

YEAR 3				
DfE Statutory Requirements	SCARF Lesson	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary
Me and My Relationships				
WO5, WO7, WO9, OSA6	As a rule Online Safety	- Explain why we have rules; - Explore why rules are different for different age groups, in particular for internet-based activities; - Suggest appropriate rules for a range of settings; - Consider the possible consequences of breaking the rules.	Introduction Start the lesson by having a discussion using the following key questions as a guide: - What are our class rules? - What are our school rules? - Why do we have class/school rules? - What should happen if someone breaks the rules? - Is it ever OK to break a rule? Ask the children what other rules they have come across in different situations. Are the rules always the same? Why not? Take an example and discuss what would be sensible rules to have for a particular location e.g. what would be sensible rules to have at a railway station e.g: Keep off the railway lines. Why would we not include other rules like 'No crocodiles are to be brought into the station'? Finally, ask some questions about rules that apply to different ages, e.g: - At what age is someone allowed to watch a PG film? Why do some computer, video and online games have age restrictions? Why do social media sites have age restrictions and what is the age? Key Question - Do these rules around age restrictions make online sites safe? Tell the children you are going to give them an activity sheet showing different situations (As A Rule Activity Sheet). The children must discuss these in pairs and decide on what they think are the three most important rules for each scenario. Task: As a class we can write a list of appropriate rules for a range of settings. (classroom, dining hall and around the school inside and outside, using the internet) Evidence on the T-drive in PSHE folder	rules, safety, misinformation , disinformation

CF3, CF4, RKR6	Looking after our special people Safeguarding	- Identify people who they have a special relationship with; - Suggest strategies for maintaining a positive relationship with their special people. Class discussion: Children call out the special people/relationships that they have in their lives e.g. friends, parents, carers, siblings, family members etc. Next, write the following questions on the whiteboard or display them on the IWB: - What is it that makes you feel good about your special person? - What do we do to make our special people happy? - How do we feel if we fall out with them? - What sort of things do we do to make up with them? Paired discussion: In pairs, children first decide who is (A) and who is (B), child (A) chooses one special person and tells child (B) about them, being sure to cover the four questions, while their partner listens. Then swap. Go over what strategies they use to make up with. Make a list on a flipchart or something that can be saved for review later, or to display. Remember, friends do fall out sometimes. If you find making up with a friend tricky, you can always ask a trusted adult for help. If someone doesn't want to be our friend it can hurt our feelings. We might not always have friends we like or are getting along with, but we can get help from a trusted adult if anyone is making us upset or angry with their behaviour. It's also important to remember that we're all different - some people like to have alone time sometimes, but if we were alone all the time that might make us feel sad. If you spot someone who looks sad then you can ask them if they're ok, if they want to play with you, or talk to an adult about it. We can all help each other with our feelings. Activity - Being reporters! Hand out the <i>Looking after our special people Activity sheet</i>. Children use the questions on the sheet to interview a friend. They note down the answers then use them to write a short paragraph about their relationship, in the way that a journalist or reporter might. Summing up Children share their paragraphs with each other and some are read to the class. Finish with a Circle time where the class finish the sentence (note: remind children not to use specific names or details of a person, but to use general comments about qualities of friendship): "A good friend is someone who..." Task: I can interview my friend about a special person. I can write a short paragraph about a special friendship. Evidence in PSHE book.  Activity sheet Looking after our special people Interview Questions 1. Why do you think we are friends? 2. What do you like about me? 3. Is there something that I do that annoys you? 4. How do you feel when we do fun things? 5. What do you think is the best thing that we do? 6. How do you feel when we fall out? 7. What sort of things do we do to make up? 8. Is our friendship better when we have made up?	friendship, safe, making up, falling out, compromise
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CF2, CF5,
CF7, RKR1,
RKR11

How can we
solve this
problem?

- Rehearse and demonstrate simple strategies for resolving given conflict situations.

Introduction

Tell the children that they might be able to help resolve a situation. A member of your family has a big birthday celebration coming up in a couple of weeks time. You have been invited to the party and said you will go. However, at the same time another family member (or friend) has arranged to go away to the seaside for that same weekend and has asked lots of people who were going to go to the party to go with them. Neither of them knew that the other person was arranging an event for that weekend and yesterday got into a terrible argument about it and ended up shouting at each other and then storming off. Now they're not speaking to each other.

Follow up the scenario with some key questions for discussion:

- How do you think they felt when they found the other person had arranged an event for the same weekend?
- Why do you think both people were angry with each other?
- Why do you think they got into an argument about it and ended up shouting at each other and storming off?
- Do you think the argument would have helped the situation?
- Do you think they were able to think about how the other person was feeling?

Activity - How can we solve this problem?

Put the class into groups of 3 where one will be the narrator and two will act. Give each group a copy of the *How can we solve this problem? activity sheet* and allocate a scenario to each group. Explain that as they work out their drama, each group must make sure it considers and answers all the questions on page 2 of the Activity sheets. Groups to show their drama (1 to 2 minutes long) to the rest of the class

Review and summarise with the following questions:

- Does it matter if not everyone agrees?
- What if someone feels very strongly about something?

Task: I can work in a group and use role play to demonstrate how to resolve conflict in a given situation.

Photo evidence on T-drive in PSHE folder.



Activity sheet - 1
How can we solve this
problem? Scenarios for group
drama

SCARF

1. A brother and sister are playing football in the back garden. The brother kicks the ball over the fence into the neighbour's garden. It is the sister's ball. He says he won't go and get it because the neighbour always shouts.
2. Amir and Jayden both want to be the captain of the football team at lunchtime.
3. In assembly, David whispers something to Kai who doesn't hear him. When he asks 'David?' he gets caught by the teacher and told off. What does he say to David afterwards?
4. Alfie and Kayleigh are at home watching television. Alfie wants to watch one programme and Kayleigh wants to watch another. They have one television. What do they do?
5. At tea time, there is one slice of chocolate cake left. Nadia and Sofia both want it. What do they do?
6. Jessica threw James's ball on the school roof on purpose. It is not going to come down. What happens next?
7. Ibrahim and Daniel are best friends. They both want to be the class rep on the school council. Ibrahim gets chosen to do this. How does Daniel feel? How does it affect their friendship?
8. Mrs Davis is choosing people to be in the class play. Zara thinks she is really good at acting. Amy thinks she is really good at singing. They both want the lead role and Amy gets it. How does Zara feel?
9. The class are trying to decide which charity to support for the school fair. Half want to support the children who live in our town. Half want to support Batsford Dog's home. How do they decide?
10. The Head teacher is retiring and each class is working on a surprise for her. Class 3 want either to make a huge card for her or to practice and sing her favourite assembly song. How do they decide?

needs, respect,
compromise,
conflict, point
of view,
preferences

Wider PSHE curriculum (not covered by DfE statutory requirements)	Tangram team challenge (OPTIONAL)	- Define and demonstrate cooperation and collaboration; - Identify the different skills that people can bring to a group task; - Demonstrate how working together in a collaborative manner can help everyone to achieve success.	Introduction Explain to the children the Tangram shape for those who haven't seen it before. Tangrams are an ancient form of puzzle, first used in China. Activity Put the class in groups of 4. Hand out the Tangram Activity sheet to each group. Tell the groups that they need to cut out the shapes and use them to make as many different pictures as possible. When they have made one, leaving the shapes in place they need to draw around them so they have a saved image before they use the shapes to make another picture. The aim is to see how many different pictures they can make with these shapes. A time limit of 10-15 minutes should be set. Class Discussion Do this after the first attempt at working as a team on the Tangrams, asking: - What does cooperate and collaborate mean? - What did you do to cooperate and collaborate? - Did it work? - In your group was there someone who was one of the following: - The one with ideas? - The do-er? (Someone who gets things finished) - The one who contributed nothing? - The positive ones? - The ones who were critical? Next, ask: - Did you argue and find it difficult to work together? - What did your group do that made it easier to work together? - Can you think of any other ideas that would help your group to cooperate? - How can disagreements be solved? - How does it feel to be working towards a goal with a group of people? Activity 2 Hand out a new copy of the same worksheet. Challenge the children to make a better attempt at the task now that they have discussed how to work more cooperatively. Set a time limit, as time allows. Summing up Groups compare and contrast their two tries at the tangrams highlighting their improved cooperation and collaboration. Ask the class to summarise the group working skills that they needed to develop and use. Task: I can work collaboratively to complete a tangram. Evidence on T-drive in PSHE folder.	cooperate, collaborate
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CF1, CF3, CF4, CF5, CF6, CF7, RKR3, RKR6, RKR11	Friends are special	- Identify qualities of friendship; - Suggest reasons why friends sometimes fall out; - Rehearse and use, now or in the future, skills for making up again.	Introduction Use the three film profiles of Harold, Kiki and Derek on the SCARF website lesson plan page to show the children some aspects of their personalities - how they see themselves, and how their friends see them. - What do we mean by a best friend? Can you have more than one best friend? - If we saw Harold, Kiki and Derek in the playground how would we know that they were best friends? What would they be doing? What would they be saying to each other? - Do you think Harold and his friends ever fall out? If so, what sort of things might they fall out about? - If they fell out, what could do they do to try and make up again? Discuss how having good friends can help us feel happy and safe. Ask the children to pass an object round a circle. Whilst holding the object each child is asked to complete the sentence, 'My friend is special because...' or 'I like my friend because...'. As a variation, play 'The sun shines on those who...' game. One child stands in the centre of the circle and says 'The sun shines on those who have a friend that...' and finishes the sentence appropriately e.g. is good at sharing, looks after things, plays fairly, helps them with their work. Everyone who agrees with the statement stands up and moves to another chair. The child left in the centre is now the person who gives the starting sentence. Choose four or five children to act out the following scene. (You need two children to act as Derek and Kiki, a couple of children as the friends and one child as the teacher). As you read the following sentences the children act out the drama. - Kiki and some other children are playing football in the playground. Kiki is really good at football and on the school team. - Kiki's friend, Derek, comes along and joins in. - Derek starts to show off by kicking the ball really hard and passing to his friends. - Derek kicks the ball really high and it accidentally hits the classroom window. - The window doesn't break but the teacher comes out and is very cross. She confiscates the ball and says they are not to play football again that day. - Kiki and the others turn on Derek and call him stupid and other names. Derek shouts back and stomps off. Follow-up questions: - Why do you think Derek was showing off? - How does Derek feel now? - Why do you think Kiki called Derek names?	safe, unsafe, trust, calm, making up, listen, point of view, strategies, apologise
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Profile - Kiki



Profile - Harold



Profile - Derek

			• How does Kiki feel? • Are Kiki and Derek showing the qualities of friendship discussed in the circle time activity? Talk about what might happen if they don't make friends again [feel sad, end up with nobody to play with/ feeling lonely]. In pairs or threes discuss ways in which Kiki and Derek could resolve the situation so that they are both friends again. Children share their ideas within the circle. As a class decide which they think is the best option in this situation. The children act out the scene again but this time resolving the situation using the class's ideas. Summing up On a flip chart pad or the class whiteboard make your own class list of strategies for making up with a friend. Using these ideas rehearse in pairs Kiki and Derek making up again. Task: I can work in a group and use role play to rehearse skills for making up after conflict. We can create a list of strategies for making up with a friend. <i>Evidence on T-drive in PSHE folder.</i>	
RKR1, RKR2, RKR3	'Thunks'	• Express opinions and listen to those of others; • Consider others' points of view; • Practice explaining the thinking behind their ideas and opinions.	Introduction Tell the children that you are going to read a few statements and that they are going to place themselves along the line (sometimes called a continuum) according to what extent they agree or disagree with that statement (<i>agree/disagree statements - teacher resource</i>). Example statements (feel free to replace these with some of your own): • All children should be made to eat five portions of fruit and vegetables every day • Children should not be allowed to have electronic devices in bedrooms • There should be more PE in schools For each statement that you cover, ask a sample of children to explain why they have chosen the particular place on the line (continuum). Thunks Seat the children in a circle and review the introductory activity. • Why did people place themselves at different points on the line? • What is an opinion? • Why don't we all have the same opinion? • Can opinions be right or wrong? [No, but we can disagree with someone else's opinion] • Even if we don't agree with someone else's opinion, can we still be friends with them? Explain that you are going to try some 'thunks' - which are questions that have no right or wrong answer but will require children to think and express their opinions, possibly challenging other opinions, remembering to be respectful and courteous as they do so. <i>Explain we all have different preferences or feelings, that it's ok to disagree and debate with others, as long as it is done respectfully.</i>	continuum, opinions, respectful, courteous, challenging, preferences

			Example thunks to choose from - or devise your own (you or the children): • Is there more future or past? • Is black a colour? • Can you touch the wind? • Is a broken-down car parked? • Is there more happiness or sadness in the world? Summing up Finish with a couple of related circle time activities. Activity 1 - 'I think that...' Tell the children that you are going to start with a statement on a topic of your choosing - e.g. mobile phones - about which you have an opinion e.g. 'I think that mobile phones should be banned from school'. The child to your left then takes their turn - if they agree with your statement they repeat it. If they disagree with your statement they say 'I don't think that phones should be banned from school' and then have to think of something else that they have an opinion of and say 'I think that...' The challenge is to see if the class can find a statement that everyone agrees with. Activity 2 - 'The sun shines on those who think that...' One child stands in the centre of the circle and says 'The sun shines on those who think that...' [they have to complete the sentence with an opinion of their own] Everyone who agrees with the statement stands up and moves to another chair (not their own and not the seat immediately to the left or right of them). The child left in the centre is now the person who gives the starting sentence. Task: I can take part in a debate and as a class we can read a statement and decide agree, disagree or neither agree or disagree. I can explain my thinking behind ideas and opinions. <i>Evidence on T-drive in PSHE folder.</i>	
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BS1, PS1	Dan's dare	- Explain what a dare is; - Understand that no-one has the right to force them to do a dare; - Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.	Introduction Introduce the idea of a 'dare' by asking the children the following questions: - What <i>is</i> a dare? (Together, come up with an agreed definition) - Who might dare us to do something? - Are dares good or bad? - Can you think of any dares that are ok? - Can you think of any dares that aren't ok? Activity 1 - 'Dan's Dare' role-play Tell the class the story of 'Dan's Dare', using the story outline as a guide. Discuss the story using the following questions: - What was Dan dared to do? - Were these dares ok, do you think? Why / why not? - How did his friend Zak try to persuade him to do the dares? What persuasive language did he use? - How did doing the dares make Dan feel? - Did he have to do them? - What could Dan have done differently? - How could he have stood up for himself? - Who could he have asked for help? Activity 2 - 'Dan's Dare' role-play part 2 With a further Teacher-in-Role activity, again as the character 'Dan', ask the class: 'What could I have done differently?' Use the following example responses as a guide to your answers (as Dan): Child: You could have knocked on Mrs. Wilson's door and asked if you could get the ball. Dan: Yeah, you're right. When we went round to apologise, she was really nice and said that, if the ball went in her garden again, we should knock on her door first, just to let her know we're there. Then we could get the ball ourselves. Child: You should have said no to Zak. Dan: I suppose so. I don't have to do what he says, but I didn't want him to tell the others I was a wimp. What else could I have done? Child: You could have asked Zak's mum to help. Dan: Of course! She knows Mrs. Wilson and could've come with us to ask for the ball. That would've been better. Summing up Briefly recap on what a 'dare' is and discuss that some dares are ok and some are not ok. Recap what someone can do if they are dared to do something they find uncomfortable. Children to write down strategies they could use if ever they are made to feel uncomfortable or unsafe by someone asking them to do a dare. Task: In groups we can perform role play scenarios when someone is dared to do something and what their action would be. I can write a list of strategies to use if I am ever made to feel uncomfortable or unsafe by someone asking me to do a dare. Evidence in PSHE book	feelings, dare, persuade
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Story outline
Dan's dare



Hi, I'm Dan. The other day I was dared at my friend Zak's house and we were playing in his garden. He's got a massive garden and it's great for playing football in. I love football!

