things
- **Creative content** – drawings, music
- **Celebrations** – birthdays, festivals, weddings, parties
- **Family and friends** – including partners, girlfriends, boyfriends

Acknowledge that often when someone shares a photo, they also add a comment to go with it.
Ask: Thinking about our discussion around privacy online and how quickly information can be shared on the internet, is there anything listed that might not be a good idea to share online. What is safe, unsafe or depends?

Using the resource – Activity 1b 'Is it safe, unsafe or depends?' display the headings, **SAFE, UNSAFE, DEPENDS**
Discuss and move the post-it-notes to under the three new headings, safe, unsafe and depends.
Once the new lists are created, read through and ask if there were any examples that were difficult to know where to put.

Discussion answers might include:
SAFE
- Photos of pets
- Creative work – art, writing, baking, etc.
- Hobbies – The person playing football (as long as these don't include personal information like club details and logo – becomes DEPENDS)
- Family and friends (DEPENDS – with consent/permission from the other people in the photo.)

UNSAFE
- Information that has the school's name or logo on
- Location clues - 'At the park next to my house', away on holiday, clubs they attend each week
- Photos that give away private information – house, bedroom, personal belongings
- Family and friends without their permission.

DEPENDS
- Who you are sharing with – family picture with a close family member, carers, grandparents, family abroad.
- Depends on whether the photo is taken in a public or private location. (In a private location, like someone's house or a school, permission should be asked for and given before an image is shared.)

Explain sharing some things online is fine, like your artwork or a picture of your pet. But personal details, school logos and where you are right now are better kept private. This is because keeping those things to yourself helps you stay in control of who knows details about you and your life.

Activity 2: Sharing an image

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It is important to remember that when someone wants to share a photo of someone else, they should always get permission from that person.

Everyone has the right to decide which parts of their life go online. Asking for permission is respectful and kind, and it helps to avoid disagreements and fall outs with others. The other person might say no and that is okay as everyone has the right to control their own image. It is their image, their privacy, and their choice.

It can be against the law to share certain images, and these laws are there to help to protect and keep people safe both online and offline.

Using resource – Activity 2 – 'Sharing an image'

Display the message and then hand out the activity sheets.

Ask the class to look at 'Message 1' and then work in pairs to think about the questions.

Message 1 – Charlie really likes someone and they have been messaging each other online. In the latest message Charlie has been asked to send a cheeky and funny photo of themself.

Ask - What might a 'cheeky and funny' photo be?

Explain that Charlie decides to send a picture of themself dancing and pulling a funny fa ce.

Ask – Is that ok?

Now ask the children to look at 'Message 2' and work in pairs to think about the questions.

Message 2 – Charlie then receives a second message asking them to now send a 'nude pic.'

- Q1 – What might a 'nude pic' be?
- Q 2 – Why might Charlie be asked for a photo like this?
- Q 3 – How might Charlie be feeling?
- Q 4 – Should Charlie send the photo?
- Q 5 – Who could Charlie talk to, to get advice from?
- Q 6 – What else could Charlie do?

N.B - Nude pic, may be categorised as an 'intimate image' and may also be referred to as 'semi-nude' or 'sexy pose', 'naked picture', 'rude photo'.

Discuss as a class. *See teacher guidance for support discussing these questions.

Following the discussion – summarise by saying:

Even if there are reasons why someone has asked for an intimate image, it doesn't make it safe or okay. It is important to remember that once something is shared online, you can't control who sees it as it can be saved, screenshotted and then shared with others.

If someone is asked to send an intimate image, they need to tell a safe adult who can help them and keep them safe.

If someone receives or is sent an intimate image, it is important that they don't share it with friends but instead tell a safe adult straight away. It is always okay to ask for help. Anyone who shares an intimate image of someone under the age of 18 is breaking the law and there can be serious consequences.

Task: In groups we can discuss sharing images scenarios and what we should do if every in this circumstance.

Evidence in class book

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The next 3 lessons are non-statutory sex education and parents/ carers can opt out of these being taught to their child.

Non-statutory sex education content

- Lesson 6 (*Making Babies*) includes **non-statutory sex education**, as it explains how conception occurs through sexual intercourse and introduces basic information about contraception.
- Lesson 7 (What is HIV?) includes **non-statutory sex education**, as it teaches how HIV is transmitted through sexual activity and how this can be prevented through the use of condoms.
- Lesson 8 (*Online Sexual Content*) includes **non-statutory sex education**, as it addresses exposure to inappropriate or sexualised content online and how to respond safely.

