

Year 5				
DfE Statutory	SCARF title	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary
Me and My Relationships				
Wider PSHE curriculum (not covered by DfE statutory requirements)	Collaboration Challenge!	- Explain what collaboration means; - Give examples of how they have worked collaboratively; - Describe the attributes needed to work collaboratively.	Ask pupils to stand or sit in a circle. Each person must choose a person to watch secretly (i.e. not obviously - so ideally avoiding any obvious eye contact). Ask everyone to close their eyes and strike a pose. A pose could be any position and teachers will be aware of any parameters needed to include everyone, safely, regardless of mobility or health needs. On 'go' everyone opens their eyes and begins to copy the person who they are secretly watching. Watch how the group morphs into the same pose! Ask the group what happened. The pose was shared silently and it morphed to become a group effort - this is an example of collaborative working. Task: I can complete a practical activity working collaboratively and discuss the benefits of working as a team Evidence on T-Drive Put the pupils into groups. Each group has a challenge: what is the tallest tower you can build from 6 sheets of newspaper and sticky tape? Tell the pupils that as well as an 'award' for the tallest tower, there will also be an 'award' for the best teamwork.	collaborate
CF2, CF3, CF4	Give and take	- Explain what is meant by the terms negotiation and compromise; - Describe strategies for resolving difficult issues or situations.	Begin by talking about friendship - why do we need friends? [think of positive values of friendship] A healthy friendship should make us feel happy and safe. Explain that sometimes friends disagree, and might even fall out, especially if we feel that someone has not listened to us or respected our thoughts and feelings. Play a drama game called 'That's mine!' -choose an ordinary object, such as a ruler. Pupils to stand in a circle and place the object in the centre of the circle. A volunteer to 'claim' the object. This means they will step into the circle, pick up the object and say, 'That's my dog' and stroke it, or 'That's my sandwich' and pretend to eat it. When the first person has claimed the object, ask for a second volunteer. They must step into the circle and 'claim' the object from the first person by saying, 'That's my...' and doing an appropriate action. The first person apologises, hands over the ruler and steps back to the circle. A third volunteer is then chosen and so on. Ask the volunteers to try to stay as serious as possible (which is usually very tricky!), as if they really believe that it is their dog, umbrella, mobile phone etc. This makes it funnier for the rest of the group. After a few rounds,	safe, unsafe, compromise, conflict, negotiation, resolution, self-esteem, loneliness DEFINITIONS Negotiation: 'Discussion aimed at reaching an agreement.'

congratulate the group and explain that we're going to be looking at similar situations, where people have a potential conflict or problem and they have to work out what to do.

Task: I can discuss the 5 conflict strategies and write when I would use each one (avoiding, defeating, compromise, accommodating, collaborating) **In PSHE books**

Activity:

Put pupils into groups of 4 or 5. Each group has a **conflict and resolution sheet to record their ideas**. The groups must discuss each conflict and possible actions (not necessarily the best thing to do, but what someone might do in that situation). They should then consider the consequences of that response.

Conflict 1: Nia and Jade are going on a residential school trip. They both want to share a room with Lily.

Conflict 2: Joe wants his friend Rohan to come to his party but Rohan has football practice. It's not an important practice but Rohan is worried that if he misses a practice he'll be left out of the team.

Conflict 3: Yasmin and Ella have been friends since Reception. They often have sleepovers. Last time Yasmin started sending mean texts to people from Ella's phone. Ella was really upset and asked Yasmin to stop. Yasmin said it was just a laugh and stopped after sending a few. Ella was mad with Yasmin. Now Yasmin has invited Ella for another sleepover. Ella doesn't want to go and she made an excuse last time.

As a class, go through each conflict and actions, discussing the impact of that action. Acknowledge that there is not a 'right' thing to do, it depends on the individual situation.

You might like to discuss feelings around being left out - how this could lead to loneliness and low self-esteem? Especially if it happened regularly. Link with Nia/ Jade/ Lily - one might feel left out. Joe/ Rohan - Rohan might feel left out of the party fun, or the football team. It's a dilemma! Highlight that it's ok to spend time with different people, we all might feel left out from time to time. But if this happens often and it's making us upset, we need to speak up and tell a trusted adult to get help.

Summing up

Explain that we've been looking at 'negotiation' and 'compromise' and share dictionary definitions.

Discuss the benefits of negotiating and compromising.

Should we always compromise? [No, we should respect and consider other people's needs but also consider our own. Being a good friend doesn't always mean saying 'yes'.] We all have the right to say no, especially if we feel uncomfortable or unsafe. This needs to be listened to and respected.

Remember, a healthy friendship should make us feel happy and safe. If ever we feel unsafe, or unhappy, we can reach out for help from a trusted adult.

Activity Sheet
Conflict and Resolution

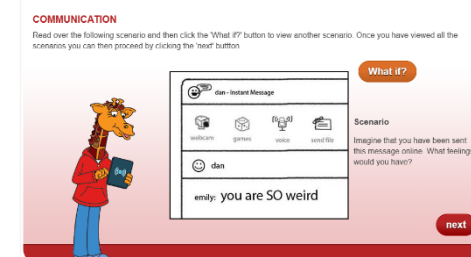


Conflict	Action	Consequences	Next time, maybe...
Conflict 1: Nia and Jade are going on school camp. They both want to share a room with Lily.			
Conflict 2: Joe wants his friend Rohan to come to his birthday party but Rohan has football practice. It's not an important practice but Rohan is worried that if he misses a practice he'll be left out of the team next time.			
Conflict 3: Yasmin and Ella are good friends. They often have sleepovers. Last time Yasmin started sending mean texts to people from Ella's phone. Ella was really upset and asked Yasmin to stop. Yasmin said it was just a laugh and stopped after sending a few. Ella was mad with Yasmin. Now Yasmin has invited Ella for another sleepover. Ella doesn't want to go and she made an excuse last time.			

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Compromise: 'Settle a dispute by mutual concession.' or 'a way of reaching agreement in which each person or group gives up something that was wanted in order to end an argument or dispute'.

OSA1, OSA3, OSA4, OSA5, OSA6, GW7, WO2, WO4	Communication (OPTIONAL)	- Understand that online communication can be misinterpreted; - Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. Online safety	In pairs, children have a 'number conversation'. Choose a child to be your partner to demonstrate. Stand facing the child. Have a conversation using only numbers. You'll express meaning through the tone of your voice, inflexions, body language, facial expressions etc. Say a number. Child replies by saying another number. You reply with another number, as if in meaningful conversation. Exaggerate the expressiveness of delivery, to demonstrate the possibilities. In pairs, the children have their own number conversations. Some pairs may wish to share these with the class. Discuss how it felt. Did they have any sense of meaning? Explain to the class: the aim of this activity is to demonstrate that so much of what we say is expressed non-verbally, through our body language; also through tone of voice, as well as the words spoken. Thinking about how we communicate online, what might make it difficult to understand the feelings/emotion behind what someone is saying in a message? [just type words, sometimes emojis, but don't see body language or facial expressions to see if the person is being serious, joking or sarcastic, for example]. Point out that online communication doesn't have these visual clues so it can be misinterpreted. Read the instructions on the first page of the Communication online activity. Allow time for children to think about and share what feelings they would have if they received the message 'You are SO weird'. Click on 'What if?' to read the next question. Work through each of the following 'What if?' questions - children to think and share what feelings they would have for each one. What if the message: - was from their best friend - and you had just sent them a picture of you falling over in a ball game. What would you think and do? Why? - had come from someone at school - someone you had an argument with? What would you do? Why? - had come from an older brother/sister who is upstairs on their own computer. Would it feel different if the brother/sister was just playfully teasing? Would it feel different if you had been arguing recently? What would you do? Discuss why it can be difficult to understand the meaning and intention of text/ email messages. E.g., when we are with people face-to-face we get clues about their feelings. What kind of clues do we get from people during face-to-face discussions?, [tone of voice, volume, facial expression, body language.] Task: As a class we can discuss scenarios and what we would do in each situation. Evidence on T-Drive.	body language, face-to-face, non-verbal, tone of voice, digital footprint, digital tattoo
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		Open the byCyberwise Communication game from SCARF. Children to experiment with the different ways we communicate. Show the class the following sentences (click on the screen to reveal) "You are so weird", "Come here now", "That's so funny", "I didn't do it", "Whatever", "No, I don't want to do that". Divide the class into small groups or pairs, children to take turns to role-play different ways of saying the following sentences; "You are so weird", "Come here now", "That's so funny", "I didn't do it", "Whatever", "No, I don't want to do that". The way in which they will say the sentence will be determined by clicking on the interactive 'spinner', i.e. the spinner stops on happy/friendly the pupil delivers the line in a happy or friendly way. How did you feel when someone said something in an angry or sarcastic way compared with when they said it in a happy or friendly way? How could they tell the difference? Was it easy? When we communicate online or by text, it's not so easy to work out how the sender is feeling. This can lead to confusion and upset. Click the button to reveal these sentences, this time with punctuation and emoticons. Ask the children to identify how: the writer of the messages was feeling and how the receiver of the messages would feel Summing up Invite children to come to the front and say the word 'sausages' (or another suitable word), expressing an emotion of their choosing, perhaps in the style of their favourite emoticon. The other children have to guess the emotion. If we are confused or unsure about how someone is feeling when we are reading a message online, what would be a good thing to do? • Be open and direct, ask that person how they are feeling. • Ask a trusted adult to help you understand the message better. Summarise the key message about verbal and non-verbal communication and the need to be aware of how messages sent via text or social media can be misinterpreted, potentially with negative and damaging consequences. When someone posts a message online, whether it is hurtful or unkind, or happy and nice, that message will stay online for a very long time. This is referred to as our: <table><tr><td> Digital footprint: the trail of information you leave behind whenever you go online. This includes things like: • What you search for • Websites you visit • Photos, videos, or comments you share • Messages you send in apps or games It's called a footprint because it shows where you've been online, and some of it can stay there for a long time. </td><td> Digital tattoo: anything you put online that can be very hard to remove, just like a real tattoo. This includes things like: • Photos you post • Comments you write • Messages you send • Videos you share Even if you delete something, copies might still exist, so it's important to think carefully before posting. </td></tr></table>	Digital footprint: the trail of information you leave behind whenever you go online. This includes things like: • What you search for • Websites you visit • Photos, videos, or comments you share • Messages you send in apps or games It's called a footprint because it shows where you've been online, and some of it can stay there for a long time.	Digital tattoo: anything you put online that can be very hard to remove, just like a real tattoo. This includes things like: • Photos you post • Comments you write • Messages you send • Videos you share Even if you delete something, copies might still exist, so it's important to think carefully before posting.	
Digital footprint: the trail of information you leave behind whenever you go online. This includes things like: • What you search for • Websites you visit • Photos, videos, or comments you share • Messages you send in apps or games It's called a footprint because it shows where you've been online, and some of it can stay there for a long time.	Digital tattoo: anything you put online that can be very hard to remove, just like a real tattoo. This includes things like: • Photos you post • Comments you write • Messages you send • Videos you share Even if you delete something, copies might still exist, so it's important to think carefully before posting.				