Anyway, I was in goal when Zak had a shot and missed. The ball went behind the shed and landed in a massive patch of mud. Well, neither of us really wanted to get it but Zak dared me to. He said he said I couldn't get it without getting my new trainers muddy. They are new and I didn't really want to get them too dirty. But I knew I could do it. And I said I'd suggest at once point and nearly fell in the mud, but, in the end, it was quite easy. Zak and I had a good laugh about it afterwards.

A bit later, it was Zak's turn to go and I had a long shot. Well, I got it all wrong and the ball sailed right over the fence and into the neighbour's garden. The neighbour's garden was over the fence and could see that it had landed in a patch of brambles, right next to the kitchen window of the house. Zak said that his neighbour was an old lady who was really grumpy and didn't like anyone going near her property, but then he dared me to get the ball. I said that I'd get it before when I had gone in the mud and that it was his turn, but he said that I had to get it because I'd kicked it over the fence! Then he started calling me a coward and said that if I didn't get the ball, he'd tell everyone at school that I was afraid of an old lady. I didn't have time to argue at me – it made me feel all hot and embarrassed. So I did it!

I climbed over the fence and ran across the lawn to where the ball was. It didn't feel right being in someone else's garden without their permission. But when I found the ball, it was really stuck in the brambles and when I tried to get it out with a stick, the old lady suddenly appeared at the window. She looked really angry – and I felt pretty scared. So I left the ball and started to run back to the fence, but my foot got stuck on a branch! It ripped a hole in the side of my trouser and cut my knee. Yuck!

GW3, GW4, GW5, GW8	My special pet (OPTIONAL)	- Explain some of the feelings someone might have when they lose something important to them; - Understand that these feelings are normal and a way of dealing with the situation.	Introduction Begin by recalling briefly a childhood memory related to a pet or friend's pet. Around the circle or class children to complete the sentence: <i>My ideal pet would be a ...</i> Ask the children what they think people like about having a pet. Can you think of things people might say that would put someone off having a pet? Activity Read the story about Saima to the class. Why do you think a guinea pig was a suitable choice for Saima? What did Saima enjoy about having her new pet? What new responsibilities did her mum expect her to take on? How might Saima's feelings towards Stella change as time passes? [e.g. Saima will probably grow very fond of her pet and feel that Stella is part of the family]. Read the story about Ben with the children. How can we tell Ben enjoys spending time with Sandy? When Sandy grew old what did she struggle to do? Sometimes vets can cure illnesses and help pets recover but Sandy died. In what ways did being upset affect Ben? What did other people do that helped Ben? Often it can help us to deal with being upset if we talk about it with someone. Who could you talk to if you lost something special like a pet? Following this, ask the children to draw the pet that they would like to have. They could write to explain what in particular they would like about this pet. They could record how the pet would make them feel. Children can show the pictures of their pets and share their ideas/writing with the class. Task: I can draw a pet that I would like to have and write an explanation as to why I would like this pet and how it would make me feel. Evidence in PSHE book.	responsibility, feelings, care, loss
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Story sheet
Saima and Ben's
stories



Saima's story

Saima was so excited when her mum agreed that she could have a pet. But then there was so much to think about. They couldn't have a dog because dogs, especially young ones, need to be given so very much attention during the day and Saima's mum goes to work. They thought about the different pets and eventually decided a guinea pig would be a good choice. At the pet shop, the staff explained to Saima what kind of food a guinea pig needs and showed her how much to provide every day. Saima listened carefully but what she really wanted was just to get on with choosing her guinea pig. She was surprised to see how many there were and how many different colour combinations. Eventually, she chose a black and tan coloured one which the man said was a girl. 'I'm going to call her Stella because she has a star-shaped patch on her back,' Saima decided.

At home, Stella was introduced to her new house and Saima enjoyed getting everything sorted for her new friend. She carefully placed clean water and food in the hutch and watched as Stella explored her home. Saima picked her gently, eager to show Stella how much she loved her. When the weekend arrived, Saima worked hard to clean out the hutch and to make sure that Stella had a clean, lovely place to live. The routine needed to see how responsibly Saima was behaving now that she had a pet to care for.

Ben's story

Ben's family had had a dog since before Ben was born. Sandy was a much loved Labrador. Ben loved to watch TV with her curled up against his leg. He would stroke her head enjoying the soft, velvety feel of her ears between his fingers and her warm tongue as she licked his hand. Occasionally, they had shared so much and enjoyed so many walks but those days Sandy didn't seem to be enjoying her walks as much. She had become really shy and had no enthusiasm. Her eyes kept getting sore and it upset Ben to watch her limping along. At mealtimes, Sandy didn't seem to enjoy her food either. Ben put the dish on the floor in front of her nose but she sniffed it and walked away slowly. 'I think I should take Sandy to the vet,' Ben's mum said after that evening.

At school the next day, Ben kept thinking about Sandy. He didn't play football with his friends at playtime and went to sit on the bench instead. Holly sat next to Ben and asked him what was wrong. Ben said he didn't want to talk about it.

DfE Statutory Requirements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task and Task	Vocabulary
Valuing Difference				
RKR1, RKR3	Respect and challenge	- Reflect on listening skills; - Give examples of respectful language; - Give examples of how to challenge another's viewpoint, respectfully.	Introduction Begin the session with the word game: <i>I went shopping today and I bought...</i> (choose something beginning with the letter A). The next person repeats the A item and adds something beginning with the letter B and so on. Afterwards, ask the children why listening was so important in the game. Ask them how listening can be helpful in other ways, e.g. it keeps you safe crossing roads. We meet many different kinds of people in our day-to-day lives. With the children make a list of different types of people we meet, e.g. dinner supervisors, caretakers, crossing supervisors, shop assistants, teachers, supply teachers, religious leaders, club leaders (Brownies, Cubs etc.) parents and carers, friends and classmates, others. These people might do different things to help us. We all need help in different ways. We are all different in many ways, not only on the outside, but on the inside too. For example, we all have a brain, but our brains are all different. They give us different ideas, we might like/ dislike different things, we might have different talents, interests or beliefs. We might also have different feelings to other people as different times or need different things at different times too. It's important that we respectful of these differences, especially when we're listening and responding to others. What does respect mean? [gather ideas] Activity Give the children the '<i>Who said that?</i>' Activity sheet (or display this on the IWB). Working in pairs or small groups, ask them to identify who might say these types of things to them. Discuss the way people respond to one another. Ask the children what they think is meant by the term 'respect'. Explore with the class why some of the statements might have been said, e.g. why might the teacher need the classroom to be quiet? [To help everyone concentrate.] Why did the cook ask if we'd like custard? [Some people might not like custard, and that's ok!] If someone feels differently to us, it can be tricky. We need to make sure we're looking after our feelings, but theirs too. Like a weighing scale! Explain that it's ok to say no, or disagree, but that we need to be polite. If we aren't polite, we might hurt someone's feelings. E.g. if we say "no, that custard looks disgusting!" the cook might be upset. How could we say no in a polite way? [no thank you, I'm not keen on custard.] Practise with a few other examples: - Do you want to play football with me? [no thank you, I'd rather go on the slide right now] - Do you want to sit next to me? [No thank you, I'd like to sit over here where there's more space]	respect, cooperation, listening skills, politeness, courtesy, manners



Activity sheet
Who said that?

SCARF

Wait there!	Are you coming out to play?
Can I help you?	Your story writing is really imaginative. Well done!
Come and make a line to go to assembly.	Good morning!
Have you got any homework?	Do you want any custard with that?

			Explain that showing respect might help build healthy relationships. Explore with the class why showing respect might help build healthy relationships. In pairs, ask the children to think how a child of their age could respond respectfully to some of the 'Who said that?' statements. Collaborative task Group children in fours for the task. Give each group equipment and explain that they are going to develop a playground game to play together, using the simple equipment available. Allow the children time to develop their games. Afterwards, ask the groups to reflect on how successfully they: included everyone, behaved, organised the task, listen to each other and managed when they thought there were difficulties with the ideas shared. Allow the pupils time to talk about how they managed. Share feedback. Tease out what they would do differently if they had the same task again. How could they improve their own communication skills? Summing up Invite a group to demonstrate their game to the class. Thank them. Remind the class that when we speak we like others to listen so we should do the same. Also mention that there will be times when we disagree but we need to be careful not to upset other people. Learning how to disagree politely is a real skill and can be practised. Task: I can work collaboratively and respectfully to create a new playground game. Evidence on T-drive in PSHE folder.	
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FPC1,
FPC3,
FPC4,
FPC6,
RKR10,
RKR11

Family and
friends

Safeguarding

- Recognise that there are many different types of family;
- Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'

Introduction

Circle activity: *Change to....*

Sitting in a circle, everyone has to keep watch to ensure that they are doing the same as everyone else. Explain that everyone should try and follow what is being done. Lead off by showing the children the first movement; everyone has to follow. At various times change the action: e.g. tapping right heel; shrugging shoulders; circling fingers etc. Continue in this way for a couple of minutes, finally ending with waving hand. After the activity ask:

- What was the final action, can anyone remember? [A wave of the hand.]
- What reason do people usually use this gesture for?
- Who would you wave to? [people you know: friends, family, acquaintances, neighbours.]
- Who wouldn't you wave to and why not? [strangers]

Activity

Challenge the children to name as many types of relationships as possible within 1 minute. **Show the list of different types of relationship using IWB slide.** Ask the children to spot the ones that they said. They may not have mentioned 'adopted family' or 'foster family' or 'same-sex couple'. Draw attention to these and give the following definitions:

- When someone is **adopted** it means that they have become part of a new family who wants to love and take care of them forever, because their own family can't keep them safe.
- Sometimes children are **fostered** because their own family can't keep them safe. Fostering isn't always forever like adoption but sometimes children stay with their foster families for a long time. Sometimes they are later adopted by their foster families.
- A **same-sex couple** is when two men or two women love and care for each other and choose to spend their lives together. In this country, same-sex couples can get married and might choose to have a family.

Put the children into 6 groups. Tell them they are going to be detectives. Give each group one of the photos from the **Different types of families Picture resource set.** You can also give them a copy of the **Family and friends Activity sheet** for reference. Ask the children to look at their photo and to discuss how many different relationships there might be in the photo.