FPC3, FPC4, BS3, BS6,	Making babies (Sex	• Identify the changes that happen through puberty to allow	**Introduction** Start by reviewing the class agreement or develop one if not already developed, see suggested ground rules/ class agreement.	egg, ovaries, sperm, testicles, puberty, vagina, penis, orgasm, embryo, womb, sexual intercourse,

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BS7, DB1, DB2, DB3	education)	sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means. Safeguarding	Ask the class why we all go through puberty? Activity 1 - Puberty for reproduction Recap the names for the private parts of the male and female body: **Female:** • Vulva (External parts of female genitals which are visible. This includes the clitoris, two sets of labia - the inner and the outer - and the entrance to the vagina.) • Vagina (Inside the body - the opening of the reproductive part of the girl's body (the passage which leads to the womb. This is also where tampons and Mooncups or Menstrual cups are placed during menstruation.) • Ovaries (Where eggs are stored) • Eggs (Cell needed for reproduction) • Womb (Space for baby to grow) • Clitoris (A small, soft pea shaped bud which lies above the urinary opening and is protected by the clitoral hood. Very sensitive part of the body.) • Labia (includes both the smaller lips/folds of skin that surround the entrance to the vagina and urinary opening (wee hole), and the outer lips/folds of skin that surround the inner lips) • Breasts (These develop and grow during puberty. Breasts produce milk after childbirth, to feed a baby.) **Male:** • Penis (This is the shaft-shaped reproductive organ that hangs outside the male body. It helps transport urine (wee) and sperm away from the body.) • Testicles (produce millions of sperm everyday once a boy starts puberty) • Scrotum (sack of skin that holds the testicles outside the body) • Sperm (cell needed for reproduction) **Both:** • 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.) • Anus (end of the digestive system, where poo comes from) • Pubic Hair (Hair which starts to grow around the genitals during puberty.. 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. Now ask, what are the specific changes take place during puberty so that our bodies can reproduce? (Emphasise that everyone is unique, and not everyone starts puberty at the same age, some earlier than others and some go through puberty faster than others.) On the IWB show outlines and ask class for suggestions, making sure to include: • Eggs released (periods start) - female • Hips widen - female • Breasts develop (to enable breastfeeding) - female	consensual, condom, surrogacy, adoption, IVF, age of consent, miscarriage, conception, consensual relationship, hug, cuddle, kiss, erection, vaginal wetness, excited, pleasurable feeling, implant, pregnancy, birth, caesarean, cut, labour, muscles, cervix, hips widen, wet dreams, loving relationship, **If using film clip –** **Reproduction Planned Parenthood**: , cells, semen, ejaculate, hormones, menstrual cycle, ripen, lining of womb, mature egg, ovulation, fallopian tube, fertilisation, uterine lining, period, **How a baby is born:** vaginal childbirth, pelvis, efface, dilate, contractions, mucous plug, water break, doctor, midwife, cervical opening, birth canal, delivery, active labour, contracts, crowning fetal head, episiotomy, skull bones, umbilical cord, placenta, breastfeeding, **All the different ways couples can create babies**: queer couple, LGBTQ+, stepchildren, foster parents,