CF1, CF2, CF3, CF4, CF5, CF7, RKR11, GW2, GW3, GW4	How good a friend are you?	• Demonstrate how to respond to a wide range of feelings in others; • Give examples of some key qualities of friendship; • Reflect on their own friendship qualities.	Explain we are going to be exploring friendship. Why do we need friends? What do we get from a friendship? [you could talk about feeling included, belonging, feeling like we matter - link to self-esteem, support, feel cared for, feel safe and happy, have fun, make memories...] How might someone feel if they didn't have a good friendship? [left out, lonely, unimportant, low self-esteem, insecure]. Explain that we might not be with our friends all the time, but we do need to know we've got a good friend or friends to turn to if we need them. We're going to think about what a good friendship looks like in action... Activity 1- Pairs role play Choose two children to role-play a scenario to the rest of the class. Ask Child A to choose an idea on the Feelings role-play scenario sheet. Through role-play, Child A then tells Child B how they're feeling. Ask Child B to respond in an unhelpful or insensitive way. For example, they could respond in a bored or uninterested way. Ask the children to act out the situation for a short time. Ask the class how they think Child A felt after this unhelpful response. Ask Child A how they actually felt themselves. How could Child B respond more sensitively or helpfully? What could they say that would be more appropriate? As a whole class, write a short, 'scripted' response for Child B. Act out the situation again, this time with Child B using the class's scripted response in reply. Ask Child A how this response made them feel. Was it more helpful? Task: I can role play feeling scenarios and complete the friendship quiz to know what type of friend I am. Evidence on T-Drive. Activity 2 'How good a friend are you?' Quiz Individually, ask the children to complete the 'How good a friend are you?' quiz. Discuss the responses using the following: How good a friend are you? If you answered... Mostly As - Hmm...you 're trying to help, but perhaps your feelings are getting in the way of your friend's feelings and what you can do to help them. Mostly Bs - Good work! You're listening to your friend and considering their feelings. You're a good friend! Mostly Cs - Whooaa! Are you really thinking about your friend's feelings? Remember to engage your brain before you speak and act! Share their results - was anyone a good friend? Summing up Remember, a healthy friendship should make us feel happy and safe. We might not be friends with everyone, but we should be kind and friendly to everyone. If ever feel unhappy, uncomfortable or unsafe because of someone else's behaviour, we can get help from a trusted adult. Activity Sheet Feelings role play scenario sheet  Tell your friend that you're feeling... • WORRIED about the maths test tomorrow. • EXCITED about your birthday or a party next week. • NERVOUS about your part in the class assembly next week. • ANGRY about getting into trouble with your teacher for something that you didn't do. • PROUD about scoring the winning goal in last night's match. • SAD about not being able to go on the school trip next term. Activity Sheet 'How Good a friend are you?' Quiz  Q1. Your friend Zak is feeling nervous about going to the dentist. Do you...? A. Tell them that you hate the dentist too and they might have to have a filling. B. Tell them that it will probably be ok and that they won't have to go again for another six months. C. Start making drill noises and acting like a demon dentist! Q2. Your friend Ali has just been chosen as the captain of the school team and they're feeling really pleased with themselves. Do you...? A. Say 'That's a big job. I'm not sure I'd want to do it.' B. Say 'Congrats, mate. You've been playing really well - you deserve it!' C. Say 'Big deal! Who wants to be captain anyway?' It's a rubbish job.' Q3. Your friend Jay has just got a brand new skateboard and is really excited. How do you feel a little bit jealous, but do you...? A. Say 'You're so lucky. You always gets loads of good stuff!' B. Say 'Nice 'deck, buddy! How about I get my board and we can learn some tricks together?' C. Grab it off them and run away, cackling evilly!	lonely, loneliness. insensitive, sensitive, self-esteem, insecurity
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CF2, CF3, CF4, CF5, CF6, CF7, RKR3, RKR4, RKR5, RKR11	Relationship cake recipe	- Identify what things make a relationship unhealthy or unsafe; - Identify who they could talk to if they needed help; - Explore assertive skills.	Working in pairs, ask the children to name a few positive and healthy relationships that they have (e.g. me and my mum), or ones between other, well-known figures (e.g. Woody and Buzz Lightyear). Does anyone want to share? Make a list of those suggested. Choose one that they all know about and work out what makes it positive and healthy. (E.g. Buzz and Woody always support each other, help each other, seem to understand each other, like each other, choose to spend time with each other, put themselves out for each other, make each other laugh/ smile/ feel happy, keep each other safe...) Choose one that they all know about and work out what makes it positive and healthy. (E.g. Buzz and Woody always support each other, help each other, seem to understand each other, like each other, put themselves out for each other.) - Can a relationship be unhealthy? - What sort of things make it unhealthy? (lies, broken promises all the time, feeling unsafe, emotional, verbal, physical or sexual abuse - telling someone they are stupid all the time, controlling behaviour - isolating them from other friends or family, excluding someone, being neglected, uncomfortable or inappropriate touching. Abuse is when someone hurts another person - physically, verbally or emotionally on purpose, or keeps treating them in a way that makes them feel scared, unsafe or very sad - especially when they are supposed to care for or protect them. Sexual abuse is when someone is forced, pressured or tricked into taking part in any kind of sexual activity with another person. It could be online or in person, and it can happen to anyone. Controlling behaviour is when someone tries to make someone do what they want by telling them what they can or cannot do. It's about power, not care. - What help could someone get if they felt they were in an unhealthy relationship? (Talk to friends, family, teacher, trusted adult, Childline.) - Explain that now, or as they get older, they may find that as well as having relationships with people outside their family, like their friends, they may also be interested in other people of a similar age (either the same sex or opposite sex). Sometimes this is called a crush. This could be someone who they are interested in and who they might want to spend more time with and get to know better, or perhaps just admire from a distance. Explain that even these crushes should feel positive and healthy. If either of the people involved in this type of relationship displayed unhealthy behaviours it wouldn't be ok. A person facing this situation needs to think about distancing themselves from that person, or getting help if it's hard to do that.	respect, unsafe, aggressive, assertive, unhealthy relationship, verbal abuse, physical abuse, sexual abuse, uncomfortable touching, passive, self-esteem, include, controlling, abuse, neglect
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Remember, our needs and feelings are important, and we need to be careful with the needs and feelings of others too. If something ever doesn't feel right for us, we can say no. This needs to be listened to and respected. And if someone else says no to us, we need to listen and respect their wishes too.

Task: I can write a list of all the ingredients that are needed to make a healthy positive relationship.

In PSHE books

Recipe for a healthy relationship activity sheet. Have an example of a cake recipe displayed on the whiteboard (eg's on the BBC Food website). Point out the list of **ingredients** needed to make the cake. Highlight that there are different measurements in the recipe. e.g. grams, cups, teaspoons, pinch of. This is followed by the baking process which is set out step by step - this is sometimes called the **method**.

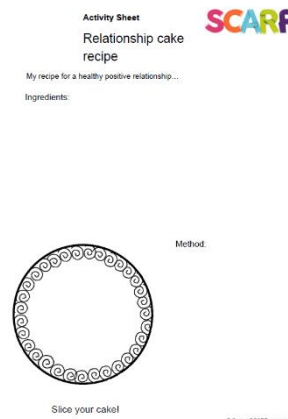
Children to make their own list of all the ingredients that are needed to make a healthy positive relationship. (You might find it useful to share this [film about how to make friendship soup](#) with them first.) Think about positive, healthy and respectful behaviours, e.g. kindness, respecting and including others, fun, support, love, happiness, safety.

Using the view of the cake from above, divide the cake into slices and label each slice with an ingredient, slices can vary in size, according to how important the ingredient is, e.g. if a child thinks that laughter is very important, then this could be a big slice.

Underneath the picture write the recipe's method - the things that need to happen to help make a positive healthy relationship. (E.g. First mix together some laughter and smiles, etc.)

Summing up

Remember, a healthy relationship should make us feel happy and safe. If ever we feel unhappy or unsafe we can get help from a trusted adult.