Then ask them to make up a story about the people in their photo, who they are and how they are related. Remind them to:

- Refer to the list on the IWB
- Be respectful about different types of relationships

Ask the groups to share their picture's family stories. If they are tending to create stereotypical families, perhaps you could say "Oh it's interesting that you thought that. When I looked at that photo, I thought that they might

adoption, blended family, family, fostering, same-sex couple, **stereotype**



			be..." Or ask the class for other ideas. Explain the term stereotype: a stereotype is when someone believes the same thing about a whole group of people, even though everyone in that group is different, e.g. saying all boys like football, or all girls like pink. Sometimes we might see stereotypes about families too, e.g. that every family has a mum, dad and two children. Is this true? All families are different, and it's important to be respectful of all kinds of families. If anyone is unkind about this difference, we can disagree with them in a polite way. Summing up Summarise this session by asking the children to name some things that we get from our family and friends that make us feel happy and safe. Also explain that if someone felt that a member (or members) of their family was making them feel unhappy or unsafe, it is very important for them to find another trusted adult outside of the family that they could talk to about how they are feeling. Can anyone suggest who they might be able to talk to? (Examples could include: a safe adult at school, such as a teacher, teaching assistant or lunchtime supervisor.) Make sure children are aware that if they see someone else who needs help, they can tell one of their trusted adults about this too. Conclude with everyone completing the sentence in writing: A really special person for me is my because Task: I can write about a special person and give a reason as to why they are special to me. In PSHE books.	
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GW1, RKR8	My community	- Define the term 'community'; - Identify the different communities that they belong to; - Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.	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.') Ask: - What communities or community groups do you belong to? - 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 mentioned earlier. [Answers include: out of school clubs, Brownies, Cubs or Scouts, faith groups, sports clubs etc.] Activity Ask the children to draw a 'Community Web' diagram. Ask them to draw a small picture of themselves in the centre of a piece of paper and then draw lines (or another way of their choosing) radiating out from the centre which indicate the different communities that they belong to. On the whiteboard, list all the communities that the children have mentioned in their community web pictures. How many are there in total? Summing up Summarise by identifying community groups that all or most of the children belong to (e.g. school) that some of the children belong to (e.g. local football club) and that some children belong to (e.g. local church or mosque). Help the children to recognise and understand that people can belong to several different communities and that communities are comprised of people with different lifestyles. Task: I can draw a 'Community Web' diagram with myself and the communities I belong to. In PSHE books	belonging, community
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FPC3, RKR1, RKR2, RKR5	Our friends and neighbours	- Explain that people living in the UK have different origins; - Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; - Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.	Introduction Ask for two children to volunteer to come up to the front of the class and stand facing the rest of the children. Ask the class if they can think of five things that make the two children similar to each other. This could refer to the fact that they are in the same school, they live in the same area, they wear the same uniform to school etc. Ask the class if they can think of five things that make the children different - that we can see. This could refer to the colour of their hair or eyes, height, clothes they're wearing, skin colour and so on. Remind children to make their suggestions respectfully and positively. Now ask the class to see if they can suggest five things that make the two children different - that we can't see. This could refer to their age, interests, talents, sports they play, languages they can speak and so on. Explain that these difference help to make up our identity, that is, the things that make us who we are.  Activity - Friends and neighbours Show the class the photo of a group of friends and neighbours on your IWB. Explain that these are a group of people who all live in the same road and get on together as friends. Ask the children if they can spot things that make the people similar to each other? What things make them look different to each other. As well as looking different they will each have other things that make up their identity - their beliefs, customs, religions, tastes etc. Give out the Friends and neighbours Activity sheet. Ask the children to discuss the people in the pictures using the prompt questions on the sheet. Explain that there are no right wrong answers, the aim of the activity is to try and think of things that might make up their identity, even if those things aren't actually true. Prompt questions: - What are the things that make these people similar to each other? - What are the things that make them look different to each other? Then ask what might be different and special about their: - Religious beliefs - Places where they work - Jobs they do - Families - Who they are married to - Food they eat - Languages they speak - Music they listen to - Clothes - Customs - Festivals they celebrate 	Needs, respect, similarities, differences, identity
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			Can you think of a time when these differences might mean that people need something different to others? E.g. needing to eat Halal meat/ being vegetarian; needing time off school at different times for different festivals/ celebrations; slightly different uniform - e.g. head scarf. It's important that we are respectful of these different needs, and how we make people feel about their differences. Treating people with respect can make sure we all feel happy and safe. Ask children to share some of their thoughts on the people in the photo. Despite their differences, what were the things that they all had in common. As well as being neighbours these people are all friends. What sort of things might they do together? How do they treat each other? What qualities do they need in order to get on with each other? (e.g. respect, care, friendliness, politeness etc.). Summing up Now display on your IWB the photo of the children sitting on the carpet in the classroom. • What are the things that make them similar? • What are the things that make them different? • What are the ways that they will behave towards each other to show that they appreciate and respect each other? Children to make a list of similarities/differences/qualities in small groups/table groups. Share ideas with the class in order to compile a class list that can be displayed and qualities referred to throughout the week. Task: In groups we can mind map and create a list of qualities needed in order to get along with each other considering different members of the community. Evidence on T-Drive in PSHE folder	
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FPC3, RKR1, RKR2, RKR6, RKR9, OSA1, OSA4, OSA5, OSA6, GW7, WO8	Let's celebrate our differences Online Safety	• Recognise the factors that make people similar to and different from each other; • Recognise that repeated name calling is a form of bullying; • Suggest strategies for dealing with name calling (including talking to a trusted adult).	Introduction Create a circle. Ask the children to cross the circle to a different seat if they: • Live in a house with an even number • Have an older brother • Prefer sandwiches to be cut into triangles • Like dark chocolate more than milk chocolate Explain that the game shows us how everyone is different. We are all the same in some ways but different in others. If someone lives in a house with an even number, should they be treated differently from those who live in a house with an odd number? As well as likes and dislikes, what other ways can people be different? Try to get the children to include religion, cultural differences, age differences, gender, disability, family type. Ask the children whether sometimes people might be treated differently because they are in some way different. Is this fair? How might that make someone feel? We all have different needs, ideas and feelings. We need to look after our own needs and feelings, but we need to respect other people's too - like balancing a weighing scale! If we treat each other with kindness and respect, we can help everyone to feel happy and safe. Activity Share a version of the story The Ugly Duckling with the class. If you don't have a copy in school - try The Ugly Duckling Fairy Tales Gigglebox After the story, discuss with the children the different ways the duckling was treated, especially the physical and verbal abuse that the duckling was subjected to. One of the ways the duckling suffered was because of name-calling. • Why did the other birds call him names? • What names might they have used? • How might calling someone names make them feel? • What did he do because he felt this way? • Do you think the duckling would forget the names the other birds called him? Drama activity Explain how a 'freeze frame' works to hold and show a moment in a story. In groups of 3 or 4, ask the children to imagine they are characters in the story and should freeze their bodies and faces to show different moments and the characters' feelings at these moments in the story: 1. As the ducklings begin to use their voices, the ugly duckling makes a different sound - more of a croak than a quack. The others stare and laugh.	needs, respect, bullying, similarities, differences, name calling, bystander, online bullying, upstander
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			2. Adult ducks comment on the appearance of the duckling. He hangs his head in shame. 3. The farmer shoos him away. 4. The swans tell him he is a beautiful swan. Name-calling is a very hurtful behaviour. If it continues, it is a form of bullying. If this name-calling happens online, then it is a form of bullying. The memory of the hurtful feeling can stay for a very long time. Online bullying is bullying that takes place online, on devices - this could be smartphones, tablets, computers, games consoles etc. Unlike bullying offline, online bullying can follow a person wherever they go via devices that have social networks, such as gaming consoles smartphones. A person can be bullied online and offline at the same time. If we know someone is being targeted by aggressive or bullying-type behaviour, how can we help safely? Discuss safe ways to help someone who is being bullied - be an upstander, not a bystander. Discuss the meanings of these terms and examples of what upstanders might say to respectfully help. If a person was being called names online, what could they do about it? What you could do if you saw an unkind message about someone else? Speak up calmly and stay respectful. When it's safe to do so, check in on the person who is being bullied, help them to report it. Discuss the importance of talking to a trusted adult. A parent/carer, adult in school or Childline. Remember, it's ok to do this in private, especially if you're worried that someone might start being unkind to you too. Summing up End with a celebration of differences. This could be a circle activity using a sentence stem: 'It is great that we are different in some ways because...' (we have different stories to share; it makes life more interesting; we can learn from each other, if everyone was the same it would be rather boring; we don't all want the same thing at once etc.) Task: In groups of 3 or 4, I can act out being the character the Ugly Duckling and discuss why and how it could have affected the duckling considering emotions and behaviours. I can use drama to show different characters feelings. Evidence on T-Drive in PSHE folder	
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CF4, RKR1, RKR2, RKR3, RKR5, RKR6, RKR7, RKR9, RKR10, RKR11, OSA1, OSA4, OSA5, OSA6, GW7, WO8

Zeb

Online Safety

- Understand and explain some of the reasons why different people are bullied;
- Explore why people have prejudiced views and understand what this is.

Introduction

Using class discussion, make a list of why people might be bullied - write the list so that children can see it for the rest of the lesson.

Activity 1 - the story of Zeb

Read the story of Zeb, one section at a time. At the same time, go through the questions and drawings on the Activity sheet. This can be done either individually or in pairs, using the Zeb Activity sheet.



Explain that in our country, we don't have blue people, but we do have examples of people being prejudiced against certain people. Any idea what prejudiced means? [means pre-judge; deciding you don't like someone before you really know them, usually just because of the way they look]. What might be the things that people are prejudiced against? [People with disabilities, different gender, people of colour, sexuality etc.]

Sometimes this might be based on stereotypes too. A stereotype which is when someone believes the same thing about a whole group of people, even though everyone in that group is different, e.g. saying all boys like football, or all girls like pink.

Discrimination is when someone acts on that unfair feeling - treating someone differently because of their difference, e.g. not letting someone join in, speaking unkindly, just because they look or behave differently to you.

Abuse is when someone hurts another person on purpose or treats them in a way that is not safe or kind. This can happen in the real world and online too.

Activity 2 - why do some people think that way?

Working in pairs or small groups, ask the children to think of reasons why people have prejudiced views. Ask the pairs/groups to feedback to compare answers.

Sometimes people are prejudiced, discriminate against others, or abuse them online - this is called 'Trolling'. Trolling is when someone posts or comments online to 'bait' people, which means deliberately starting an argument or causing an emotional reaction. In some cases, they say things they don't even believe, just to cause drama, upset and anger.

Summing up

If anyone is making us upset or feel unsafe - in the real world or online - we need to tell a trusted adult. If we see someone else who might be feeling unsafe, or upset, we can tell a trusted adult about this too. Recap what Zeb and his friends and family, school staff did to stop this online bullying - collective evidence, report and block. Get more help.

Task: I can answer questions on the story of Zeb. In PSHE book



Zeb was born on the planet Dee. He was a Dee-like. Dee was a bit like Earth apart from 2 things. Everything there was made of plasticine including the people who lived there and all the Dee like were completely blue.

PAUSE - children complete box 1

However, Zeb was different. He was blue but had a bright red nose. No one else in his family or school looked like this. He didn't know he was different when he was very small. He just knew that his parents and family loved him. As he grew older, he noticed that people would stare at him when he was walking down the road. Some even pointed, laughed and said rude things. His parents told him that he was special and to take no notice. They said not to let them know if he was ever feeling down or upset. Then when he was 5 years old, he went to school.

PAUSE - children complete box 2

After a while the children in school got used to him. The teachers did lots of activities and lessons on people who were different in some way.

PAUSE - children complete box 3

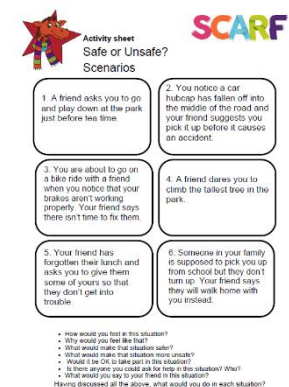
When one Dee-like came to school and stared at Zeb, it was the other children who put them right. They would say 'Zeb is Zeb, so don't be mean'.

PAUSE 4 - children complete box 4

One day when Zeb was 12 years old, he was using the family tablet. He loved playing games on it and doing his homework and research. One day he looked up and noticed. He found out that all over the world there were other Dee like with red noses. He wasn't the only one!

colour, prejudice, disability, gender, race, sexuality, stereotype, discrimination, cyberbullying, bystander, trolling, online bullying, upstander, abuse

YEAR 3				
DfE Statutory Requirements	SCARF Lesson Plan title	SCARF Lesson Plan	Lesson Content and Task and Task	Vocabulary
Keeping safe				
BS1, BS4, BS5, BS6, BS7, DB2	Safe or unsafe? Safeguarding	- Identify situations which are safe or unsafe; - Identify people who can help if a situation is unsafe; - Suggest strategies for keeping safe.	Introduction - What do we mean by keeping safe? - Who are the people that keep us safe? - What are the things that we can do to keep ourselves safe? In the classroom put up the <i>Safe or Unsafe? Signs</i>. Read out the following statements (add or replace with others as appropriate) and ask the children to position themselves somewhere between the two statements according to how safe or unsafe they think these statements are. - Going to the park to play on the play area - Shopping in town - Crossing a busy road - Climbing a tree - Singing a solo in a school concert - Using a drill (or another tool) from the garage or shed - Sharing an online password with a friend For each statement discuss why children have positioned themselves on the continuum line. What would make each of those situations more or less safe? How would you feel in each situation? Why is it important to listen to our feelings? Activity Working in pairs or threes, ask the pup ils to consider the scenarios from the <i>Activity sheets Safe or Unsafe?</i> They should discuss the questions under the scenarios to determine whether each scenario is <i>safe or unsafe</i> and what the best course of action would be in each situation. After the children have discussed the scenarios, ask them to consider the safe/unsafe continuum. Using a couple of the examples on the sheet discuss where on the continuum the scenario would be placed. What steps could be taken to move it closer to the safe end of the line?	safe, unsafe, trust



			Summing up As a class, ask children to write a list of their five Top Tips for keeping safe. They can discuss this in pairs or threes before contributing to the class discussion. Take their ideas and agree a way of summarising them all in five statements. Write these up on a flipchart or whiteboard and display them in the class. 'Five Top Tips For Keeping Safe' example: 1. Listen to your feelings - they are there to keep you safe 2. It's OK to say no to someone if they make you feel unsafe 3. Talk to someone you trust if you feel unsafe or uncomfortable about something 4. Know who you can trust 5. Turn an unsafe situation into a safe one Task: I can list five top tips for keeping safe. In PSHE book	
BS4, PS1	Danger or risk? Safeguarding	• Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation.	Introduction Explain the difference between danger and risk. A danger is a threat to someone in some way e.g. stepping out into the road without looking. A risk is when someone can weigh up the danger and make a decision about what to do e.g. looking for traffic and only stepping into road when it is clear. Ask the children to give you some examples of a <i>dangerous</i> situation. As the children to give you some examples of a <i>risky</i> situation. What sort of things could be risky at school? At home? In the street? Where in our body do we experience feeling uncertain or unsafe? [butterflies in stomach, dry throat, feeling shaky, other ideas] These are the steps that someone should take when they are weighing up a risky situation and are trying to decide what to do: 1. Stop 2. Take a breath 3. Weigh up the consequences 4. Think 5. Think a bit more 6. Decide You can add physical actions to this sequence or can make up a set of actions as a class to reinforce the steps, e.g. 1. Stop: stop and stand still 2. Take a breath: deep breath 3. Weigh up the consequences: use hands as weighing scales 4. Think: raise a finger in thought	feelings, strategies, danger (dangerous), risk (risky), consequence