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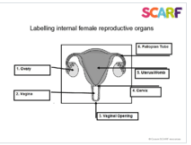
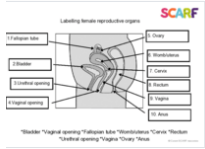
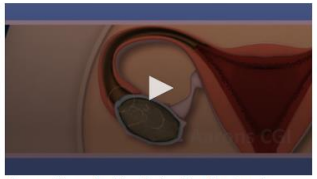
			• Sperm produced (sometimes wet dreams) - male • Erections happen - male Explain that girls are born with all the eggs already inside their ovaries, whereas boys don't start producing sperm in their testicles until they start puberty. You may find it useful to show both the *Female and Male Puberty Changes Images here.* Activity 2 – Conception Explain that most babies are created when a man and a woman have sexual intercourse. Emphasise that this usually happens when a man and woman are in a loving relationship and agree to make a baby. This is when the sperm of the man meets with the egg of the woman inside the woman's body. [Use the drawings of both female and male Internal Reproductive Organs (labelled) to describe this process - these are on the PDF entitled *Internal organs labelled and correct order for Conception and Pregnancy activity - show on IWB.*   Watch the animated film from SCARF online which shows this process very simply (the film is just over 2 minutes long). It covers very basic intercourse, conception, implantation, pregnancy and birth.  Human Reproduction Animation Version 3 ** It is the academies decision if to use the videos from SCARF. They must be watched prior to use in the classroom to decide if they are appropriate to watch with the cohort.* Here is a copy of the script that accompanies the film, for your information: 1. Here you can see the female reproductive system. This is situated between the hips. 2. Now we are zooming into one of the ovaries where the eggs are stored. 3. Here is an egg now leaving the ovary and travelling along the fallopian tube very slowly. 4. You can now see the penis entering the vagina, and releasing sperm. This is known as sexual intercourse. 5. In real life sperm doesn't look like a white line but a white liquid. Under a microscope it will look like millions of tadpoles. During sexual intercourse the man releases about 300 million sperm into the vagina. 6. The sperm's job is to swim to the egg where one sperm will enter the egg and fertilise it. Twins can occur when two eggs are released at the same time. This means each sperm will meet an egg each. It's a bit like having a brother or sister being born at the same time as you. You'll be exactly the same age, but you won't look exactly alike. Occasionally the fertilised egg made up of one sperm and one egg splits into two which then creates identical twins.	artificial insemination, co maternity, blended family, donate sperm, sperm bank, derogatory, homophobic, vulva, nipples, scrotum You may also find it useful to supplement this film clip with the following film clips to reinforce the learning about how families are created: Reproduction - Planned Parenthood How a baby is born All the different ways couples can create a family

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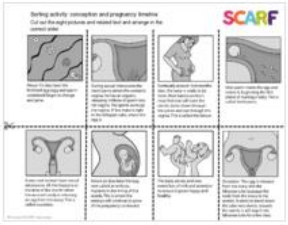
7. About six days later the fertilised egg, now known as an embryo, travels down the fallopian tube and implants itself into the lining of the womb. This is where the embryo will continue to grow (if the pregnancy continues). Not all pregnancies continue, this is known as a miscarriage, where the embryo leaves the body like a period but being heavier and lasting longer.
8. Eventually around nine months later, the baby is ready to be born. Most babies are born head first and will be born via the vagina. If this is not possible, maybe because the baby is in the wrong position, a caesarean will be carried out where a cut is made to the woman's abdomen and womb and the baby will be born this way
9. Here you can see a woman in labour, this is where the body helps to push the baby out using the muscles of the womb, which contract, so the baby can leave the womb, travel through the cervix and down through the vagina and into the world. It will need lots of looking after including cuddles, milk to grow and lots of nappy changes!

Allow for time after the film clip for children to ask questions about what they've seen.

Activity 3 - Conception and pregnancy timeline
Next, with children working in the same small groups, hand out the *Conception and pregnancy timeline* cards - one set per group. NB: ensure that each set is shuffled before children begin work (i.e. not in the correct order when they start).



Children work together to arrange the cards in the right order.

When the children have completed this task display the PDF showing the correct order, so that each group can check their answers.

Summing up
Ask the children:
Does conception always occur as a result of sexual intercourse, or can it be prevented? [Explain that if a man and a woman want to have sex but not make a baby they can use something to stop the egg and sperm meeting, such as a condom - a rubber or plastic tube that fits over a man's penis and catches the sperm when it comes out.]

1. *Sexual intercourse is legal only for those aged 16 and over in a* ***consensual*** *relationship (meaning both people want to have sex).*
2. *If anyone under 16 years old is in a situation where someone (of any age) wants to have sex with them they should tell a trusted adult (e.g. parent, teacher).*
3. *Not all babies are created through sexual intercourse, and not all babies have a mum and a dad; there are a number of different family structures, including; two mums, two dads, one mum or dad, or a granny and /or grandad, for example.*