GW3, GW4, GW5, GW9, GW10	Our emotional needs	- Recognise basic emotional needs, understand that they change according to circumstance; - Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.	What do we mean by emotions? Why do you think we have emotions? [Emotions are a way our mind and body reacts to the world around us. They are essentially one of the things that make us human. In evolutionary terms emotions were used to help us survive - we reacted emotionally to a situation to determine whether it was safe] What emotions can you think of? What might these emotions be a reaction to? Explain that in order for us to feel content, safe and emotionally balanced we need certain things to happen to us. In other words, we all have emotional needs and there are things which help to meet those needs. This is what we are going to explore in this lesson: Emotional needs. Task: I can work with a partner to explore a range of scenarios and decide how we could meet their needs. Evidence on T-Drive Emotional Needs: Children work in pairs or threes to design their own character who is the same age as them. They will need to decide the following for their character: - Is it a boy or a girl? - What does s/he look like? - Three words that their classmates would use to describe the imaginary character - Three strengths and three weaknesses - How this person feels about themselves - How this peers on gets on with others their age Give the children the <i>Our emotional needs Activity sheet</i> for discussion: - I need to feel that I am good at some things - I need to have friends - I need to feel part of a group - I need to try new things - I need to have some choice over what I do - I need to give and receive attention - I need some time on my own - I need to feel safe and secure https://www.coramscarf.org.uk/scarf/creating-a-safe-learning-environment Using a 'distancing' strategy (above), Children to consider each of the statements in turn and decide how their imaginary character gets their needs met. Explain that when we are facing a situation which we don't find easy we need coping strategies to help deal with that situation in a positive way. Examples of positive coping strategies: speaking to somebody about how you're feeling; writing down your worries if they're on your mind a lot of the time - some people find this helpful as a	emotions, emotional needs
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Activity Sheet
Our emotional needs



I need to feel that I am good at some things.
I need to have friends.
I need to feel part of a group.
I need to try new things.
I need to have some choice over what I do.
I need to give and receive attention.
I need some time on my own.
I need to feel safe and secure.

			way of deciding what to do about their worries, or simply as a way of being clear about what's worrying them. Children to suggest their own positive coping strategies. Give characters a scenario (positive or negative) that they will have to face, depending on the character created. Children to consider the scenario and decide which needs are being met or not being met. Scenarios to choose from: • Being chosen to run in the relay race on sports day at school • Starting a new school • Being ill and off school for a fortnight, straight after half term • Loss of a pet • Being chosen to perform in the school's dance festival • A best friend moving away • (You may wish to introduce other scenarios, depending on relevant issues within the class e.g. Armed Forces' families, divorce, bullying or unkind behaviour etc.) If children identify needs, which are not being met, consider coping strategies for their character, to help him/her deal with the situation in the best way. NB: if you feel confident with drama you might ask some children to take on the role of their character in a hot-seating activity. The other children can ask the character how they're feeling in this scenario and give tips and ideas for positive coping strategies.	
CF2, CF3, CF4, CF6, RKR1	Being assertive	• Identify characteristics of passive, aggressive and assertive behaviours; • Understand and rehearse assertiveness skills.	• Has anybody been asked by a friend to do something they didn't really want to do, like lend a game they didn't want to lend out or go somewhere they didn't really want to go? [Just ask for a show of hands here] • Was it easy or hard to tell your friend that you didn't want to do what they were asking? • If it was hard, what made it hard? [e.g: you didn't want to hurt their feelings, you didn't want them to fall out with you, you felt uncomfortable or guilty saying no etc.] • How did you react to them asking you? Were you embarrassed, and gave in or did you get into an argument - or did you resolve the situation in a positive way? Explain that we're all different - our bodies and brains are different; we all have different needs, feelings and preferences. Balancing these with others' needs and feelings can be complicated - we might like/ dislike different things to our friends and make different choices too. Sometimes we might feel under pressure to give in and say yes to what our friend wants to do, maybe to keep them happy. But if we give in to our friends all the time, we might feel like their needs are more important than ours. This could be harmful to our self-esteem. We are all different, but we are all equal, and our needs can be put as equal to our friends. If ever we feel uncomfortable, our body will give us a clue - maybe we'll have a funny feeling in our tummy/ tummy ache, our heart might beat faster, we might feel shaky. Our body is giving us a clue that something doesn't feel quite right, perhaps we might feel unsafe or uncomfortable, perhaps we might want to say no! • We all have the right to say no, especially if we feel unsafe. If we say no this needs to be listened to and respected. A healthy friendship should make us feel happy, safe and comfortable.	safe, unsafe, bullying, aggressive, assertive, lonely, passive, bystander, self-esteem, loneliness, rejection

Give out the *Being assertive Activity sheets*.

In pairs, children to act out the script: one person being Chris and the other being Sam (NB: these names have been chosen as they can be gender neutral - names can be changed if preferred). Once they have acted out the script they can swap roles, then discuss as a class how it felt to be Chris. Chris was having to be assertive with Sam. Explain that when someone is being assertive they are standing firm but doing it in a friendly and respectful way so as not to annoy the other person.

Being Assertive

When someone is being assertive they are standing firm but still treating the other person in a friendly and respectful manner.



Display this definition on your IWB.

Children to look through the script and pick out all the ways that Chris was being assertive - make a list.

- Repeating the point
- Smiling and being friendly
- Getting eye contact, or looking towards the other person's face
- Making an excuse
- Suggesting an alternative

Would anyone like to act out the script? Ask the class to look out for how well the pair are showing the strategies you have listed, as well as looking out for the manner in which Chris is responding in an assertive manner. From the paired acting, draw out the other non-verbal strategies that Chris is using to be assertive. Add these to your list of strategies. Examples include:

- Standing firm
- Looking confident
- Looking relaxed
- Open body language (e.g. not looking defensive with arms folded)

Task: I can work with a partner to role play scenarios of assertiveness.

Evidence on the T-Drive

Can you come out and play?

On your whiteboard show the children the new scenario involving Sam and Chris. In this scenario Chris is coming round to Sam's house to ask him/her if s/he wants to come down to the park and play with their group of friends. The problem is that Sam's room is a mess and his/her mum has said s/he mustn't go out until the room has been tidied and cleaned. (NB: although the slide refers to Sam and Chris as boys explain that these can also be girls' names so children can choose which gender they want to work as).

Children to write a new script showing Sam asking Chris to come out and play. Sam needs to be persistent in asking Chris but Chris must show the assertive strategies discussed above. The scene must also end with the two friends negotiating a compromise,, which both are happy with and that means they are still friends. Pupils may

Activity Sheet Being assertive



In pairs act out the following script. Try it with one of you being Sam and the other being Chris and then swap over. You can change the names if you want to.

Sam and Chris are out in the street. Chris has their new bike.

Sam: Is that your new bike? It looks great.

Chris: Yeah, I got it for my birthday, but I had to pay for some of it with my savings.

Sam: I bet it feels cool to ride. Can I have a go?

Chris: Sorry, but because it's new I don't really want to lend it out just yet.

Sam: OK, go on, be a mate. I'll be really careful. I promise.

Chris: Sorry, I promised my mum that I'd be really careful with it. I don't want to get it scratched or anything.

Sam: I won't scratch it. If you want, I'll show you how to do jumps on it.

Chris: (laughing) Ha ha - that's really kind of you but I'm really not ready to lend it out just yet. Maybe when I've had it for a few weeks.

Sam: (getting a bit annoyed) Ah, come on. I let you have a go on my skateboard when I first got it.

Chris: (looking Sam straight in the eyes) I know but that was different because you bought it at the car boot sale, so it wasn't brand new, was it?

Sam: Yeah, I know but I just want a quick go.

Chris: (squeaking more firmly now) Listen, I need to get back for tea now, so I'll have to catch you later.

Sam: OK, will you bring your bike out after tea so I can have a go then?

Chris: I will do but why don't you bring your bike out, too and show me what you can do on it. Maybe we can go for a ride down to the river. I'll see what my mum says.

Sam: OK, fair enough. I'll see you out here later. See ya.

Chris: See you later. Cheers. (Giving a big sigh of relief as Sam turns to head back home)

Chris was having to be assertive with Sam.

When someone is being assertive they are standing firm but still treating the other person in a friendly and respectful manner. Read through the script again and see if you can pick out all the ways that Chris was being assertive.