			5. Think again: so same again 6. Decide: step forward  Story sheet Do we take the risk? Milly is 11 and in the top class at primary school. She walks home with her brother Tom who is two years younger. Their Mum works until 5 o'clock at an office in the center of their nearby town and their Dad doesn't get home until 6.30 pm. Their Grandma arrives at their house at 5 o'clock and looks after them until their parents get home but because she has a bad leg at the moment, she does not pick them up from school. Milly doesn't mind. She has been going out to the local shops for some time now. She feels quite grown up and she has always been very careful about crossing the road. Tom doesn't mind either. He knows his big sister will look after him and he is good at crossing roads too. On Tuesday they left school at the end of the day. There is a busy road nearby that they need to cross. Standing on the pavement, Milly looked left and right. She couldn't see any traffic lights nearby to help them cross the road more safely. [What should she look for next to help them across the road?] [There was no zebra crossing. What should she do next?] [There was no traffic island either. What should she do next?] [If she is not careful, who else would be at risk?] [How is she going to get across the road?] [Children discuss various outcomes and decide which one is best.]  Activity 1: Teacher reads out the story <i>Do we take the risk?</i> in which some children need to decide whether to take a risk or not. Teacher pauses at the * [questions] to ask the children what they think the characters should do. The class decides on what the risks are and whether to take them. Activity 2: Using the <i>Risk-taking scenarios role-play Activity sheet</i>, the class divide into groups of 3 and act out their given scenario. They have time to practise their role before showing it to the class. Children should be encouraged to showcase the steps taken when weighing up the risks: Stop, take a breath etc. Summing up Class to discuss which strategies worked best and why. Task: In groups we can role play strategies for dealing with dangerous and risky situations. <i>Evidence on T-Drive in PSHE folder</i>  Activity sheet Risk-taking scenarios for role-play 1. You are playing football in the back garden with some friends when the ball goes over the fence and into the road. 2. You see someone in the toilets being picked on. Do you tell someone about it? Who would you tell? 3. A friend finds a ball in the playground that belongs to someone in an older class. It has their name on it. The friend gives it to you to look after. 4. On your estate are a flight of stairs. You and some friends are jumping from a step to the bottom. You are all trying to be the one to jump furthest. Do you jump from the top to the bottom? 5. You see two children pushing each other in the playground. You push them apart and stand between them. 6. You have not learnt your spellings but you want to watch a programme on television. Do you take the risk of looking at them on the way to school? 7. You would really love to be in the school play but you need to audition. You are also quite shy. What risks do you take to be in it? 8. You are on a school trip and you have to get over a climbing wall. You are wearing a harness. What risk do you take? How do you feel? 9. Your mum asks you to go to the shop down the road to buy some milk.	
BS5, PS1, PS2	The Risk Robot Safeguarding	- Identify risk factors in given situations; - Suggest ways of reducing or managing those risks.	Introduction - What is it like to feel safe? - What does unsafe or uncertain feel like? - What do we think that we have to keep safe from? Ask the children to stand up. Tell them you are going to describe different situations (e.g. crossing a busy road, drinking from an unlabelled bottle etc.) and they have to decide whether the situation is high, medium or low risk by doing the following: - High risk - put hands on heads - Medium risk - fold arms - Low risk - put hands on knees For each situation ask children why they have rated high, medium or low. Activity - The Risk Robot Show the children <i>The Risk Robot slide</i> on your IWB. Use one of the examples discussed in the introduction to	risk, safer

show children how the Risk Robot idea works, e.g.

1. **What is the situation?** Crossing a busy road
2. **What is the risk level?** May be high because of the chance of being hit by a vehicle. Traffic may be moving too fast to cross safely.
3. **How can I make the situation safer?** Cross at a zebra or pelican crossing; cross with an adult; wait until there are no cars coming; cross at a bridge or a subway.
4. **Which of these would be the safest? Why?**
5. **What is the risk level now?** Depending on what action the children have chosen they may now rate this as medium or low risk.

Give the children *The Risk Robot activity sheet*. Explain that this is a robot programmed to decide how risky something is and then try to make it a safer situation.

Write a list of risky situations on your whiteboard for the children to consider (you can use the ones in the introduction, add your own or ideas that the children come up with).

The children will need to draw and write the ways in which the robot will assess and deal with each risk, using a separate piece of paper to note their ideas.

Summing up

Ask children to report back on their Risk Robots.

- What were the best ways of reducing the risk in each situation?
- Were there any situations where the risk could not be reduced to a low level or remained at a high level?

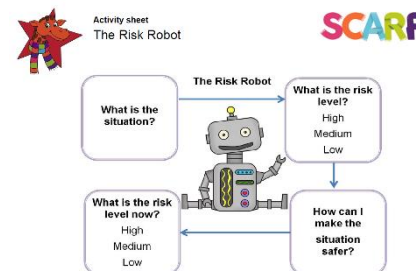
Explain that our brains work in the same way as the Risk Robot. We look at each situation and decide how risky it is. If the risk is high we find ways to avoid or reduce that risk.

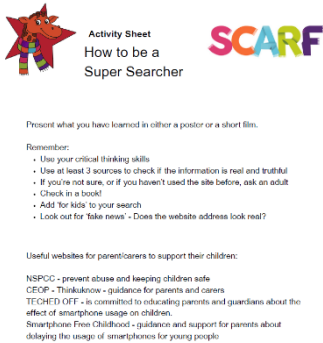
Sometimes we need other people to help us in making those decisions. Use the Risk Robot ideas to make a list of people who help us keep safe - at home, at school, out and about. For example:

- Parents or carers
- Teachers
- School staff
- Police officers

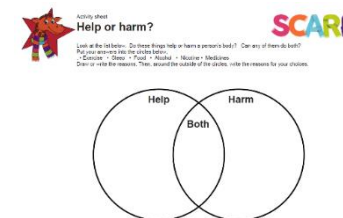
Task: In groups we can explore the list of risky situations and identify ways to manage and mind map ways to reduce the risk of each

Evidence on T-Drive in PSHE folder.



OSA2, OSA3, OSA4, OSA5, WO1, WO3, WO4, WO5, WO6, WO7, WO9, WO11	Super Searcher Online Safety	- Evaluate the validity of statements relating to online safety; - Recognise potential risks associated with browsing online; - Give examples of strategies for safe browsing online. - To think about screen usage and understand that online gaming can be addictive	Introduction Ask children to name websites they have heard of. Explain that you're going to be thinking about different websites and how much we can trust them. Activity 1 - True/false move around Display the True and False cards at opposite sides of the classroom. Explain that you'll read a statement (<i>from the IWB slides</i>) and the children have to decide whether they think it's true or false and move to the appropriate card.  - Most teenagers (13 - 17-year-olds) say that they think about the accuracy of the information they look for online. True. 9 out of 10 carry out some form of checks. - Looking up information about a new product they might buy is the most common reason for teens (13 - 17-year-olds) to search online. False. Looking up information for a school project or homework is the most common reason for teens to search online. - Most (12-15-year-olds) say their most trustworthy source for news is their family. True. 78% of teens agreed with this statement. - More children compared to last year are able to recognise advertising on search engines. False. Fewer young people are recognising when adverts for buying something are being pushed their way. Activity 2 - Group discussion Put the children into groups of 4 or 5. Give each group a set of the <i>Super Searcher statement cards (these are the statements from Activity 1)</i>. Ask them to discuss each card in turn, first putting them into 2 groups (True or False) and then discussing what the potential risks might be. Activity 3 - Super Searcher presentation Show the final <i>IWB slide with the Super Searcher tips</i>. Ask children to present what they have learned about being a super searcher in a short film with a small group. Summing Up In a circle, ask the children to complete the sentence, "To be a Super Searcher, I will...." Task: In groups we can create a short film about how to be a super searcher. Photo evidence in PSHE folder/floor book 	risk, browsing, phishing, search engine, fake news, internet safety, misinformation, disinformation
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HE4, DATV1	Help or harm? Safeguarding	- Understand that medicines are drugs and suggest ways that they can be helpful or harmful. Introduction Start the session with some key question about the things we need to keep healthy: - What sort of things do we need to keep our body healthy? [food, water, oxygen exercise, sleep, cleanliness etc.] - What sort of things can make us unhealthy or ill? [viruses, accidents, too much of certain foods, lack of exercise, smoking etc.] Explain that there are some things that help the body and some things that harm body and that we are going to explore some of those things today. We are also going to think about how some things can help AND harm the body - and how that is possible. Activity - Help or harm Give each child a copy of the <i>Help or Harm? Activity sheet</i>. - Ask the children to discuss in pairs or small groups the items on the sheet and decide where each should go on the Venn diagram according to whether they think they are helpful, harmful or both. - Next, ask the children if they can write and/or draw their reasons for where they have placed their answers. This can be done on the sheet on the area outside the circles. - Invite the children to share their ideas with the rest of the class. Tackling any questions about vaping Ask: are vapes/e-cigarettes harmless? [They are less harmful than tobacco because they don't have as many harmful chemicals when used, but most do contain nicotine which is a drug. Their effect on a person's body isn't yet fully understood because vaping is a new way of putting nicotine into the body. Before vapes, nicotine was found mainly in tobacco cigarettes.] Conclude with a social norms fact e.g. Most adults - and young people - choose not to vape. If a child mentions nicotine pouches it is useful to know a bit about these and make a general statement with some age-appropriate information such as - Nicotine pouches are another way for grown-ups to put the drug nicotine into their bodies. They are not meant for young people under the age of 18 as their bodies are still growing and developing and it effects their bodies more. Any product containing nicotine is not meant for children. Ask the children to produce a medicine safety poster based on one of the following: - Medicines can be helpful when... - Medicines can be harmful when... Task: I can create a medicine safety poster. In PSHE book	medicines, helpful, harmful, instructions, drugs nicotine, nicotine patches
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HE4, DATV1	Alcohol and cigarettes: the facts	- Identify some key risks from and effects of cigarettes and alcohol; - Know that most people choose not to smoke cigarettes; (Social Norms message) - Define the word 'drug' and understand that nicotine and alcohol are both drugs.	Introduction Start the lesson with some key questions: - How many parts of the body can the class name in 30 seconds? - What does the body need to give it energy? [Food, water & oxygen] - What do we need to do in order to help keep the body fit and healthy [regular exercise, healthy balanced diet, enough sleep etc] - Exercise and food can be healthy for the body. Are there any times when they may be harmful to the body [exercising without warming up; exercising unsafely, overdoing it and putting a strain on the body; too much of a certain type of food etc.] - What sort of things can harm the body? [At this stage just acknowledge children's responses without too much discussion] Alcohol and cigarettes Review the concept that medicines are drugs which can be helpful (if used correctly) or harmful (if used incorrectly) to the body. Medicines are drugs which are designed to be helpful to the body when used properly and safely. - What is a drug? NB: although there are several definitions it can basically be summed up as 'a substance that people take to change the way they think, feel or behave' which is the World Health Organisation definition - Can anybody think of the name of the drug inside drinks like beer, wine and spirits? [Alcohol] - Can anybody think of the name of the drugs inside cigarettes? [Nicotine] - What have the class heard about how cigarettes and alcohol affect the body? In pairs or threes ask the children to look at the statements on the <i>Alcohol and cigarettes: the facts Activity cards</i>, after cutting them out of the sheet. They must decide whether the statements are referring to <i>cigarettes</i>, alcohol or both and put them in columns accordingly. If there are any statements the children are unsure of they can put to them one side. Summing up Bring the class together (or as a group if working in small groups) and go through each statement in turn, checking that the children were in agreement with which columns they put the statements in. Discuss any statements where there wasn't unanimous agreement. What other statements did the children come up with? Correct any misconceptions (e.g. children will sometimes say that every cigarette takes 10 minutes off a person's life; the reality is that smoking increases the risk of a shorter life but the risk is not the same for everyone). Task: In groups we can sort statements to identify key risks and effects of alcohol and cigarettes. Evidence on T-drive in PSHE folder	risk, drugs, cigarettes, nicotine, nicotine patches, alcohol
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BS1, BS7, PS1, PS2	Raisin Challenge (1) (OPTIONAL)	• Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions.	Introduction Put in front of each child a small box of raisins. Explain to the children that they are free to eat these at any point in the lesson. However, if their box is unopened and full at the end of the lesson, then they will get another box - so they will get double the amount. Children think in their heads about what their decision will be. They write it down and why. Activity 1 - Assessing risks Explain that we are making choices all the time. Ask: 1. Hands up anyone who has made a choice today already? 2. Keep your hand up if you had to think about the risks and then decide? 3. Keep your hand up if you want to tell us what the choice was and your decision? (Take some examples). Working in pairs, use the <i>Assessing Risks Activity sheet</i> to assess risks in the given situations and then make a decision. Next, in same pairs, share what they think the risks are and what decisions were made. Activity 2 - Giving Advice Referring to the same <i>Assessing Risk scenarios</i>, ask: • Could the situations turn out all right? • Could they turn out badly? • Does how they turn out depend on the decisions we make? • How do we feel if we think something is not quite right? [anxious, uncomfortable, sick, tummy ache, go red, feel hot, urge to get away.] Thinking about the specific scenarios on the Activity sheet, who could the children turn to for help? What would you advise them to do? In pairs or threes, choose a scene and act it out with both <i>asking for</i> and <i>getting</i> help included. Summing up Go back to the decision that the children made - and wrote down - at the start of the lesson. Next to their sentence, write down a sentence to explain what they decided about the box of raisins. As a class discuss the outcomes of their decisions: positives [e.g. have double the number of raisins if I wait] negatives [e.g. I don't have any raisins left and I feel disappointed now] neutral [e.g. doesn't matter what I do because it is nearly lunchtime when I'll have more food.] Task: In pairs/ groups we can act out the scenarios and explain our decision making skills. Evidence on T-Drive in PSHE folder	risks, strategies, decisions
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Activity sheet
Assessing Risks