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HP5, HP6	What is HIV? (Sex education)	• Explain how HIV affects the body's immune system; • Understand that HIV is difficult to transmit; • Know how a person can protect themselves from HIV. Safeguarding	**Introduction** Introduce the term HIV, which stands for *human immunodeficiency virus*. Brainstorm all the different things the children have heard of about HIV. Just record their ideas at this stage - the list will be reviewed at the end of the lesson, when children have learnt more about it. **Activity 1 - How do people get ill?** Draw an outline of two people on the board or use the IWB resources (see Resources needed area). Ask the children to name all the illnesses and infections that they have heard of and write them next to the relevant body parts on one outline. Then ask them to think about all the different ways that illnesses, etc, can be passed between two people. Write these around the second body outline. What is HIV? Explain that there are a number of specific infections that can be spread through sex and one of these is HIV. Explain that HIV is a virus and a lifelong condition. People living with HIV need to take medication every day to stay healthy or they will develop a range of serious illnesses, some of which are life-threatening. Ask children what they remember about the immune system and how it works [when infections get into the body, white blood cells rush around the body and fight it off] Explain that HIV is particularly difficult for the immune system to fight off because part of the virus attacks the immune system. When HIV gets in and attacks the immune system it means that all sorts of other germs, bacteria and viruses can move around the body without any way of being killed off, and it is this that can make people very poorly. **Activity 2 – How is HIV transmitted?** Emphasise that HIV is a difficult virus to transmit and that it doesn't transmit like many other viruses. Go back to the people diagram and cross out the ways (maybe with a red pen) in which	vagina, womb, condom, cervix, semen, vaccination, prejudice, infection, medication, HIV, immune system, virus, transmission, sharing needles, sexual contact, Human immunodeficiency virus, illness, sexual activity, vaginal fluids, lifelong condition, life threatening, sharing of needles, blood transfusions, Human papilloma virus, cancer, antibodies

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			HIV ***cannot*** be transmitted [getting close, sitting next to, sharing cups, spoons, etc., kissing, holding hands, toilets seats, touching, sneezing.] Stress that the most common ways HIV is passed to another person is through the sharing of needles e.g. syringes or other injecting drug equipment, or sexual activity without using a condom. It can also be passed from mother to baby or through blood-to-blood transfusions, although this is unlikely to happen in the UK, but can happen in other parts of the world. Explain that if a person gets HIV, they may get flu like symptoms to begin with, then depending on whether they live a healthy lifestyle, they might not feel unwell again for a while. However, eventually they will start to get unwell as their immune system isn't able to fight off the infection - it gets weaker and HIV gets stronger. That's why it's really important for people to get tested as soon as they think they might have HIV, so that they can take medicine that will help keep their immune system strong. This gives them the best chance of staying healthy and living a long life. Also, if a person takes their medication effectively for the rest of their life they won't be able to pass HIV on to anyone else after six months of taking it. For more information National AIDS Trust FAQs. Terrance Higgins Trust, About HIV: Can't Pass it On. Activity 3 - Living with HIV Ask the children: • What do you think someone who had just found out they had HIV would feel like? [scared, shocked, worried] • What would they need? [health care to provide information and access to medication, supportive friends and family] • How would they want to be treated? [with respect and understanding] • Why are some people scared about HIV and prejudiced towards people living with HIV? [they don't understand how it is passed from one person to another, so are worried they might get it easily. They might think that you automatically die if you get HIV. Their prejudice often comes from fear as well lack of knowledge] • Why might some people not want to help someone who has HIV?[they might think they could get it too, or that their friends will think they have it and keep their distance if they don't understand the facts about HIV and its transmission]	

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CF2, CF4, FPC4, RKR1, RKR2, RKR3, RKR8, OSA2, OSA3, OSA6, WO1, WO6, WO11, BS3, BS6, HP6, DB2	Online Sexual Content (Sex education)	• Identify the qualities of a caring, safe, happy and healthy relationship; • Understand the internet contains a lot of content that can be inappropriate and upsetting for children, some of which is sexual in nature; • Understand the laws around viewing online sexual content; • Understand the potential impact for children who have viewed this content and know where to go for advice and support.	Introduction: Setting ground rules or a class working agreement Rock agreement and sample group agreement Explain that today we're going to learn how to stay safe online. For almost everyone the internet is an important part of life, but sometimes we might come across things that are worrying, upsetting, and not age appropriate. Our goal today is to think about some of the inappropriate content that some children may come across on the internet, and to understand what our feelings and responses might be to it and to know what to do if this happens. Think about this scenario: A year six pupil is doing some research online for a science project, when something appears on the screen that is scary, worrying and maybe shocking. They are not sure what is happening, but it makes their stomach churn and feel tight and causes their heart to beat faster. Ask: How might this person be feeling? Sometimes the body tells you something is wrong even if you can't explain why. That is your 'internal alarm system', it's there to help you keep safe. Unfortunately, this may sometimes happen, but there are now new laws in the UK that make websites responsible for keeping children safe online by stopping harmful or upsetting material from reaching children. That means companies must use special checks to stop children seeing things that may be harmful.	vagina, penis, orgasm, sexual intercourse, consensual, condom, conception, consensual relationship, hug, cuddle, kiss, erection, vaginal wetness, excited, pleasurable feeling, loving relationship, respectful, online sexual content