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			benefit from having mirrors available, to practise facial expressions and body language, i.e., looking confident, standing firm, showing relaxed body language. Children to 'perform' their scripts. Using the list of assertiveness skills the children will 'score' each scene from 1 to 5 using their fingers to show their rating. 5 = a great example of being assertive. 3 = showing some assertive features but also some <i>passive</i> (not standing firm enough) or <i>aggressive</i> (being too firm or forceful) features within it. 1 = an example of being either too aggressive or too passive. At the end of each scene, hold up their hands to show their score (estimate an average score for that pair) If the score is 4 or 5 ask what features made it a good example of assertiveness. For 3 or lower ask what could have been done to improve it and make it more assertive. Summing up As the class to think of several situations where someone their age might need to be assertive with a friend. Examples: • A friend wanting to borrow something precious, new or valuable from you • A friend asking you to go and play somewhere where you know you're not allowed to go (or that's not safe) • A friend asking you to play a game with them when they always get their way as to which game to play • A friend asking you to lend them some money for sweets when they haven't paid you back from the last time they borrowed money Review the definition of assertiveness. How does it differ from being passive or aggressive? Finally, consider times when it is appropriate to be assertive and times when it is not. For example, if a parent/carer is asking you to go to bed at an appropriate time, it is not the time to be assertive - they are doing that for in your best interests. People need to be assertive if they are facing risky situations, or situations that make them feel uncomfortable/anxious.	
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YEAR 5				
DfE Statutory	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary
Valuing Difference				
CF1, CF2, CF3, CF4, CF5, CF6, CF7, RKR1, RKR2, RKR3, RKR4, RKR5, RKR11	Qualities of friendship	- Define some key qualities of friendship; - Describe ways of making a friendship last; - Explain why friendships sometimes end.	Play 'With a Little Help from my Friends' by the Beatles. What is a friend? What do we mean when we call someone a friend? Why do we need friends? Support, companionship, encouragement, help, advice, love, self-esteem, happiness, safety, courage etc. How do we choose our friends? What do we look for? Activity -What makes a good friend? Let's explore the different qualities of a good friend. Share simple set of rules for charades. Class divided in two. Using the <i>Qualities of a good friend Activity sheet cards</i> secretly allocate the children a quality of a good friend to rehearse as a quick drama/mime for the class to guess. Children from each half take turns to act out a quality for the other team to guess. Just have a minute to act out. Then the class place the quality in a list either 'friendship quality' or 'not friendship quality'. Repeat until either all the children have had a turn or the activity reaches a natural conclusion. It is more important to establish friendship qualities than for all children to be in an acting role. Share out the spare copies of the <i>Qualities of friendship Activity sheet</i> to small groups. Ask the children to study the list of friendship qualities and discuss which they think are important. Are there any other qualities you think we should add to the list? [compromise, negotiation, apologise, accept who we are...] To compromise we need to share our ideas and feelings clearly and respectfully, but we need to listen to the ideas and feelings of others respectfully too. Remember, we're all different, which means we can have different ideas and feelings about things. This might make us want to make a different choice to someone else, and that's ok. If someone doesn't listen to us, and is always making us do things we don't want to do, this can be described as 'controlling'. This means they get what they want, but we don't. How might this make someone feel? [sad, frustrated, worried, unsafe, unimportant] We can say no, and stick up for ourselves in a respectful way; this is called being 'assertive'. A friendship should be equal and fair - we can put our needs as equal to the needs of our friends. Which are the most important do you think?	friendship, listening, compromise, assertive, negotiate, talking, self-esteem, loneliness, controlling

Activity sheet
Qualities of a good friend



Trust	Spreads rumour or secret
Offer to help	Call mean names
Share	Play together
Listen attentively	Ignore
Share a joke	Laugh at
Share empathy/sympathy	Criticise

			Ask children to choose their own top three friendship qualities. Carry out class survey to find out which qualities are most valued by the children. Reveal the top three qualities voted for by the class. Discuss why these particular qualities are considered important. Ask: • In a lifetime how many friends do you guess a person might have – apparently, the answer is up to 300! • Why might friendships come to an end? [Move away, change school, fall out, meet other people etc.] • Why might people ignore someone? How might it make someone feel? [loneliness, low self-esteem]. • Can boys and girls be friends with one another? • What might make such a friendship difficult? • Why can making a new friend be difficult sometimes? • How can a friendship last? [Listen, be honest, talk through problems, accept that no-one is perfect] Draw out that we're all different, all unique – we have different ideas, needs, feelings, preferences, and these should be respected. A friend might not always feel or think the same way as us, but we can support each other and accept our friends for who they are. These different ideas, needs, feelings and preferences can, of course, be complicated to balance sometimes. This is why it's important to be able to negotiate and compromise – to be able to listen to our friend's thoughts/ feelings, and share our own. It's also important to be able to recognise we have made a mistake – if we upset someone, we should apologise. Task: I can write about the key qualities of friendship and what makes them last and why they might end. In PSHE books Summing up How can we tell if we've found a good friend? How should that friend make us feel? [happy, safe, empowered, calm, relaxed – can be our true selves around them] Explain that everyone is unique and that some people have a small number of close friends. Others seem to have many friends. We can't force people to be friends with us. There are times when we might not have friends we like; we might fall out with friends; we might even have times when we feel lonely/ left out. Friendships are like plants – they need careful looking after; they grow, change and develop. Friendship should make us feel happy and safe; if ever we need help repairing a friendship, or making new friends, we can speak to a trusted adult. Extension: Write a short description of someone who is close to you explaining why they mean such a lot to you.	
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RKR1, RKR2, RKR4, RKR5	Kind conversations	• Rehearse active listening skills; • Demonstrate respectfulness in responding to others; • Respond appropriately to others.	In a circle play this game Game: Teacher begins session using physical signs rather than speech. Use an open hand to indicate spare chairs to sit. Give hand gestures for well done; stand up; follow me; lift one leg; rotate hands; tap toe; turn around once; smile; sit down. If there is any noise, wait for quiet (or give visual cue of finger on lips) How did it feel to get instructions from visual clues rather than audio ones? How important is listening? Ask for a volunteer. Sit the volunteer opposite you. Explain that they will talk about something that they did at the weekend for about two minutes and that you will listen to them. However, as they begin to talk interrupt them. Then ask them to continue but turn away from them and look for something for example a pen, notebook, the classroom tablet, etc. Hum distractedly. Say, "Oh sorry, I didn't quite catch that - did you say you went..." and make a deliberate mistake. Say "Please continue..." but get up and walk away. Apologise to the volunteer. Explain that you wished to illustrate what poor listening skills might look like. What might be described as 'poor listening'? Children to work in pairs. In turn they should talk whilst the other shows some of these poor listening skills. Change roles so everyone has a turn at 'listening' and 'being listened to'. How did it feel to have someone pay so little attention to you? [Our needs and feelings are important. If our needs and feelings are neglected it can be harmful to our self-esteem and our mental wellbeing. Check the children's understanding of the word neglected — not receiving enough care or attention.] How might this affect someone after such an experience of trying to share information? [Avoid the person; discontinue the relationship; conversations no longer of a meaningful nature, etc.] Scientists have adopted the term 'technoference' to describe the way that mobile phones and other electronic devices intrude on and interrupt everyday conversations and the way they interrupt other aspects of people's daily lives. Show whiteboard with technoference definition. Have you noticed electronic devices contributing to poor listening in their relationships? They may contribute by providing examples of when their parents or carers use technology, or when perhaps they are using it. Why do we need people to listen to us? [to seek help, feel valued, form relationships, keep us safe, help us learn...] Explain that we're all unique - we have different ideas, needs, feelings, preferences. This can be complicated to balance with others sometimes. It's important to be able to negotiate and compromise. To do this effectively, we need to be able to listen to our friend's thoughts and feelings, and share our own, respectfully. Like balancing a weighing scale! We all have the right for our thoughts and feelings to be listened to and respected, this can help us feel happy and safe.	respect, listening skills, assertive, compromise, negotiate, controlling, neglect
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What do skilled listeners do? List ideas contributed clearly and in a place where the children can see.

Try to ensure the following are included:

- Look at the speaker - but remember that some people might find this uncomfortable* in which case be near the speaker, and/or look in their direction, even if not making eye contact
- Stop other activity
- Give affirmation through facial expression/ body language- nods, smiles, thumbs up etc. Avoid interrupting
- Switch off their electronic device and/or put it down

How do they show the person they are listening to that they value what is being said?

***Teaching point about eye contact and pupils who are neurodivergent**

Some people might not make eye contact or look at someone's face in a conversation. This can happen in the case of children and adults who are neurodivergent and this avoidance of eye contact could seem rude.

However, they might be doing it because they're not comfortable looking someone in the eye, or it might be that they have to look away to help them process information. Processing means working out what someone is saying by thinking carefully about it.

Task: In groups of 3 we can role play and demonstrate good and bad listening skills.

Evidence on the T-Drive

Explain that as part of a healthy relationship, we need to share our ideas and feelings clearly and respectfully, but we need to listen to the ideas and feelings of others respectfully too. Like balancing a weighing scale!

Let's practise doing good listening. Group the pupils in threes: One to talk; one to listen; one to observe - in turns. Explain the roles to the pupils and that they will each get a turn in each role. Allow 1 minute for the children to talk followed by 30 seconds for the observer to feedback to the listener how well they did. Rotate roles:

The listener then becomes the observer; the observer the speaker; the speaker the listener. Praise the children for their focus and invite them to comment on the task and what they noticed. Explore with the children how they felt when they were being listened to. How might this affect the speaker in the future? There are times when a person might find it difficult to be a good listener. Can they think of any? [When the person is busy already. When they are tired or feeling unwell]. If we want to talk with someone, we need to be aware that gauging how the other person is feeling can help us enter into a conversation more effectively. Maybe suggesting a time for the conversation and agreeing a suitable place.

Activity: **Conversation starters Activity sheet.** In pairs and in character, they should choose a conversation to develop using the two roles in each Conversation Starter. Volunteers to share their conversations. Can the audience suggest improvements?

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Activity sheet
Conversation starters

Character: Teacher - late for a meeting. Pupil - new position with some homework.	Character: Parent - trying to find a small table. Child - wants to discuss a friendship difficulty.
Character: Child - wants to apologise for something. Child - is a coach, feeling angry.	Character: Parent - struggling with a computer/technological difficulty. Child - waiting to ask permission to go to a friend's.
Character: Child - spending time with friend sharing computer work. Child - recognises the effort made and giving genuine praise to other.	Character: Teacher - giving instructions for a task. Child - not able to clearly hear what is being said.

RKR1,
RKR2,
RKR3,
RKR4
RKR5,
RKR6,
RKR9,
RKR10,
RKR11

Happy being me

- Recognise some of the feelings associated with feeling excluded or 'left out';
- Give examples of ways in which people behave when they discriminate against others who are different from them;
- Understand the importance of respecting others, even when they are different from themselves.