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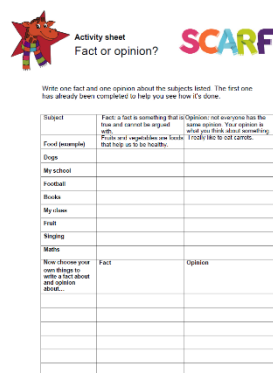
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YEAR 3				
DfE Statutory Requirement	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary
Rights and Respect				
BS7	Helping each other to stay safe Safeguarding	- Identify key people who are responsible for them to stay safe and healthy; - Suggest ways they can help these people.	Introduction  Together as a class, briefly look at the photographs of the different locations. Ask the children to discuss in pairs - who helps us in these different places? Can there be more than 1 person who helps us? As a class, discuss - who helps us in these places? How do they help us? Why do they help us? (i.e. to keep us safe or healthy). Continue the discussion by asking whether there is anything we can do to help these people to help us? For example, in the school playground we can help the lunchtime or break time supervisors by following the playground rules; at the road crossing we can help the Crossing Patrol person Lollipop lady/man by waiting for them to tell us when it's safe to cross. Activity Ask the children to choose a location. Explain that the task is to draw a picture of themselves in this location and also a picture of someone who helps them to stay safe or to be healthy at this location e.g. they can draw themselves and the Lollipop lady/man on drawing of a road crossing. After they have done this, ask the children to draw a speech bubble on their two Post-it notes and inside these write and complete the two sentence stems: "I help you by..." explaining how each person helps the other. For example, they could write: "I help you by stopping the traffic and telling you when it's safe to cross" in the Lollipop lady/man's speech bubble, and "I help you by listening and waiting" in the speech bubble for themselves. They can then stick these speech bubbles next to the appropriate person on their drawing. Summing up Children share their completed pictures with others in the class. Summarise that there are lots of different people that can help us to be safe and/or healthy in different places and situations, but that we can also help them to help us. Finish the lesson by asking the children to think of one person who helps them and that they might meet later today or tomorrow. Ask what they could do to help the helper do their job. Task: I can draw a picture of a person who might help me and write the ways in which they help me and I can help them. Evidence in PSHE book	responsible, safe, healthy, helper

Recount task

Online Safety

- Understand the difference between 'fact' and 'opinion';
- Understand how an event can be perceived from different viewpoints;
- Plan, draft and publish a recount using the appropriate language.



Explain that an incident has taken place and someone you know, who is a journalist, has shared their notes with you. Their editor has told them that they need to get a good balance between facts and opinions. Ask the children to define 'fact' and 'opinion'.

Split the class into two groups. One half to complete the interactive game **Who said what?** on the SCARF website. To access the game, go to the following link: [Who Said What?](#). The other half of the class to start the **Fact or opinion?** Activity sheet. Swap activities when the first half of the

class has finished the online task.

Activity 2 - Recount writing

Part 1 - Who Said What?

With children working pairs, hand out the **Activity sheet Who said what?** Look at the **IWB slide Features of a recount**. Using the *Who said what?* sheet, children must write a recount of the incident. Remind them that they need a balance of fact and opinion. Collect a range of statements that help the reader to identify the opinions e.g. 'Mrs Crew thought...' 'Mrs Crew believed...' 'In Mr Crew's opinion...'

Part 2 - Fact or Opinion 'Chat messages'

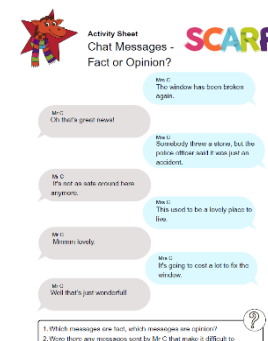
Look carefully at some of the messages Mr C sent on the **Fact or Opinion 'Chat Messages' sheet**. Do these messages make it easy or difficult to understand what he really means and how he really feels about what has happened?

When digital messages are sent, we can't always be sure what someone is trying to say and how they are feeling. Why is this? [Because we can't see the person and pick up on how they look - their body language. We can't hear their voice, to hear how they are saying the words.]

What can we do if we are not sure about the meaning of a message? [Ask the person directly how they are feeling or ask them to explain their message a little more. For example, 'What did you mean by that? I'm a little unsure.'] This way we can fully understand what is being said and then can work out what is fact and what is opinion.

Summing up

In a circle, ask for a volunteer to start by giving a fact about the lesson or their work. The next child gives an opinion, alternate around the circle in this way. Summarise the importance of remembering that messages sent digitally are sometimes difficult to understand because we can't see or hear how the other person is really feeling. In the online world, we have to use these critical thinking skills and ask questions to help us sort out fact and opinion, and to help us understand what someone is really saying. This also helps us to spot true and fake news and



fake news,
fact, opinion,
misinformation,
disinformation

			information. Then we can make sure not to spread misinformation or disinformation. Misinformation - the act of giving wrong information about something that the person believes to be true. Disinformation - the act of <i>deliberately</i> giving the wrong information about something, which is intended to mislead and deceive people. Misinformation and disinformation are both types of fake news. Task: I can write a recount of an incident including facts and opinions. Evidence in PSHE book,	
GW1, RKR8	Our helpful volunteers	- Define what a volunteer is; - Identify people who are volunteers in the school community; - Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.	Introduction Discuss with the class what they understand by the word 'volunteer'. Explain to the class that volunteers choose to work or give their time free of charge, because they want to help make a positive change or difference to something. It also helps the volunteer to feel happy; research has shown that helping others increases the happiness of those that give help. Ask: - Who volunteers in school? - What do they help with? - Why? What is the difference that their help makes? - How might volunteering help the volunteers? Discuss how their help benefits different people e.g. an adult who comes into school to hear children read not only helps the children but also the class teacher. Activity Ask the children to draw, paint or create a picture of a volunteer that helps in school. Ask them to write a sentence underneath the picture to explain how this volunteer helps e.g. "Mrs. Smith listens to me read" or "Mr. Rashid helps me do the weeding in gardening club." Summing up Review the children's pictures and acknowledge the range of people that volunteer in school and the variety of ways in which they help. Ask the children why they think people volunteer? Finally, ask the children to consider what they might be able to do on a voluntary basis, to help other people - this could be volunteering to do jobs around school, when needed; helping out at home; helping with community and fund-raising events. You could conclude with a circle activity: 'My favourite volunteering job would be...' Task: As a group we can create a poster of skills which a volunteer has to explain how they help people. Evidence recorded in PSHE folder on T-Drive.	wellbeing, volunteer

Wider PSHE curriculum (not covered by DfE statutory requirements)	Can Harold afford it? Online Safety Financial Education	- Understand the terms 'income', 'saving' and 'spending'; - Recognise that there are times we can buy items we want and times when we need to save for them; - Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.); - Understand the financial risks related to online gaming.	Introduction Start the lesson with some open ended key questions: - What is money? - Where does money come from? - How do we use money? - How does money benefit (help) us? - What would the world be like if people didn't have money? - What do we mean by spending and saving? Ask the children if they've ever seen anything they wanted to have but couldn't afford it. What was it? Why did they want it? Did they manage to get it? If so, how come? If not, why not? Teacher guidance: Children may refer to online gaming and purchases within a game. It is important to explain that coins, gems or skins in games cost real money. It is sometimes easy to forget this because games make spending feel quick and fun. Children should always ask an adult before buying anything, because even small purchases add up very quickly. Ask the children each to think of something they would buy if they could afford it. Discuss other considerations can affect people's decisions on spending, including: - Environmental impact of the item (e.g. avoiding single-use plastics or 'fast fashion' items, disposable items such as cups, cutlery etc., choosing items that are from sustainable sources, such as palm oil, fish) - Environmental impact of how the item is received (e.g. next-day delivery - wanting things instantly) - Environmental impact of searching and buying an item online (e.g. The carbon footprint of our gadgets, the internet and the systems supporting them account for about 3.7% of global greenhouse emissions, according to some estimates. - Impact on others (e.g. giving regularly, or occasionally to a charity) Can Harold afford it? Tell the children that Harold the Giraffe wants to buy a new bike as he has outgrown his old one. However, the new bike costs £150 and Harold only has £20 in his money box. Ask the children to discuss in pairs or threes what Harold could do. Before somebody buys something, what do they need to know? [e.g. they need to know how much it is, whether they can buy it cheaper anywhere else, how much money they have got, what other things they need to spend their money on, whether they have any money they can put aside to save up for it, how long it would take to save up for it etc.] Before we can spend money we need to know how much money we have 'coming in' - which is why we call this 'income'.	spending, saving, income
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			Activity Give out the 'Can Harold afford it?' activity sheet. Harold has made a list of the money he has coming in (his income) and the things he needs to spend his money on. Ask the children to work out how much money Harold has coming in and how much he has to spend on other things. Which of the items on the list on Harold's wishlist can he afford to buy? Which can't he afford to buy? What could he do if there were items he wanted but couldn't afford straight away? [He could save up]. Ask what choices Harold might make to minimise the impact on the environment of buying a bike - e.g. he might get a grown-up to help him find and a second-hand or used bike. This could save him money and will also have less impact on the environment. Summing up Set up your circle time in your usual way. Ask the children to think of something that has to be paid for in their home (for example, food, furniture, electricity bill etc.) Pass a suitable object around the circle and ask each child to say a different thing that has to be paid for by their family in their home. The challenge is to see if the object can go round the whole class and have no repeats. Summarise by saying that adults have to pay for lots of things in the home and they have to do exactly what Harold did - see how much money is coming in, see how much they have to spend on things they need and then see how much is left over to buy other things (either straight away or by saving up). Task: I can use calculations to check if there is enough income to spend on items. Evidence in PSHE books	This is the money Harold has in his money box to start with: £20 This is the money Harold has coming in: £20 for his birthday, £10 for helping with jobs around the house, £4 that Derek owes him, £5 pocket money per week Which of the items on the list on Harold's wish list can he afford to buy? Which can't he afford to buy?	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Earning money Financial Education	- Explain that people earn their income through their jobs; - Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility)	Introduction Start the lesson with some key questions about earning money: - What do we mean by 'earning money'? - Who earns money? - Can children earn money? What are they allowed / not allowed to do? [NB The earliest age children can get a job is 13. They might however do jobs around the house to earn money] - Is there a minimum amount that people can get paid? - Does everyone who has a job earn the same amount of money? Why not? Earning Money Choose a job to discuss that is appropriate for your children. For example, you may choose to discuss a nurse. Ask some key questions based on these below: - What are the duties a nurse performs? - What knowledge do they need to have in order to do their job? - What qualities do they need in order to do their job? - Do they always work in the daytime?	income, earning	

etc.).

- Do they need to do some training in order to become a nurse?
- How must nurses respect patients? What will happen if they don't do their job properly?

Make a list of questions based on the discussion you have. The children will then use this list to discuss a range of jobs.

Activity - Earning money

Children can work in pairs or small groups on the 'Earning Money' activity sheet. Each pair or small group is allocated a job. Using the questions you have generated above, the children discuss the job they have been allocated. Allow 5 - 10 minutes for this task. Children can make notes of their discussion. After they have discussed the questions ask for brief feedback on each job.



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Nurse	Firefighter
Doctor	Teacher
Builder	Gardener
Actor	Shop Worker
Head Teacher	Vet

Now give each pair or group the full list of jobs on cards. Ask them to rank the jobs in order of who should be paid most down to who should be paid least. Are there any they think should be paid equally? Ask children to have two or three good reasons as to why they have chosen their top earning job.

When children have ranked the jobs ask each group to say which one they chose as the top earning job, giving their reasons. Do all the groups agree? If not, why not?

Summing up

Set up your circle time in the usual way. Pass a set of the job cards around the circle face down. Each child must turn over the top card and read out what job it is. They must then give one reason why they think they might be suitable for that job (even if it's a job they're not interested in!) For example, someone might turn over the 'vet' card and say 'I would be a good vet because I love animals'.

Task: In groups we can work collaboratively to rank jobs according to their income.

Evidence on T-Drive in PSHE folder

Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's environment project	• Define what is meant by the environment; • Evaluate and explain different methods of looking after the school environment; • Devise methods of promoting their priority method.	Introduction • What do we mean by the environment? Discuss various ideas and come to an agreed definition. Cambridge Dictionaries Online define environment as: 'The air, water, and land in or on which people, animals and plants live.' • What do people, animals and plants need to survive in their environment? Harold's Environment Project Explain that Harold is a member of his school council. The teachers have asked his school council to think of ways that they can help to look after the school environment but Harold is a bit stuck and can't think of any ideas. Ask the children to discuss in pairs or threes ideas that Harold could take to his next school council meeting. Use the headings on the IWB slide as a framework for the discussion: • Ways to reduce waste in school (think about waste caused by paper, food, packaging etc.) • Ways to save water • Ways to save energy (as well as lighting, heating and air conditioning, think about energy being used by electronic devices when on standby, when researching on the internet and when storing documents in "the cloud".) • Ways to look after the plants and animals that live in the school environment • Ways to recycle broken electronic devices • Any other ways of looking after the environment When Harold goes to his school council meeting he will be told that he can only introduce one idea at a time into the school. How will the school council be able to decide which idea they want to introduce into the school first? Should they go for the one thing which is easiest to do to get people into the habit of looking after the environment or should they go for the most important, i.e. the one that will have the biggest <i>impact</i> on the school environment? Ask children to work in pairs or threes on one of the ideas that the class came up with earlier. Each pair or three must take a different idea. They must then come up with a reason why that idea is important and an easy way of carrying it out. [For example, they may say that composting appropriate food waste is important because food waste makes up most of the waste that is produced at break and dinner time, more so than packaging. They then need to think of the easiest way to get people to compost their food waste - compost bins/compost monitors?] Ask each group to present their ideas to the rest of the class. Take a vote on which idea is the best - i.e. the most important and the easiest to put into action. Having decided which idea is going to be used, discuss how best to promote that idea within the school. Children to produce a PPT to promote their ideas.	environment, waste, energy consumption, electronic devices
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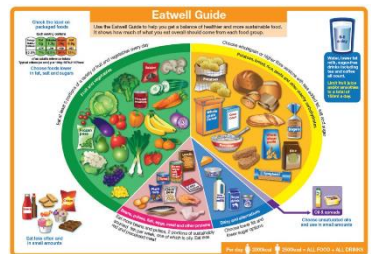


Harold's Environment Project

- Can you think of:
- Ways to reduce waste in school (think about waste caused by paper, food, packaging etc...)
 - Ways to save water in school
 - Ways to save energy in school
 - Ways to look after the plants and animals that live in the school environment
 - Any other ways of looking after the school environment?