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		Safeguarding Online Safety	***Activity 1 - How do you feel when...?*** Look at resource with children, either printed out or displayed on the IWB. Traffic lights: Green – Fee ls good, fun, safe Amber – Feels confusing, odd or 'not sure' Red – Feels scary, wrong, upsetting Ask: • What kind of online things might give us a green feeling? (Answers may include gaming online, cute animal videos, video calling friends and family, etc.) • What kind of things online might give us an amber feeling? (Answers may include an unexpected pop-up, message from someone they don't know, a link that takes them somewhere unfamiliar, a video or picture that doesn't look right but isn't scary, etc.) • What kind of things online might give us a red feeling? (Answers may include someone being aggressive, angry or frightening, bullying or unkind behaviour, someone they don't know asking for personal information, a game telling them to pay money, people encouraging dangerous actions, a picture or video that feels frightening or makes you feel confused and embarrassed etc.) A red feeling is your brain and body warning you to stop, turn off, and talk to a trusted grown up. Explain that in this lesson we are going to think about something that might appear on a screen that might give us a red feeling and what to do and who to talk to if this happens. This is known as 'online sexual content'. Online sexual content includes any material that shows sexual behaviour. That includes sexual language, photos, videos and films. This might appear on social media or messaging apps, this might appear on other people's posts, adverts, direct messages and comments. It might appear on television or in films. The content may range from: • Sexual comments • Photos of people kissing • Photos of influencers or other people posing in swimwear or underwear. But there also might be content that is more extreme, serious, frightening or concerning like: • Adult sexual content (pornography) • Nude images of people (taking, making, creating, possessing and sharing sexual images of under 18's is illegal and can carry a penalty of up to 10 years in prison.) Adult sexual content may show people having sexual intercourse or engaging in sexual touch and it may not be a healthy representation of a respectful and happy relationship.	

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Adult sexual content (pornography) is not meant to educate young people about relationships and sex. It was created by adults to entertain other adults, in the same way that some games are designed for adults, such as Grand Theft Auto, which has an 18+ age rating. This game involves a lot of crime and driving cars in an illegal and dangerous way. But the game isn't designed to teach people how to drive cars.

It is important to remind ourselves about our previous learning, how babies are made, sexual intercourse and healthy, respectful relationships.

Activity 2: Healthy Sexual Relationships

Recap on previous learning from the 'Making babies' lesson.
Sexual intercourse/sex or sexual touch should be a consensual and pleasurable experience and happen within a respectful and trusting relationship. It is important to remember that there are different kinds of relationships too, not just between a man and woman, but also between two men or two women. The term sex can be used to describe all the different ways two individuals can touch each other in a sexual way; that includes touching their genitals, in a way that feels nice to them.

Activity 3 – Reasons why?

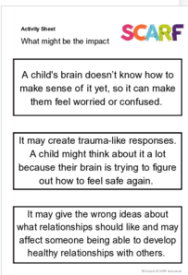
Explain we are going to think about the reasons why some young people might choose to search for online sexual content.

Option B

Print and display the 'Reasons why?' (use SCARF resources)
Write two headings on the board, 'True' and 'False' (use SCARF resources)
Ask the children to move the 'Reasons why' under the heading they feel they match.
Explain whilst the answers are informed from research by the NSPCC, this doesn't mean their ideas or thoughts are incorrect. As a class you may decide that you need a third heading in the middle because there are ideas which could go in both true and false.

Activity 4 – What might be the impact?

For this activity children can work in small groups/table groups, and look at the statement cards, 'What might be the impact', found in the resources.



Invite the children to spend about 10 mins looking through the nine statements and think about the impact of watching online sexual content. Then sort them into a diamond shape, placing what they feel is the most harmful impact at the top and the least harmful impact at the bottom. Remind children that there is no right or wrong answer, this is about what they think and feel. One of the cards is blank so the

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			children can add their own reason if they think of one. Then come back together as a class and discuss and reflect. Encourage children to share their thoughts with the class. Summing up Look at resource 'Stop, close, tell display poster' with children, either printed out or displayed on the IWB. If someone comes across sexual content online accidentally, think about this three-step response: STOP - (don't keep clicking or watching) CLOSE – the tab/app TELL – a trusted adult 	