'We're all unique' - we have different bodies, ideas, needs, beliefs, feelings or preferences. However, we all have things in common with each other too, e.g. we're all human beings! We all deserve to be treated with respect, and our differences can be celebrated, which is what we'll explore today.

Circle time activity -start a round with: "In this class we all...." Follow this with a second round: "Not everyone in the class...."

Watch the film Be the one beyond differences
<https://www.youtube.com/watch?v=CTnmqliE408&feature=youtu.be> (you may wish to stop at approx 3.26 as the message has been made clear by this point).

- What do you think the people were feeling? (Unhappy, rejected, excluded).
- Why do you think they were feeling that way?
- Do you think their feelings were justified?

When might a person be excluded (left out) or treated unfairly?
 discuss in pairs, Encourage them to list as many reasons as possible why a person might be excluded or discriminated against. (1 minute)

Share ideas with the class (you may wish to use the definitions on the IWB slides)

Discrimination

"Treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their race, faith, gender, sexuality, etc."

Prejudice

"The term prejudice means 'pre-judgment'. A person is prejudiced when s/he has formed an attitude towards a particular group of people before having enough information on which to form a knowledgeable opinion. A negative prejudice is when the attitude is hostile towards members of the group."

Explain that we all have a responsibility to be respectful, and to stop disrespectful behaviour toward others too. Reinforce that we can always speak to a trusted adult who can help with any unkind or disrespectful situation that's happening to us, or to someone else. We could talk to an adult at home or in school. Are there any circumstances when people being treated differently makes sense and has a reason? E.g.

- Age - film categories for example.
- Gender - to protect privacy.
- Religion - food, clothing, places and opportunities for prayer.

Activity 1- The story of Rosa Parks

Tell the class the story of Rosa Parks (This is in the resource area or there are versions online).

What does justice mean? "fairness in the way people are dealt with" Cambridge Dictionary

Teacher Resource **SCARF**

The Story of Rosa Parks

African-American Rosa Parks was born in 1913. She grew up in the southern state of Alabama. The city of Montgomery where she lived was segregated. This meant that white people and black people were treated differently and had different schools, different suburbs, different churches, different shops, even different drinking fountains. Some buildings had signs stating 'No Coloureds Only' or 'No Niggers Only'.

African-American people had to sit in the back of public buses. In the seats marked 'For coloureds' sometimes, they had to stand even if there were empty seats at the front.

Rosa had long with curly hair and she was a very strong woman. She was very kind to everyone and she was very smart. She was very brave and she was very strong. She was very kind to everyone and she was very smart. She was very brave and she was very strong.

One December afternoon, Rosa Parks made a stand that made her famous. She boarded a bus on the bus after a hard day at work. All the seats on the bus were full when it came to a stop. The bus driver told Rosa and another African-American to stand up. Rosa refused. The bus driver said he would call the police. Rosa didn't move.

The police arrived and Rosa was arrested. She was charged with breaking a segregation law and was told to pay a fine of \$100 but she refused to pay, saying that she was not guilty and that she was not a nigger. She refused to pay a higher fine.

Lots of African-American leaders got together and decided to stop using the city buses as a protest this is called a boycott. For over a year, African-Americans no longer travelled on buses. One of the leaders was Dr Martin Luther King Jr. A very famous African-American leader. A report came to the news that Rosa Parks was in prison. The news said that Rosa Parks was in prison. The news said that Rosa Parks was in prison. The news said that Rosa Parks was in prison.

The boycott lasted 381 days until a judge. Eventually, the U.S. Supreme Court ruled that the segregation laws in Alabama were not legal.

Despite this victory, things were still very hard for Rosa Parks. She received many threats and hatred for her story and signs saying 'Niggers' were common. Hearing that of Martin Luther King Jr. After she refused to work, Rosa wrote her autobiography. She continued to assist that the struggle for justice was not over. There were more work to be done.

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prejudice,
excluded,
discrimination,
stereotype,
upstander,
neglect, justice



We are all different - but we are all equal. Everyone's needs and feelings are important. If our needs and feelings are neglected it can be harmful to our self-esteem and our mental wellbeing. We need to pay attention to other people's needs thoughts and feelings, and share our own, respectfully. Like balancing a weighing scale equally!
(share slide for Justice on IWB)

We all have the right for our thoughts and feelings to be listened to and respected; to be treated fairly. This can help us all feel happy and safe.

In pairs, use the **Rosa Parks Activity sheet** - discuss the questions at the top of the sheet.

- Why do you think she refused to move when asked to?
- What do you think was her strongest emotion at the time?
- Why did the bus driver think he could do act as he did?
- What do you think might have given Rosa hope when she was in jail?
- Why do you think Rosa Parks has become famous?
- What do you think people admire about the way she carried out about her protest?

Share ideas from the discussion.

Early in Rosa Parks's life, segregation of white people and black people in America was accepted.

Ask the children to consider what it might be like to live in a society/place where people are divided into separate groups, based on a particular feature, for example those who have blue eyes and those who don't. What problems might occur?

Task: In groups we can discuss and write how segregation and discrimination affect people using the 'What if...' statements

Evidence on the T-Drive

Activity 2- How would you feel?

Separate the class into two groups - differentiate the two groups in some way, e.g. give either blue or green counters or different objects or stickers. Sit the two groups in separate circles/areas. Working in small groups, ask the children to imagine the sorts of feelings and behaviours that 'otherness' might cause. Use **the 2nd part of the Rosa Parks Activity sheet** to help children structure this and record their ideas.

Share ideas. Examples might include:

- One group may try to dominate the other;
- Ideas of superiority might arise;
- Competition between the groups for resources may cause conflict;
- Untrue stories might spread about the other group which show them in a negative way;
- Words might be used negatively or new words invented for referring to the other group;
- A level of distrust might develop towards the other group.

Activity Sheet The Rosa Parks Story

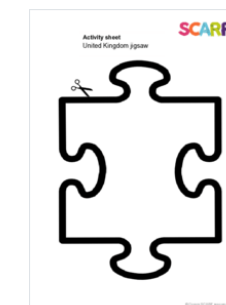
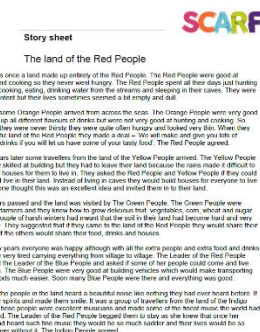
- After hearing the story of Rosa Parks, think about these questions:
 - Why do you think Rosa refused to move when asked to?
 - What do you think was her strongest emotion at the time?
 - Why did the bus driver think he could act as he did?
 - What do you think might have given Rosa hope when she was in jail?
 - Why do you think Rosa Parks has become famous?
 - What do you think people admire about the way she carried out her protest?

- In your pair or group, discuss and then note down your ideas about how segregation and discrimination affect people. Use the 'What if...' statements to help you think about this.

What if...	Your ideas
...your group thinks it is the better group.	
...you are fed up of the other group taking resources you think should be yours.	
...someone made up an unkind word or phrase to call or refer to the other group.	
...something was stolen from a member of your group?	
...one or two of the other group enter the area you think of as yours. How might they be treated?	

			Discuss whether these consequences are possible or desirable. Sometimes these beliefs and behaviours may be based on stereotypes, or misinformation – people might not have accurate or up-to-date information about people, beliefs or cultures. If we don't challenge these stereotypes, this could lead to prejudice or discrimination. If we come across harmful stereotypes, discrimination or prejudice being used how can we as individuals challenge it? Discuss the power of the upstander – a bystander who actively tries to stop unkind behaviour or challenge harmful stereotypes. How could we tell someone to stop? – share ideas. • Stop! • That's not kind • That's not cool • Please don't speak to them like that • Leave them alone • I actually think... • In actual fact... [challenge misinformation/stereotypes] Explain that if someone doesn't stop, or if we feel unsafe to call out this behaviour publicly, we need to walk away and tell a trusted adult. Walking away also takes away attention and power from the person being disrespectful. This can also help to stop the unkind behaviour. We all have a responsibility to be respectful, and challenge disrespectful or harmful stereotypes or behaviours. Ignoring unkind behaviour won't make it stop; challenging it or telling a trusted adult will help. Summing up Explain that we are all unique – we have different bodies, ideas, needs, beliefs, feelings or preferences. This can be complicated to balance with others sometimes. Remember – we share one world, it's important to accept others' differences, be able to negotiate and compromise. We all have the right for our thoughts, feelings, or ways of life, to be listened to and respected; this can help us feel happy and safe. We all have a responsibility to stop disrespectful behaviour toward others too. We can always speak to a trusted adult who can help with any unkind or disrespectful situation that's happening to us, or to someone else. We could talk to an adult at home or in school.	
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FPC3, CF2, RKR1, RKR2, RKR4, RKR5	The land of the Red People	- Identify and describe the different groups that make up their school/wider community/other parts of the UK; - Describe the benefits of living in a diverse society; - Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.	Think about everyone who is in the class. Without saying anything out loud what can they think of that makes everyone different from each other? Give them a moment to think of as many things as they can (you may like to play some quiet reflective instrumental music whilst they are doing this). Challenge: how many different things they can think of together as a class, say 30 things. Ask one child to keep count and take ideas from the class (e.g. eye colour, height, gender, skin colour, personality etc.) Give a clap or a cheer for the child who gets the 30th idea! Explain that just as the class is made up of lots of different people, so is our society is made up of lots of different groups of people who similarly all have their own attributes and qualities. These differences can be celebrated and should be respected. Read the story <i>The Land of the Red People story</i>. Follow up with some key questions: - Were the Red People happy before the other people arrived in their land? - How did they feel as the other people arrived in their land? - Do you think the land was better or worse for having all the different people living there? Why? - Why do you think the Leader's son thought it would be better to have just the Red People living in the land again? Would you have agreed with him? Why / why not? - What do you think the message of the story is? Explain that the story is a metaphor. (e.g. a metaphor is a term or phrase that is used to make a comparison between two things that aren't exactly alike but have something in common). Task: I can draw a person of faith on a jigsaw piece and then we can join the m together to show the UK has different faiths. Evidence on the T-Drive Activity - The United Kingdom Jigsaw Ask the children to think of the different groups that make up their school; their local community; other parts of the UK. Make a list on the whiteboard. What different religious groups are there? What different ethnic groups are there? Are there other sorts of groups? Allocate each child one of the groups that you have identified. Give out <i>the United Kingdom jigsaw Activity sheet</i>. Tell children that their task is to illustrate their jigsaw piece with information and drawings, which show what their allocated person/group brings to the UK. Ask children to think about the following categories: - Religious beliefs, religious practices, customs, dress, food, music and architecture	metaphor, diverse, multi-cultural society, prejudice, discrimination, equity, equality, neglect
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Extension:

We all have different skills, talents, and ideas that are valuable. We also have different needs, beliefs and feelings that are important, too. These all need to be respected. If our needs and feelings are neglected it could be harmful to our self-esteem and self-worth. We are all unique and have value that we can bring to society. We are all worthy of respect.

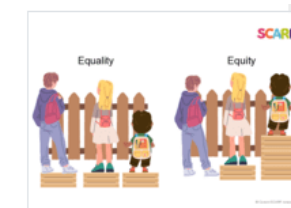
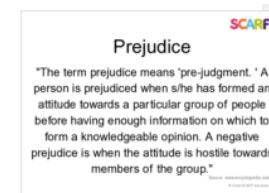
Explain the definitions for prejudice and discrimination. [See slides for IWB/ printables]

Explain that people who are seen to be different are often bullied. This is often because of fear, insecurity, misunderstanding, or learned behaviour - not because there is anything wrong with them.

Highlight that we are all different - physically, mentally and emotionally. We have different needs, ideas, feelings, and beliefs. These need to be respected. We all need to be treated fairly. This means that sometimes the things that we need might look different to what other people need. This is to do with Equality, but Equity too.

Equality - means everyone gets the same thing, e.g. each child in a class gets one pencil.

Equity - means everyone gets what they need to succeed - even if that means giving different things to different people E.g. one child gets a pencil and a pencil gripper to help them hold it comfortably.



[View this film to help further understanding](#) about the difference between equity and equality.

How might this look in life - people may need different amounts of support in lessons, need time off for different religious festivals, need a certain kind of food for mealtimes... If someone is prejudiced, they may discriminate towards others, and behave unkindly or unfairly. This is not ok. We all deserve respect.

Summing up

Ask the children if they can think of the benefits of living in a diverse, multi-cultural society.

Ask children to make a list of qualities that would allow everyone to live together harmoniously - e.g:

- Respect
- Tolerance
- Understanding
- Kindness
- Acceptance
- Thoughtfulness
- Caring
- Consideration
- Helpfulness

Ask children how they can show those qualities within school. Look out for children who display those qualities in the days and weeks following the lesson and comment and praise as appropriate.

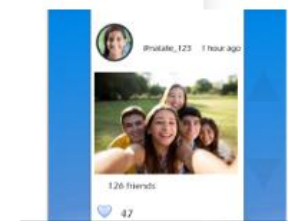
Remember, we all have different needs, ideas, preferences, beliefs and feelings that need to be respected. Kindness and respect can help us all feel happy and safe.

RKR1, RKR2, RKR6, RKR9, RKR10, OSA1, OSA3, OSA4, OSA5, OSA6, BS1, WO3, WO4, WO7, WO8, WO9	Is it true?	- Understand that the information we see online either text or images, is not always true or accurate; - Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;	Ask children to list the social media sites they have heard of. - Hands up if you have looked at or seen any of these sites (Recap sites given) - How old does someone have to be before they can have a social media account? [13 yrs] - Why do they think there is an age limit? [Encourage as many responses to this question as possible. The main reason is to protect young people from harm. A big part of the reason social media services have age restrictions is actually because it's the law. These are laws for the companies that run apps and websites. The 'big tech' companies have a duty to help make the online world safer for children.] - Big tech companies aren't always doing their best to make sure that children under 13 don't use social media. Why do you think that would be? [Tech companies make money from the amount of engagement their apps have from users - whatever age they are. The longer a person stays on their platform, the more money they make. They collect information about the users - whether children and adults - use this to push more content to the users, to keep them scrolling. The term for such apps is that they are 'addictive by design.'] - How does it make you feel when you realise that big tech companies are making money out of this kind of surveillance (watching what a person is looking at)? Task: As a class we can debate and discuss the different online sites (Facebook, Instagram, Snapchat, TikTok, Whatsapp) and how people portray themselves. Evidence on T-Drive Activity 1 - Circle time: True or False Put 30 folded pieces of paper in a box. Eight of them have the sentence "Make up something that is not true" written on them, the rest are blank. Pass the hat (or box) around the circle, first explaining that they are going to take a piece of paper and look at it but not let anyone know whether there is something written on their paper or not. The hat (or box) is then passed around again for them to put the paper back, re-folded. They must not tell anyone what was on their paper. The sentence that will be passed around the circle is "Yesterday, I" Explain about safe information sharing; provide examples of safe topics to discuss e.g. what you had for tea/what book you read etc.. When everyone has said something ask the class if anyone can guess who didn't tell the truth. Take some suggestions. Ask those who made something up to stand up. Were there any clues that gave them away e.g. looked nervous, smiled too much. fidgeted, was too extraordinary? When you are older, you may choose to look at social media platforms. This lesson is about helping us to decide whether something we see online is true or not. If we look at something online, can we tell if it is true or not?	fake news, self esteem, online bullying, misinformation, disinformation, fact, biased, critical thinking, disagree, assertive, algorithms DEFINITIONS Misinformation: False information that the person thinks is real. Disinformation: False information that is shared knowingly.
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Emphasise that it's much harder to tell if something is true if we don't have the person right in front of us. We can't see facial expressions, or body language or hear the tone of their voice. If we look at something written in a book, can we tell if it is true?

Show the **Facebook-style profile page (IWB slide entitled Fakebook).**

- What do we think her life is like?
- How do we know?
- Could it be different to what we think?



When we look at a picture or a post online, can we tell whether the information it presents is an accurate record of the reality or not?

People posting online choose how they want to present themselves. They often only present certain information (or images), to make themselves look a particular way.

- Why might this cause a problem for people looking at these posts? [They could compare themselves and their lives with those they see on social media, and feel that they are missing out or in some way not good enough.]
- What if a person spends a lot of time online looking at social media sites? [This could really reinforce feelings of missing out and feeling not good enough. It could also put their life out of balance, because the time spent on social media might prevent them from doing other things that are needed to be physically and mentally healthy - such as doing exercise, connecting with people face-to-face, being creative, developing meaningful friendships etc.]

Activity 2 'Comparison Kills Joy' - watch video (Comparison Kills Confidence video)

This person is not an actor; her words are based on her real-life experiences. Ask the children for their thoughts on what the young person said, using open questions to encourage discussion and use of critical thinking skills. If the children don't mention the phrase 'Comparison Kills Joy' which was said during the film, ask them their thoughts about this phrase - how can young people protect themselves from comparison culture and the way that it affects self-esteem?



Comparison Kills Confidence

Highlight that sometimes content on social media may contain fact, but sometimes it may be based on opinion/ stereotypical views. Explain that we can politely disagree with statements or opinions. Explain that if we don't challenge these stereotypes, this could lead to prejudice or discrimination - to people being treated unkindly or unfairly - how can we do this assertively?

Summing up

Recap that people can present themselves differently to reality online and remember what we see isn't always true or real. This can also include what information people share online. The information could be 'Misinformation' or 'Disinformation'.

How can we find out if information shared is real or unreal? Misinformation or disinformation?

- Fact-check the information on different websites
- Ask a trusted grown-up
- Look in books

If something feels extreme, or makes you feel uncomfortable, pause before sharing. Show/ speak to a trusted adult.