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			Summing up • In what ways do we look after the school environment at our school? • Are there things we can do to improve the way we look after our school environment? • What are the ways that children can present their ideas to the staff in this school? • Why can't we do everything all in one go? • Why is it important to look after our school environment? Task: In groups we can create a PowerPoint presentation promoting a way in which we can look after the environment in school. Evidence on T-Drive in PSHE folder	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Let's have a tidy up (OPTIONAL)	• Explain whose responsibility it is to look after the local environment; • Plan and carry out an event which will benefit the local environment.	Introduction Show the class a photograph of some litter in their own school playground or in their local park (or use the photograph provided). Discuss, initially in pairs and then as a whole class: • What do you think about this? • Is this ok? Why not? • Should it be cleaned up? Why? • Whose responsibility is it to do this? • What could happen if no-one took responsibility to clean it up? • What could we / you do to help?  Activity Tell the class that they are going to organise a 'Tidy Up' event in the school playground or in their local park (NB: the class might come up with this idea themselves in the introductory discussion). Ask the class to design a poster (individually, in pairs or in small groups) to advertise this event. Discuss what essential information to include on the poster: • Where the event is happening e.g. the school playground • When the event is happening e.g. Monday morning break • What people need to do to take part e.g. meet by the hall and collect a rubbish bag and litter-picker (if available) Summing up After the event, the children could take some photos of the tidied playground or park and use them to make a 'before and after' display. Help them to appreciate that without their intervention, this would not have happened. They have made a difference. How would they feel now if someone spoilt their tidied area with more litter? What other things do we have a collective responsibility for? E.g. turning off the lights, turning off the taps, shutting computers down when finished etc. Task: I can create a poster to advertise a 'tidy up' event. Evidence in PSHE book	responsibility, environment, collective responsibility

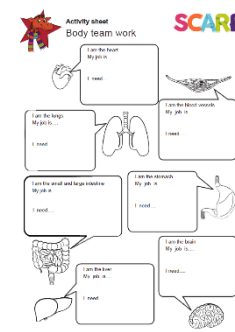
YEAR 3				
DfE Statutory Requirements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary
Being My Best				
HE1, HE2, HE3, HE4	Derek cooks dinner!	- Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; - Explain what is meant by the term 'balanced diet'; - Give examples what foods might make up a healthy balanced meal.	Introduction Begin by showing the picture of Harold the giraffe, Derek the penguin and Kiki the kangaroo. Next, explain to the children that you have received an email/letter from Derek the penguin asking for advice. Show the children the email on the IWB so that you can read it together.  Derek loves cooking! One of his friends thinks that he should just have chips with ketchup but he knows that Harold will want to have a healthy meal. Harold loves healthy food! It makes him feel great! So Derek is asking the children if they can come up with a meal plan for him. He would like to make a healthy, balanced meal but that's also suitable for a party. Discuss what Derek means when he says a 'balanced meal'. Review the different food groups using the Eat Well Plate. Think about how different foods do different jobs in our body. This helps us to understand why we all need to eat a variety of foods. Ask: - Who can tell us any types of foods that we should eat more of than others? - Which foods do we need more of? - Which do we need less of? - Why do we need less of these types of food? (obesity, tooth decay, diabetes, low energy) - Which foods give us energy [potatoes, bread, rice, pasta - all carbohydrates] - Which help out teeth and bones to be strong and healthy [milk, cheese] - Which help to build muscles? [beans, fish, meat and other proteins] - Which make us healthy all over? [vegetables and fruit] Activity As a group activity the children can work together to come up with a meal plan for Derek's party meal. This could be set up as a sit down meal i.e. starter, main, dessert, or a buffet/picnic style. The children can then reply to Derek with their ideas.  	balanced diet, muscles, teeth, energy, healthy, dairy, proteins, bones, starchy carbohydrates, fruit & veg

			NB: a 'reply email from Derek' is in the Resources area. Show this to the class a few days after they have written to Derek with their ideas. Note that in this message Derek references that the children have recommended that he has some fruit at the party. Summing up Review and reinforce the notion of a balanced diet including a variety of food groups. Explore idea that you can be friends with someone but they don't always give the best advice in terms of healthy habits (Derek's friend who suggested chips). Task: I can write an email to Derek to give him ideas for a healthy meal plan. Evidence in PSHE book	
HP5	Poorly Harold	- Explain how some infectious illnesses are spread from one person to another; - Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; - Suggest medical and non-medical ways of treating an illness.	Introduction Start by showing a photo of Harold poorly in bed. Use as stimulus to discuss what might be the matter with Harold. What illness might he have? How might he have got that illness? How would it make him feel or behave?  Can you think of a time when you have been not well? What helped make you feel better? Medicine will probably be mentioned. What is a medicine? Children may mention the word "drug". Often children describe medicines as "good drugs". To help the children explore safe use of medicines key questions such as "Can you think of a time when a medicine could be harmful?" are useful. This can lead to discussions around dose, correct type, taking medicine only when it is needed, safe storage etc. How can medicines help people feel better? Some people may need medicines every day to help keep them healthy. Try to encourage children to think of rest, sleep, water, healthy food, time as well as medicines. We do not always need a medicine to feel better. Lead the discussion to thinking about how we can prevent getting ill. Wash hands before meals & after toilet, use a tissue when sneezing, put hand over mouth when coughing etc. Explore government/public health media campaigns about washing hands etc. An example is provided - <u>Wash Your Hands Of Them - Hygiene And Health Ideas</u> Discuss why the government uses these campaigns. A healthy nation = a healthy workforce, not so as many people requiring NHS treatment etc. Critically evaluate the posters etc. How could they be improved so that more people take notice of them? Ask the children to think of an advert that is memorable for them? What makes it memorable? Is it funny? Does it use music? Does it have a story to it?	water, sleep, medicine, rest, hygiene, safety, instructions, infection, cleanliness, dose, drug

			Activity Ask the children to work in groups and make use of available technology to come up with their own campaign e.g. video/ simple animation/radio advert/jingle? Summing up Children can share their campaign adverts. Recap that sometimes we do feel unwell but there are ways that we can prevent illness by ensuring that we have good personal hygiene. If unwell medical drugs can sometimes help but we do not always need a medicine to feel better - there are alternatives. Task: In groups we can work collaboratively to produce a media campaign for good hygiene and present this information to the class. Evidence on the T-Drive in PSHE folder	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Body team work	- Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); - Describe how food, water and air get into the body and blood.	Introduction Start the lesson with some key question to explore children's understanding of different parts of the human body: - What important jobs do you think the following organs have? - Heart [pumps blood around the body] - Blood vessels [are the tubes that the blood flows through. There are different tubes such as veins and arteries] - Lungs [help pass the oxygen from the air into the blood] - Stomach [breaks down the food and water] - Small and Large intestine [breaks down the food and water so that it can soak through into the blood. Also helps to produce waste food i.e. the food the body has finished with and can't break down small enough] - Liver [helps clean the blood and makes chemicals that do lots of important jobs in the body] - Brain [is the control centre of the body. It send and receives messages to and from other parts of the body] - Which do you think is the most important part of the body? [Allow children to express their own ideas about this and ask them to explain the reasons for their choices] - Why might it be difficult to pick out the most important part? [Because they are all important and depend on each other to work properly. They work as a team]	lungs, intestine, vessels, arteries, liver

Activity 1 - Body Team Work

Give out the *Body team work Activity sheet*. Children write a sentence for each of the named body organs saying 1) what the organ does and 2) what it needs from other parts of the body to work properly. For example: the heart pumps blood all the way round the body. The heart needs energy to work properly. It gets this from the food, water and oxygen we put into the body. Discuss the activity and then children work in small groups (threes are ideal) to complete the sheet.



Activity 2 - Actions and sounds

What other body parts can the children think of? (e.g. muscles, bones etc.) What are their jobs and what do they need from other parts of the body? Are there any other facts the children know or can find out about the different parts of the body?

As a class decide on a sound and an action for each body part. For example, for the heart, draw a big circle in the air to show the blood being pumped around the body and make a quiet swooshing sound as the action is performed.

Put the children into groups of 5 or 6. Each person will take on the role of one body part and perform the action and sound which shows what their body part does.

When each child has devised an action and a sound the group must then work together as a team to show all the different organs' functions.

Summing up

Ask one or two 'teams' to demonstrate their body functions. The rest of the class have to identify which organ is being represented by which child and explain what its function is. Ask, why is it difficult to pick out a 'most important' part of the body?

Task: I can state the role of each major organ in the human body.

Evidence in PSHE book

RKR1, RKR2, RKR3	For or against?	• Develop skills in discussion and debating an issue; • Demonstrate their understanding of health and wellbeing issues that are relevant to them; • Empathise with different viewpoints; • Make recommendations, based on their research.	Introduction Begin the lesson with some key questions: • What choices do we make about our everyday health and wellbeing? • Do we always make the best choices? • Do people always have the same opinions about what are the best choices? Explain that this lesson will focus on looking at arguments for and against a particular issue to do with health. For or against? Present the children with either one of the following statements or a statement of your own (which may be based on a current school, local or national issue): • All children should be made to do at least 30 minutes exercise everyday • Children should not be allowed to go on a computer, tablet or 'phone, or watch TV, for at least an hour before bedtime • Children should only be allowed to buy sweets if they have an adult with them • Children should not be allowed to choose their own lunchtime meals Have the statement you are going to discuss displayed clearly in the classroom. Ask the children to discuss the statement in pairs or threes asking them to think of arguments both for and against the statement. Before working in their pairs ask for one example each for and against. You may like to set a target that you think is appropriate for your class e.g. can you think of three arguments for the statement and three arguments against it. After about five minutes stop the discussion and ask for one or two arguments either for or against the statement. Then ask the children to close their eyes or look down so they can think quietly to themselves and decide whether they agree with the statement or disagree with the statement. You can then get the children to discuss and debate the statement in one of the following ways: Option 1: Against one wall of the classroom (or possibly the hall or other suitable space) put up the three statements 'Agree, Neither agree nor disagree, Disagree' spread out evenly. Ask the children to stand against the wall to show to what extent they agree or disagree with the statement (NB: emphasise that this is a continuum from Agree to Disagree rather than three fixed points). Ask the children to explain their reasons for where on they have placed themselves along the continuum line. Take various comments from across the whole continuum line. Remind children that we all have different ideas, needs and feelings. It's ok to say no, or disagree with someone, but we need to be careful with their feelings otherwise we might upset them. Our feelings are important, but so are theirs - like balancing a weighing scale! Option 2: This option gives everyone the opportunity to put into practice courteous and respectful language.	continuum, respectful, courteous, debate, discussion, justify
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			Remind children that we all have different ideas, needs and feelings. <i>It's ok to say no, or disagree with someone, but we need to be careful with their feelings otherwise we might upset them. Our feelings are important, but so are theirs - like balancing a weighing scale.</i> We're going to practise disagreeing with someone in a respectful way. Set up your circle time in the usual way. Play a circle time game to mix up the children. Pass a suitable object around the class and ask the children to say 'I agree.../I disagree.../I neither agree nor disagree...with [the statement]...because...' Option 3: Conduct a more formal debate where children can speak 'for or against the motion'. Remind children that we all have different ideas, needs and feelings. <i>It's ok to say no, or disagree with someone, but we need to be careful with their feelings otherwise we might upset them. Our feelings are important, but so are theirs - like balancing a weighing scale!</i> We're going to practise disagreeing with someone in a respectful way. Choose three children to speak 'for the motion' and three to speak 'against the motion'. Allow them to stand and give a reason as to why they are for or against the motion. Other children can then put their hands up and ask them questions to justify their arguments. At the end have a vote to see whether the majority of the class support or oppose the motion. You can also explain that children can abstain from the vote i.e. neither support nor oppose it. Summing up Explain we can all learn from our different ideas and feelings about things! Working together like this has really helped us learn about keeping healthy. <i>Ask the children to come up with three, four or five top tips for improving health in the area that has been discussed and write these on the board/flipchart paper.</i> You may like to phrase this in a positive way such as: What are your top tips for: • Increasing the amount of exercise that children do • Encouraging a healthy balanced diet • Improving the quality of sleep that children have • Reducing the amount of sugar that children eat Task: I can discuss and debate an issue whilst empathising with others viewpoints. <i>Video evidence on T-Drive in PSHE folder</i>	
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- Identify their achievements and areas of development;
- Recognise that people may say kind things to help us feel good about ourselves;
- Explain why some groups of people are not represented as much on television/in the media.

Introduction

Discuss the following:

- Have a think about something you are really good at
- Think of something you have **achieved**
- Think of something that you could **improve** on
- Do people sometimes think they are better at things than they really are? Be honest, put up your hand if you sometimes think you are better at something that you really are.

Activity 1 - The Masked Voice

Read Zane's Story - The Masked Voice to the class, then ask these questions:

1. Before The Masked Voice, how did Zane feel about his singing? [Zane loved singing ever since he was a baby.]
2. Who helped him to feel this? [parents, family, friends, school.]
3. Was Mr Thomas being mean? [No, just realistic - and trying to help.]
4. How did Zane feel when he got through to the next round? [He got really excited and believed what everyone was telling him about how good he was.]
5. What became as important to him (perhaps even more important) as his singing? [He felt how he looked in photos and on social media was really important. He enjoyed the fact that people were recognising him in the street. This felt more important than practicing.]
6. What did he believe about his singing? Who led him to believe this? [One of the star judges told him how brilliant he was and that he could win.]
7. Were they right? [They might have been right, but Zane still needed to practice to become brilliant. He needed to practice if he wanted to win the competition.]
8. At the very end, how do you think he coped? What helped him? [Zane felt embarrassed and cross with himself for not listening to Mr Thomas and for not keeping on practicing. He coped with lots of love and support from his parents.]

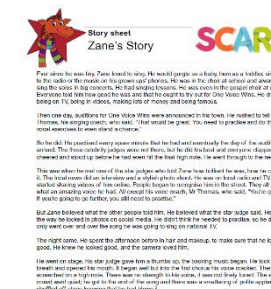
Sometimes we can believe what other people tell us when we know it is not really true. They might say we are fantastic at football when the truth is we are good but could do a lot more to become better. Who tells us these things? [friends, family, media, social media.]

Similarly, someone might think they are fat because most of the bodies they see on television, in films, on social media, on the internet are thin people. They compare their *normal* size body with a very thin one and think they are fat.

Some groups of people don't get shown on television very often - sometimes this is because of how they look; they don't fit with what TV shows and what the online world like to show.

Make a class list of the groups of people who are often overlooked (missed out) by programme

achieve, ambitions,
improve, goals,
gender identity



makers online content makers, influencers and YouTubers. Suggestions will ideally come from the children. [Could include - disabled, ethnic minorities, transgender*, women in certain roles, the socially disadvantaged.]

*Some people feel that the gender they feel they are, sometimes known as gender identity (whether they are male or female) is not in line with their biological sex (put simply - having male or female genitals/private parts and reproductive organs that can help them make a baby when they're older if they want to) so as adults they may choose to live their life as the opposite gender.

Activity 2 - I am Fantastic!

Ask the children to complete the **I am Fantastic! activity sheet**, taking time to think about the things that they worked hard at to improve.

Summing up

What goals and ambitions do you have in life? Think of 3 and tell them to the person next to you. These can be shared with the whole class, as time allows.

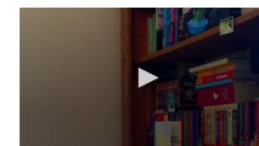
Task: I can write about my achievements and goals.

Evidence in PSHE book

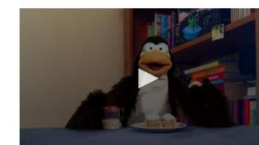


The activity sheet is titled 'I am Fantastic!' and features the SCARF logo. It includes a star icon and a list of prompts for children to write about their achievements and goals. The prompts are: 'Name:', 'Something that I am good at:', 'Something I have achieved:', 'Something I can improve:', 'How can I improve that?', 'Who can support me to reach my goals?', and 'Draw a picture of yourself in the box below:'.

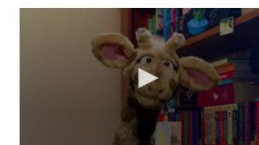
Wider PSHE curriculum (not covered by DfE statutory requirements)	Top talents	- Explain some of the different talents and skills that people have and how skills are developed; - Recognise their own skills and those of other children in the class.	Introduction Start the lesson with a discussion about talents such as: - What do we mean by a talent? - Does everybody have the same sort of talents as everyone else? - In what ways can people be talented? - If you took part in a talent show what talent would you want to display? - Which part of the body do you think controls our talents? <i>NB - discuss here how talent is grown and that most skills comes from a person working hard at something, from practising it over and over again (e.g. sport skills or a musical instrument) and that sticking at something (persevering) is as important, possibly more important, than having a natural talent, in growing that skill. This links to the Growth Mindset theory and the Learning Line.</i> Key questions: Watch the Harold, Kiki and Derek profile film clips (accessible on the scarf lesson plan page). - What are the individual qualities that Harold, Kiki and Derek have? - Ask the children to discuss in pairs or threes which of the three characters they are most like and why. Ask a few children to feed back after the discussion. Now watch the Harold, Kiki and Derek special skills film clips (click on individual names to view films). - What are the special skills that Harold, Kiki and Derek have? There are lots of different ways we can be talented or skilled. Ask the children to come up with their own suggestions of ways in which people can be talented. Record these on a flipchart or whiteboard. Once they have come up with their ideas explain that those skills can be grouped into the following categories:* - Linguistic - people who are skilled with using words - reading, writing, poetry, word games etc. - Logical - people who are skilled in thinking in a mathematical or scientific way - Physical/Practical - people who are skilled at coordinating their body (gymnasts, athletes, sports people etc.) or skilled in a practical way (mechanics, builders, chefs etc.) - Visual/Spatial - people who are skilled at art and design (architects, painters, sculptors etc.) - Musical - people who are skilled musically (singers, instrumentalists, drummers etc.) - Inter-personal - people who are good at working with others and being part of a team or a natural leader - Intra-personal - people who like working more by themselves and are quite reflective in their nature - Naturalistic - people who are good with nature and the natural world (farmers, gardeners, vets etc.)	goal-setting, talents, skills, intelligence
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Special Talents - Kiki



Special Talents - Derek



Special Talents - Harold

*These talents or skills relate to Howard Gardner's multiple intelligences (Multiple Intelligences: The Theory in Practice, 1993). You might not want to use the terms as above but rather describe the different areas of talent/skill.

In pairs or threes ask the children to reflect upon and discuss which different areas they feel their talents/skills lie in [NB: avoid the idea that someone can be talented or skilled in just one area. We are all talented or skilled across the different intelligences but will have preferences in some areas]

Top Talents Show

Ask the children to select a talent or skill that they are most proud of. Explain that they will take part in a silent 'Top Talents' Show by briefly miming their talents/skills. Working with a partner, children to discuss and devise a way of demonstrating their special talent/skill.

After the children have worked out their mime set up a part of the classroom as the Top Talent Show 'stage'. Ask children to come up and mime their talent/skill to the rest of the class. The audience then guess the talents after each mime.

Summing up

Stage an award ceremony where all the pupils are presented with the certificate/rosette/award that their partner has made for them. Give each pupil a clap as they receive their award.

Finally, explain the concept of goal-setting to develop skills and talents. Give some examples of this (e.g. if someone wants to be able to win a running race, they might train for this by researching specific exercises that will help them and then putting in place a training plan).

Have a closing circle where the children take turns to say one skill that they have that they'd like to develop and 1 thing they can do to help them in achievement their improvement goal.

Task: I can select a talent or skill that I am most proud of. I will take part in a silent 'Top Talents' by briefly miming my talents/skills.

Video evidence on T-Drive in PSHE folder



Wider PSHE curriculum (not covered by DfE statutory requirements)	Getting on with your nerves! (OPTIONAL)	- Demonstrate how working together in a collaborative manner can help everyone to achieve success; - Understand and explain how the brain sends and receives messages through the nerves.	Introduction - What do you think the body needs to give it energy? - What else do you think the body needs to keep healthy? - What happens to your heart when you do some vigorous exercise? Why does that happen - What sort of things do you think are helpful to the body and what sort of things are harmful? Are there any that can be both helpful and harmful? Play the children the Feel Good Groove song and ask them to do each action after each line. E.g. Clap your hands [clap, clap, clap] Stamp your feet [stamp, stamp, stamp]. In the instrumental section you can try some of the following actions: - Fold your arms one way and then the other - Pat your hand and rub your tummy - swap over - Chop with one hand and saw with the other - swap over - Your own ideas or theirs End with children running on the spot as music fades out and ask them to feel their heart rate. Ask them to put one thumb in the air if they can feel their heart beating faster than normal. Ask the children how they knew what actions to do? Discuss how they listened to the words with their ears. The ears sent a message to the brain and the brain then sent a message to the muscles in the body telling them how to move. Has anyone idea what the messages travel through inside the body? [The nerves] Sending and receiving messages challenge - the Brain Chain Challenge! Explain that you are going to demonstrate how messages travel through the body by doing the Brain Chain Challenge! Ask the children to line up in two lines facing each other with an even number on both sides. Choose one child to be the brain and another to be a hand and they stand in the middle at the end of each line like this: XXXXXXXXXXXXXXXXXX Brain Hand XXXXXXXXXXXXXXXXXX All the children along the side going from the brain to the hand are individual motor nerve cells along which the messages will travel. All the children along the side going from the hand to the brain are individual sensory nerve cells along which the messages will travel. The brain needs to send a message to the hand (for example telling it to wave) so the message is passed in the form of a clap starting with the brain and then passed along one side with one child clapping after another until the last child (nerve cell) passes the message to the hand who then waves his/her hand. The hand cannot stop until the brain has told it to stop so another message needs to go from the hand to the brain passing along the other side of children, again in the form of a clap. When the brain receives the message it can then send another message (clap) to the hand down the first line of nerve cells back to the hand which can rest once the message has been received.	cooperation, teamwork, collaboration
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			Now tell the children that you will measure the time it takes the message to get from the brain to the hand using a stop-watch. You will then measure the time it takes the message to get from the hand to the brain. Tell the children the time it took for the message to travel from brain to hand / hand to brain. Ask them if they think they can improve the time. This time the children need to stand in a 'ready to receive the clap' position, leaning forward with their hands out in front of them ready to clap as soon as the child next to them has clapped. Measure the new time it takes for the messages to pass along the nerve cells. It should be faster. Ask them again if they can improve on their new time. This time, not only do they stand in the 'ready to receive the clap' position but they also have to encourage each other verbally. Repeat the activity and measure the new times. Again it should be faster. What is the best time that the class can achieve? Plenary As a review, several points can be drawn out from this activity: • In order for the 'system' to work properly it needs full cooperation and team work. Everybody is just as important as everybody else (this is one of the underlying themes of the 'Meet the Brain' programme). • When everyone works together with a positive attitude and motivation they can achieve great things. • Messages are travelling to and from the brain all the time. • Messages in our body go faster than we could ever achieve - at top speeds of approximately 400km per hour or 250 miles per hour. (If you're feeling ambitious you may want to try and work out how much faster that was than the children were doing it!) Task: I can work collaboratively to help everyone achieve. Evidence on T-Drive in PSHE folder	
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YEAR 3				
DfE Statutory Requirements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary
Growing and Changing				
CF1, CF4, CF6, OSA1	Relationship Tree Online Safety	- Identify different types of relationships; - Recognise who they have positive healthy relationships with.	Introduction We have lots of different types of relationships. In pairs, tell each other who you have a relationship with. The class can say them aloud so they can be written on a whiteboard. See how many different types of relationships the class have [e.g. pets, parents/carers, siblings, aunts, friends, leaders of groups outside school such as gym coach etc.] Think about how we greet (say hello to) the people we have a relationship with. Do we treat them all in the same way? How do we greet our parents/carers? Friends? Brothers/sisters? Grandma? Shopkeeper? Pet? Football coach? Teacher? Some of our interactions in our relationships may continue online - for example through messages on smartphones, tablets or computers. We might speak to friends and family members who don't live nearby, or maybe even live in other countries by connecting online. We may communicate with our friends through online gaming. Some of us might message friends and family through a device. We have different relationships with different groups of people. Why do we need these relationships? [get a few ideas from the children.] These people can help us feel happy and safe - we can have fun together; they can give us support and encouragement if we're struggling with something. Activity - Relationship tree Have prepared and cut out sets of: 5 green leaves, 3 brown or orange leaves, 5 brown branches, 3 brown roots (the roots and branches can be strips of brown paper). Distribute these - one set per child. - Green leaves - Ask the children to write on the green leaves 5 things (one word per leaf) that can make a positive, healthy relationship, e.g. trust. - Branches - Choose a leaf from a child, read it out and ask the class to suggest ways to achieve this e.g. for trust this might be '...being able to talk to the person about anything.' They can then write on the branches ways to achieve the words (how to have a positive relationship) on their leaves. The writing on the branch can include how behaviour online can help them achieve their word on the leaf. E.g. trust - agreeing before a game how to behave and trusting others/themselves to do this. - Roots - On the roots, write down different people you have these relationships with e.g. Mum, friend, Dad. - Brown leaves - Finally, discuss what sort of things can make a relationship negative or unhealthy e.g. promises get broken, when people get angry all the time. Write these down on the 3 brown leaves. Include here things that can make online relationships negative or unhealthy. Examples could include:	trust, caring, healthy, positive, relationships, online relationships, misinterpretation

			• People saying unkind things that they might not actually say to someone's face. • Messages that could be misunderstanding or are just a bit thoughtless. • Being left out of group games. • If someone has shared a photo of you that you don't like, without asking your permission. • It could even be that a stranger tries to talk to you online through a game and they pretend to be a friend when they are not. Summing up Construct a tree on a big piece of paper or straight onto a display board. Review the lesson by asking the class how we can help to look after relationships and also what we should expect from others. Who are our trusted adults? Which relationships are these? We can talk to these people anytime we feel worried, concerned about something that doesn't feel right or have any questions. Task: I can write on green leaves 5 things (one word per leaf) that can make a positive, healthy relationship. These leaves will then form part of a class tree. Evidence on T-Drive in PSHE folder	
BS3, BS6, DB2	Body space Safeguarding	• Understand what is meant by the term body space (or personal space); • Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space.	Introduction Put up your hand if you like being hugged? Who do you like to hug you? It is often a sign of family love or friendship. What other sort of physical contact (touches) do you like? [e.g. Kiss, being picked up, holding hands, squeezing.] Do you like people standing very close to you? The area around our body is called our body space or personal space. Demonstrate physically what that is. Why do we need to respect other people's body space? In other words, not 'invade' it too much? We can invite people into our body space. When might we do that? [e.g. playing a game of tig with friends, hugging a relative or friend etc.] Sometimes people come into our body space without meaning to, like when we are on a crowded bus. Can you think of any other times when this happens? Can you think of any other times when people invade our body space and we don't want them to? [e.g.in an argument] How can we tell/ ask people that we want them to move? [e.g. You are too close to me, please move. Can you give me a bit of space? You are making me feel uncomfortable.] What should we do if someone asks us to move away from them? [respect that and move without making a fuss.]	testicles, vagina, penis, respect, vulva, nipples, uncomfortable, touch, scrotum, personal space, body space, invade, stop, anus