RKR1, RKR6, RKR9, RKR10, RKR11, OSA1, OSA6, WO4, WO8	Stop, start stereotypes	• Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying behaviours can be stopped. • Understand what online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.	Review the class agreement or develop one if not already developed. What is meant by the term stereotype? Look at two definitions on IWB. The image shows three white cards with the SCARF logo in the top right corner. The first card is titled 'Prejudice' and defines it as a prejudgment or an attitude of hostility towards a group. The second card is titled 'Stereotype' and defines it as an unfair and untrue belief about a group of people. The third card is titled 'Discrimination' and defines it as treating a person or group differently, especially in a worse way. Think of any well-known stereotypes [e.g. an absent-minded professor; boys don't wear pink; girls don't play football; girls can cry but boys can't; all gay men act like females.] Ask children to reflect on whether these stereotypes are based on fact or on assumptions. There are often stereotypes around the issues of sex, gender and sexual orientation. These definitions may be helpful when introducing this: • Biological sex: refers to the biological aspects of an individual determined by their anatomy, which is produced by their chromosomes, hormones and interactions. Generally male or female. Assigned at birth. • Gender: refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. • Gender identity: how some people perceive themselves internally based on labels of masculinity and femininity. A person may see themselves as a boy/man, girl/woman, having no gender or as non-binary (somewhere on the spectrum between man and woman). (Not everyone feels they have a gender identity if their gender is in line with their biological sex.) • Gender reassignment: is a protected characteristic* that applies to people who are changing, or planning to change, from living as one gender to living as another gender. They do not have to have any medical treatment to be protected by the law. If they are starting to live as a different gender, or planning to, the law still protects them. • Gender expression: how a person shows their gender by the way they act, behave, dress, etc. (It is important to point out that people can be gender 'non-conforming' in their gender expression but not be transgender.) • Sexual orientation: who someone is attracted to, physically and emotionally, e.g. a person of the opposite sex (heterosexual/straight), a person of the same sex (homosexual/gay/lesbian), both (bisexual) or all sexualities and genders (pansexual). *See how SCARF supports teaching and learning about protected characteristics Transgender - someone may be transgender if they are living their life as the other gender than the one they were assigned at birth. They do not have to have any medical treatment to be protected by the law. If they are starting to live as a different gender, or planning to, the law still protects them. Gender questioning- a phrase often used to refer to children who are considering living their life as the other gender to the one they were assigned at birth. They cannot access medical treatment until they are 18. Explain that if someone treats another person unkindly, because of these differences, that is called discrimination. People who are seen to be different are often bullied. This is often because of fear, insecurity, misunderstanding, or learned behaviour - not because there is anything wrong with them. Bullying can happen both online through the use of devices, and offline, face to face. First reminding the children of the Class Agreement (and that it's not appropriate to use names if the examples are of people they know; instead, just say 'someone') discuss examples of this. These could include: • Using the word gay as an insult e.g. referring to someone's shoes as gay	prejudice, verbal abuse, physical abuse, sexual orientation, gender identity, gender expression, biological sex, online bullying, gender reassignment (protected characteristic), transgender, disagree, assertive, online bullying
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			• Calling someone unkind names because they are gay or lesbian • Laughing at someone who has hobbies which are not seen as traditionally inline with their gender in order to cause upset e.g. a boy who likes to bake cupcakes or design clothes • Referring to someone with the wrong gender on purpose to cause upset • Laughing at a transgender woman (born biological male) for having a deep voice People who are attracted to the same sex as themselves may say that they are gay. This is a commonly used word that people can use to identify that they are in a same-sex relationship or they are attracted to people of the same sex. A woman who is attracted to other women may also say she is a lesbian. Explain that it is ok to be gay or lesbian but it is never ok to use these words to make someone feel bad about themselves or feel different, whether they are gay or lesbian, or not. This is known as homophobia and is a form of bullying. Explain some people have very fixed ideas about what it is to be a boy or a girl, and how they should behave, e.g. that boys should not cry and girls should not be angry, but these are normal human emotions that everyone should be free to express. This does not mean they are any less a girl or boy, nor that they are gay or lesbian. Everyone is free to express their gender in the way they choose. How we feel about ourselves is a big part of who we are, and suppressing these feelings and emotions can lead to poor mental health. Task: I can create a poster to stop bullying including phrases in red we should NOT say. I can add in green what behaviours we should show instead.. In PSHE books Explain that we all have a responsibility to be respectful, and to stop disrespectful behaviour toward others, too. We can all challenge harmful stereotypes, too. On a blank A4 piece of paper, each child draws a circle in red, writing STOP at the top, but inside the circle. Also in the circle, they then write what people do or say to bully someone else about their gender, expression or sexuality. This can include examples of online bullying. Ask for some examples and share these. Discuss whether it is OK for people to be treated in this way? [No. Emphasise that is also against the law. E.g. Commenting on someone's photo to try to shame them for doing something they enjoy - 'That bag looks like it's for girls, why do you want that?'] A mixed group of friends is playing an online game. A child sends a message: "No boys allowed in our team; we don't want you messing it up." or "Girls aren't good at this game. You can't join our group." This is online bullying because it excludes others based on harmful assumptions, not behaviour. Sharing memes that reinforce stereotypes for example: In a class WhatsApp group, someone shares a meme saying: "Boys are always messy" or "Girls are too emotional." This is online bullying because even if posted "as a joke," it can hurt individuals who feel targeted. Discuss together how this behaviour can be stopped. Take several ideas. Look at what is written in the red circle then ask: What could someone start to do to make this behaviour better? On a separate piece of A4 paper, each child now draws a green circle, writing START at the top, inside the circle. They then write in the middle what behaviour should replace the bullying behaviour (words or actions) e.g. In the STOP circle, the phrase 'shouting poof at a gay man' would be countered with START smiling and being friendly. Similarly, STOP saying boys don't cry. START saying everyone should be able to show their feelings.	
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CF1, CF2,
CF3, CF4,
CF6

It could
happen to
anyone
(OPTIONAL)

- Identify the consequences of positive and negative behaviour on themselves and others;
- Give examples of how individual/group actions can impact on others in a positive or negative way.

Tell a story where something embarrassing happened (real or made up). Describe how other people reacted and how that made you feel [e.g. laughter made you feel worse, a kind smile made you feel better]. Remember, a healthy friendship should make us feel happy and safe. We might not be close friends with everyone, but we should be kind and friendly to everyone.

What's the difference between a friend and being friendly?

Friend - spend time together regularly, trust each other, share feelings, build a connection with over time, someone you choose/ who chooses you back...

Friendly - be polite, smile, say hello, be helpful - don't spend lots of time together, be respectful and kind.

Task: In groups we can act out the scenarios and discuss different actions and responses we could show.

Evidence on the T-Drive.

Activity: Thinking about reactions

We're going to think about some different situations and the different ways that people might react. We're also going to think about the consequences of that reaction - how it might make them and you feel. Split into groups of 4 or 5. Each group has a set of cards on the *It could happen to anyone Scenario cards sheet* and a dice. The scenario cards need to be cut out and each given a number - 1 to 6 - on the back.

Activity sheet
It could happen to anyone scenario cards

Someone falls over whilst carrying their lunch tray.	Someone is crying in the corridor.
Someone is sitting on a bench on their own... again.	Someone has toilet paper stuck to their leg.
Someone calls the teacher, 'Mum'.	Someone forgets their words in the school play.

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Part 1

1. Spread the cards out so that the numbers are face up.
2. Take turns to roll the dice.
3. Turn over the card with the corresponding number.
4. Read the situation and discuss all the possible responses to that situation, not just the 'right' or kindest ones.
5. Then consider the consequences of that response - how would they feel, how would you feel?
6. Repeat with other cards. If that card has already been used, roll again.

Discuss responses as a class. When talking to the children about the bench scenario - encourage them to think about the fact that this says 'again'. We're all different, some people like to have some time alone. If someone was alone all the time however, how might that make someone feel? [left out, lonely, unimportant, low self-esteem, insecure]. Why do we need friends? What do we get from a friendship? [feel included, belonging, feeling like we matter - link to self-esteem, have support, feel cared for, feel safe, have fun, make memories...]. Explain that we might not be with our friends all the time, but we do need to know we've got good friends to turn to if we need them. If someone feels lonely it's important to speak up - get help!

friendly, friend,
consequences,
embarrassed,
reactions

Part 2: Give each group the 3 It could happen to anyone **Scenario sheets**.
Ask children to record how the different actions and responses shown would make them or the person involved feel. Share responses -
did all groups agree on how they or the people involved in the scenario would feel?

Summing up

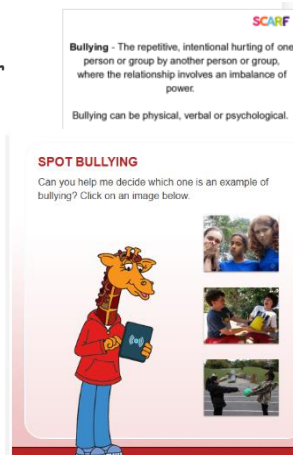
Does it have any implications for how we behave towards each other in class,
at school, at home, with friends (at school or outside school)?

Ask if it is realistic to imagine everyone rushing over to help if someone has fallen over? (No, and that wouldn't be helpful, it would be overwhelming.)

Perhaps next time someone does something that they might be embarrassed or uncomfortable about, we could all think about how our reactions might affect them and us and about being a caring friend. Remember, a healthy friendship should make us feel happy and safe. We might not be friends with everyone, but we should be kind and friendly to everyone. If ever anyone is unkind, or makes us feel unsafe, we can get help from a trusted adult.



YEAR 5				
DfE Statutory	SCARF Lesson Plan	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary
Keeping Safe				
RKR5, RKR6, RKR9, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, GW7, WO8	Spot bullying	• Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied; • Recognise and describe the difference between online and face-to-face bullying.	At the start of this lesson, remind children about the rules around disclosure of personal stories. Write the word Bullying in the middle of the whiteboard. Ask the children to brainstorm what they think or feel about bullying. Record the responses 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.' (See resources for definition) Activity 1: <u>Spot Bullying interactive game</u> - from SCARF hear and view three examples of different types of unfriendly behaviour. (Note: the link to the Spot Bullying activity doesn't need a SCARF login, so children can access this on tablets or other devices, safely). Suggested debrief for each scenario: Scenario 1 - Emma's Story • Identify the unfriendly behaviours in the scenario • Decide if this is an example of bullying [yes - because it's ongoing, teasing, spreading rumours, talking about someone behind their back, intimidation. [It is verbal and psychological.] Scenario 2 - Josh's story • Compare the unfriendly behaviours between Josh and Emma's stories. What was different about the behaviours? • Is this an example of bullying? [yes- sending embarrassing photos, making cruel comments and sending them to a wider audience, sending nasty emails, getting others to gang-up on a person. [It is verbal and psychological.] • How does the use of technology make this different to the other two scenarios? • What role did Sam play? [bystander] How was this helpful? • If Sam chose to show support for Josh, he would then be in the role of 'upstander'. (A person who speaks or acts in support of an individual, particularly someone who intervenes on behalf of a person being attacked or bullied.) Scenario 3 - Yasmin's story • Compare the unfriendly behaviours in Yasmin's scenario with the behaviours in Emma's story. • Decide if it is an example of bullying, why/why not? [no - two friends, equal status, one off argument]	bullying, cyberbullying, bystander, aggressor, target, online bullying, upstander DEFINITIONS Aggressor: Some one showing anger or wanting to attack other people. This could be verbally, physically or psychologically. Target: The person being attacked or bullied. Bystander: A witness to what is going on. Upstander: A witness who decides to help the person being targeted.