			Activity - practising being assertive In pairs, children practise asking each other to move away when the other is in their body space. What did they find worked best? Class discussion What sort of physical contact/touch is not acceptable? If someone feels uncomfortable when they are being touched, it is the brain's way of warning them that something is not right. Show the NSPCC Underwear rule. P Privates are private A Always remember your body belongs to you N No means no T Talk about secrets that upset you S Speak up, someone can help What parts of our body are private? [penis, testicles, scrotum, vulva - external, vagina - internal, nipples]. 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. What can someone do if they are being touched in a way that makes them uncomfortable or is unacceptable? [e.g. say out loudly "Stop!" "Please don't!" "Go away!" "That makes me feel uncomfortable." "That feels wrong." "I'll tell."]. Always tell someone they trust and get help. It is never their fault if someone touches them in this way. Activity - Underwear rule poster Children make a poster to show the PANTS acronym. These could be done using the <i>PANTS poster - Activity sheet</i> provided. The finished designs could be cut out, then strung across the classroom, like washing on a line. Summing up Standing in a circle, the class take turns to say words or short sentences that make it clear they feel uncomfortable and want it to stop. It is ok if some are repeated often as this will reinforce what can be said. It is ok for them to 'pass' if they prefer not to contribute. Task: I can design a poster to show the PANTS rule. Evidence in PSHE book	
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RKR2, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1, BS4, BS5, BS6, GW4, GW5, WO1, WO2, WO3, WO4, WO8, WO9, WO11	None of your business! Safeguarding Online Safety	• Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • Understand that people online may not always be who they say they are, and to learn how to stay safe by checking with a trusted adult before communicating with others; • Understand that they should not share images of others without their permission; • Think carefully before sharing any information about themselves; • Understand that once something is posted	Introduction Play the game 'Guess who?' as follows: in groups of five the children have to pick a celebrity they all know and then create a 'fact file' writing down between 5 and 10 things that they know about this person, without telling the rest of the class their celebrity's name [e.g. what they look like, how old they are, where they're from, what they do, etc.] Each group then takes it in turns to read out their 'fact file' and the rest of the class try and guess. Once completed, ask: • Where do you get most of your information about celebrities from? [TV, the internet, books etc.] • Did anyone have an address or telephone number in their fact file? • What about the passwords to their to any of their online accounts? This is because this information is personal and we should never share this information, especially not online. Activity 1 - Lee and Kim Show the children the CEOP film clip Lee and Kim. Afterwards, ask the children the following questions: • Why did Super Sid turn up? [They were just about to tell the bear which school they go to] • Why is this wrong? [It's personal information which should never be shared online with people you don't properly know.] • Why does Kim get butterflies in her tummy? [Nervous because she's not sure about following the bear to the treasure as he asks lots of personal questions.] What are Sid's Top tips about staying safe online? 1. People you don't know are strangers, they are not always who they say they are. 2. Be nice to people online, like you would be in the playground. 3. Keep your personal information private, don't give away secrets like where you live and the school you go to. 4. If you ever get an 'uh-oh' feeling (like butterflies in the tummy), you should tell an adult you trust. Summing up Ask: • Is it safe to share videos of yourself, wearing school uniform, on YouTube? Emphasise the importance of keeping their profiles private, not public. • Is it ok for someone they don't know online (and offline) to ask you to send a photo of yourself? Emphasise: once a person posts something they lose control of it. It is not possible to stop it from being shown somewhere on the internet. This is sometimes called a 'digital tattoo'. (Digital tattoo - A term used to emphasise that once information is posted online, it is almost impossible to remove permanently.)	internet safety, private, personal information, public, profile, digital tattoo,
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		online it is very hard to remove or delete it.	• What do they think they should do if someone starts asking them personal questions or is rude to them on the street? • What about if something causes them to get butterflies in their tummy? • Could they respond in the same way if this happens in an online game too? Emphasise: <i>you don't have to respond to people you don't know. You can leave a game at any time if you don't feel safe or happy. And you can talk to a parent or trusted adult at any time.</i> Task: As a class we can discuss ways in which we can protect 'personal information'. Evidence on T-Drive in PSHE folder				
RKR8, BS1, BS2, BS3, BS4, BS5, BS6, GW3, GW4, DB2	Secret or surprise Safeguarding	• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe.	Introduction In the classroom or suitable space (such as the hall or drama room) put the three cards along one side of the wall with a space in between: <table><tr><td>Secret</td><td>Surprise</td><td>Not Sure</td></tr></table> Read out the following statements to the children and ask them to move the card that they think the statement represents. Explain that it is OK to stand by the 'Not Sure' card. 1. Your best friend has taken a pencil from school and tells you not to tell anyone. 2. Your family are planning to take you to the cinema but haven't told you yet. 3. Your best friend is scared of spiders and asks you not to tell anyone because they don't want to be teased. 4. An online friend asks you to keep their conversation with you private. Ask children to explain why they have chosen to stand by the card where they are standing. Follow up the introductory activity with some key questions: • What is a surprise? • What is a secret?	Secret	Surprise	Not Sure	excited, feelings, worried, scared, surprise, secret, uncomfortable, angry, upset, jealous, talk
Secret	Surprise	Not Sure					

- Are all surprises secrets?
- Are all secrets surprises?

Activity - A day of secrets and surprises

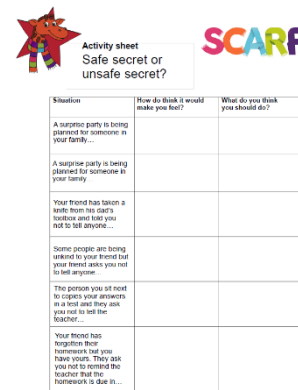
Read the story *Harold's day of secrets and surprises*, pausing to discuss the prompt questions as indicated. After the story, explain that secrets can either make us feel safe and happy or unsafe and uncomfortable. So we can call these 'safe secrets' and 'unsafe secrets'.

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

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

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

Let the children work on the sheet for 5 - 10 minutes and then discuss their answers as a class. Ask: If someone has been told something that they feel is an unsafe secret what should they do? Who could they talk to? Together make a list of the sort of people at school and at home they could talk to if they felt they had been told an 'unsafe' secret.



Situation	How do think it would make you feel?	What do you think you should do?
A surprise party is being planned for someone in your family...		
A surprise party is being planned for someone in your family...		
Your friend has taken a letter from the class's toolbox and told you not to tell anyone...		
Some people are being asked to your friend's but your friend asks you not to tell anyone...		
The person you sit next to in class asks you not to tell the teacher...		
Your friend has forgotten their homework but you have yours. They ask you not to remind the teacher that the homework is due in...		

Summing up

Set up your circle time. On the IWB, display the *Feelings Chart* or print this out to show and display if preferred. The chart links each of the different feeling with each of the numbers from 1 - 6 as follows: 1. Angry, 2. Upset, 3. Jealous, 4. Worried, 5. Excited, 6. Scared. Pass a dice (die) around the circle asking each child in turn to roll it. Using the feeling that corresponds to the number, they say the following sentence: 'Someone might feel.....when they.....' For example, if a child rolls a 2, they might say, 'Someone might feel **upset** when they **are called a name in the playground**'. At appropriate points ask: How could someone deal with their feelings in the situations given? Who could someone talk to that could help them deal with things?



Feelings chart	
1. Angry	4. Worried
2. Upset	5. Excited
3. Jealous	6. Scared

Task: I can write a list of trusted adults who can help me and explain how they help.

Evidence in PSHE book

CF4, BS7, DB1
DB2 DB3,

My changing
body

Safeguarding

- Identify parts of the body that males and females have in common and those that are different;
- Know the correct terminology for their genitalia;
- Understand and explain why puberty happens.

*The Trust has made the decision to NOT teach these objectives in Year 3 as they are not age appropriate

- Recognise that babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;

Introduction

Ask the children to think about how kittens are born (come from their mummy's tummy/womb, between 1-8 born at the same time.) Explain that adult female cats will have a special place in their bodies called a womb or uterus. This is where the kittens grow before they are ready to be born. Explain that humans are like kittens. They are both mammals.

Mammals grow babies inside the mother until they are ready to be born.

Activity 1 - Puberty changes

Start by asking the children what they remember from lessons about their bodies in Year 2. (That the girls' and boys' bodies are different, that we have private parts of the body). What parts of the body are private? 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. Can they remember why boys' and girls' bodies are different?

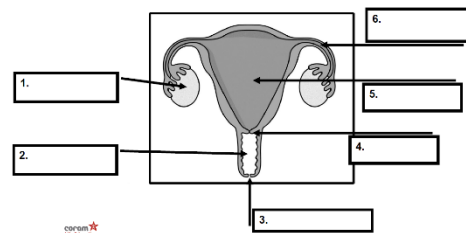
Explain to the children boys reach puberty; *anytime from the age of 9, but usually around 10-12 years old.* *Testicles* are held outside the body in a sack of skin called the *scrotum*.

Explain a girl reaches puberty, *anytime from the age of eight, though most commonly at about the age of 12,*

Task: I can label both male and female reproductive organs.

Evidence in PSHE book

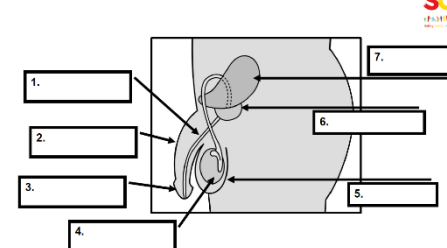
Labelling Female Reproductive Organs



SCARF

*Fallopian tube *Vagina *Ovary *Uterus/womb *Vaginal opening *Cervix

Labelling male reproductive organs



* Bladder *Testicle *Foreskin *Urethra *Penis *Prostate gland *Scrotum

SCARF

Page 2 of 2

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

*The Trust has made the decision to NOT use these RSE words in Year 3 as not age appropriate
egg, ovaries, sperm, involuntary, erections, wet, dreams, erection, fertilise,

- Understand that for girls, periods are a normal part of puberty

PART 2 OF LESSON

*NB: the **Science National Curriculum** statement associated with this lesson is from the Y5 Programme of Study. However, it is not uncommon for menstruation to begin before that age. Girls can start their periods as young as 8 years old, so it is strongly recommended that children learn about periods from Y3/P4. You are best placed to decide whether to introduce the lesson at this age or leave for Y4/P5, alongside the SCARF lesson that follows on from it, entitled *Preparing for changes at puberty*.*

In its update 2025 guidance, the DfE acknowledges that whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Each academy will decide if the lesson below is suitable for the age of the pupils.

Activity 2 - Menstrual Cycle

Teach the children:

- Blood leaves through the vagina and out via the vulva.
- Periods last 3-7 days and are normal
- Menstruation prepares the body for possible pregnancy in adulthood.

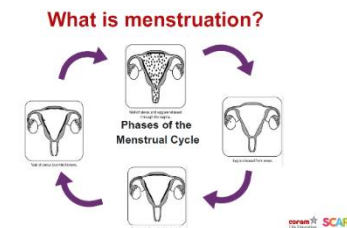
Distribute the **Menstruation cycle Activity sheet** and ask the children to cut out the 4 pictures, then glue them onto a blank piece of paper in the right order. (The correct order is B, D, A, C.) You can use the *Menstruation Cycle* image to demonstrate this.

Ask whether anyone can explain what a girl or woman could use to protect her clothes when she is having a period? (Period/menstruation pads, tampons or maybe even menstruation cups. You can use the **Puberty Glossary** to explain pads and tampons. Menstruation cups are plastic devices that women can place inside their vagina to collect period blood.

Use the **images of Period Products on the IWB** or bring examples to show the children. The **labelled side view of the female reproductive system resource** can be useful to show that girls have three holes and that period products, such as tampons and menstrual cups, go in a separate hole from the one that the wee comes out of. Explain, too, that the hormones (chemicals) which cause the changes at puberty also make a person's sweat glands more active. This means that the person needs to wash more regularly.

Summing up

Summarise by explaining periods are a normal part of growing up and show that the body is working as it should; that it's getting ready for being an adult. It is nothing to be ashamed of.



menstrual cycle, fallopian tube, period, lining, period/menstruation pad, tampon, menstruation cup, mammals, womb cervix,

**The Trust has made the decision not to use the video clips from SCARF to teach puberty or periods due to the vocabulary included.*

BFA1, BFA2	Basic first aid	- How to make a clear and efficient call to emergency services if necessary - Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	*Contact to be made prior to the lesson with local nurses/doctors/paramedics etc. to see if anyone is available to come into school to teach some basic first aid skills. Alternatively, the British Red Cross website provides resources to guide children through basic first aid (Learn First Aid Skills for Primary First Aid Champions). Teachers to choose the most suitable lesson for their cohort from the resources available online. The site contains two introductory lessons: - Why is first aid important - 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 Key messages from the British Red Cross about the value of teaching first aid <i>Simple actions can make a difference.</i> <i>Anyone can learn to give first aid in different situations.</i> <i>First Aid Champions lessons enable children to feel confident that they can help.</i> <i>If children are confident, they will be inspired to help.</i> <i>People have accidents or are suddenly taken ill every day of the year. By learning first aid, children are empowered to look after themselves and each other.</i> <i>First aid is an invaluable life skill that also helps meet whole school outcomes - particularly in SMSC (England), Curriculum for Excellence (Scotland), PSE (Wales) and Learning for Life & Work (Northern Ireland).</i> <i>First Aid Champions equips you with everything you need to teach primary school pupils the essentials of first aid. It is simple to use and requires no specialist knowledge of first aid.</i> Task: In groups we can practise scenarios of first aid. Evidence on T-Drive in PSHE folder.	risk, safe, first aid, accident, danger, hazard, kettle, burn, scald, emergency
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