Individually, children write down one action that Josh could take and one action Sam could take to deal with the situation. Pair with another child and share their ideas. Then share with another pair, making a group of four. Each group chooses their top two strategies to share with the rest of the class.

Task: I can work with a partner to write the words that describe bullying and cyber bullying on the Venn Diagram.

Evidence on T-Drive.

Activity 2: bullying or online bullying: what's the difference?

Working individually or in pairs, using the *Spot bullying Activity sheet*, children record the words that describe bullying and cyberbullying (online bullying) on the Venn diagram. The intersecting section of the diagram should have words that fit into both categories. Discuss their work, concluding that many of the things common to online bullying are similar or the same as bullying in general.



Online bullying: online bullying, also sometimes called 'cyberbullying', is any form of bullying that is carried out through the use of electronic media devices, such as smartphones, computers, laptops, tablets, or gaming consoles. The nature of online bullying means that a person could potentially be contacted and be bullied at any time of day or night - not just when they're at school, for example. Here are some examples of online bullying:

- Repeatedly sending rude or abusive texts or emails,
- Posting hurtful or nasty comments on social networking sites
- Using technology to send embarrassing photos or images, including manipulating (changing) photos and images to ridicule a person
- Excluding people online, in social media or from chat groups
- Websites or pages set up to ridicule or humiliate others (also known as hate sites).
- Being anonymous
- Happening anytime and anywhere
- Becoming "viral" and quickly being visible to a large audience
- Often going unreported as the target is too embarrassed to seek help or fears they will lose access to their computer or mobile phone

Summing up

Watch the video *Nadiya's Bullying Story* - (<https://www.youtube.com/watch?v=xfamVyerFWs>)

note: this film from CBBC Anti-bullying week is hosted on YouTube, in advance of the lesson please check and change any security settings as necessary, to enable access).

As a class, discuss if this is an example of online bullying and what Nadiya could have done differently.

Children compare the differences and similarities of bullying and online bullying in pairs. Alternatively, you could complete this on the whiteboard as a class activity.

OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1, BS4, WO1, WO2, WO3, WO4, WO7, WO8, WO9, WO10, WO11	Play, Like, Share	• Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; • Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; • Know how to protect personal information online; • Recognise disrespectful behaviour online and know how to respond to it; • Understand that online relationships are unlikely to be as good as in-person relationships.	In pairs, children to make a list of at least three of the benefits of the internet. Take some examples, then repeat the activity, this time making a list of the risks of using the internet. Benefits 1. Gives us information quickly from all around the world. 2. Helps people to connect and communicate with each other even across the world. 3. Provides entertainment - e.g. games, films, books can be found online. 4. People can use maps to find their way. 5. People can shop online. 6. People can do their banking online. 7. People can save and listen to their favourite music. 8. There are different apps help to simplify tasks for people. Risks 1. Misinformation and disinformation - not everything published online is accurate and some things can be very misleading or even completely not true. 2. Easy to spend too much time online with risk of missing out on other things that keep a healthy balanced life (e.g. exercise, sleep, seeing people in real life). 3. There are dangerous people who pretend to be not what they really are. They might trick young people into risky behaviour, such as agreeing to meet them, giving personal information. 4. Children might see content that is scary or not suitable for their age. 5. AI (Artificial Intelligence) can be used to make things seem different to actual reality, and this can be hard to spot, again causing problems. 6. Some Influencers/YouTubers encourage people to think about and do unhealthy and harmful things. 7. Online platforms and apps collect information and personal data from their users and then try to show the user more content about what they think they like in order to keep them on the platform, game or app for longer. Explain it is important to use privacy settings to help control what information about a person is shared and what is kept private. Ask the class about the games, sites and apps they like to use. What do they like about them? Is there anything they don't like? We are going to think about SMART rules to help us keep safe on the internet. Watch film 1 - Chapter 1: What should you accept? (3.5 minutes) The problem: A - Accepting emails, instant and direct messages, or opening files, images or texts from people you don't know or trust can lead to problems - they may contain viruses that damage computers, or nasty messages. The solutions: • Only accept files, messages and links from people you know and trust in real life. If the children are at all unsure about anything they have received, asking an adult to help them delete it is important. If the attachment has come from a friend, it is still worth checking with an adult first. A friend could easily be passing on an unreliable attachment without knowing it.	personal information, privacy settings
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			• Peer-to-peer sharing: using illegal file sharing programs exposes users to the risk of unwelcome content such as viruses, violent images and inappropriate content. File sharing software can also compromise your privacy and security by looking through your computer or device and sharing what's stored with the outside world. • Friends: consider who you choose to accept or invite as a friend on your social networks. Once you accept someone as a friend, they are usually able to see your content. It's important to always remember that not everyone online can be trusted, and some people may lie about who they are. Remember if someone is aggressive or inappropriate to you online, most social networking sites have tools to help you block or delete that person - even to report them. • Remember friends and friendships made online are unlikely to be as good as friendships made face to face or in person. • What did the SMART Crew say? Can the children remember all the advice that was given? Watch film 2 - Chapter 2: What is reliable? (3 minutes 20) The problem: R - Information on the internet may not always be true; it may be factually incorrect, out of date, or reflect someone's personal opinion or beliefs. Anyone can put information on the internet, so always check by looking at other websites, in books, or with someone who knows. The solutions: • Information: information on the internet may not always be true; it may be factually incorrect, out of date, or reflect someone's personal opinion or beliefs - not facts. Anyone can share information on the internet, through websites, social media, photos and video content. So always check what you've found out by looking at other websites, in books, or check with someone who knows. • Search engines: the main way many people find information online is through websites in the results of an online search. It is important to remember that some things that appear on a page of results may actually be adverts, and that the top results aren't necessarily the most reliable or accurate. Looking at the website's name, address and description in the results can give clues about it, and checking the information on that website against information on other sites is key. • What did the SMART Crew say? Can they remember all the advice that was given? Watch film 3 - Chapter 3: What should you keep safe? 3 minutes 38 S - It's really important to keep safe by being careful not to give out personal information when you're chatting or posting online. Personal information includes your email address, phone numbers and passwords. Not doing this can lead to a lot of problems. • This SMART rule relates to personal information, and personal content, and helps children to decide what is suitable/unsuitable to be shared online. A useful rule is, 'if you wouldn't share it with a stranger on the street, it is not suitable to be shared online.' It is also important to remember that even if you share content with a chosen audience e.g. those you have selected as 'friends,' a friend may still share your information or content further, and possibly publicly. • Personal information: this includes your full name, home address, telephone numbers, email addresses, passwords, and school address. All these are personal information and should not be shared online. Giving	
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			out personal information can make you vulnerable to unwanted contact from people that you don't know, both online and potentially offline. It can also make it easier for someone to commit identity theft or to hijack an account by using personal information to possibly guess a password or provide the correct responses to reset a password. • Friends: it's essential that children consider who they choose to accept, or invite, as a friend on their games and social networks, and to ensure that an adult has helped them to make the most of any privacy settings available – to control who is able to see the information they are sharing. It is also important to always remember that not everyone online is reliable, and some people may lie about who they are. Friends made solely online must still be treated as strangers. Remember if someone is aggressive or inappropriate to you online, most social networking sites have tools to help you report, block and delete that person. • Think before you post: another important action for children to consider is, 'think before you post: would you be happy for your Head Teacher or your grandparents to see all of the things you have posted online?' It's important to remember that once you post something online it is potentially there forever. This also relates to content that you post about others; what starts out as a joke or gossip can quickly escalate and cause real pain and upset that can't be taken back. Even with secure privacy settings in place, someone can still take a screen shot of, or show someone else, the content that you have posted. • Photos and videos: remember, a profile picture is the first impression that someone may have of you online. Think carefully about the photos you choose to share online; do they give away a lot of information about you (e.g. a picture of you in your school uniform)? Also, keep in mind that images can be easily copied, changed, shared and used elsewhere. Using a cartoon, or avatar, is a good alternative to using a photo of yourself. • What did the SMART Crew say? Can the children remember all the advice that was given? Make a list of different types of personal information. Task: I can create a safety guide or checklist for younger children, sharing top tips and advice to stay safe online. In PSHE books. Think about: 1. What should you accept? 2. What is reliable? 3. What should you do to keep safe?	
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OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1, BS4, WO1, WO2, WO3, WO4, WO7, WO8, WO9, WO10, WO11	Play, like, Share 2	• Consider what information is safe/unsafe to share offline and online; • Think about the consequences of not keeping personal information private; • Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; • Know how to protect personal information online; • Know to tell a trusted adult if something online is making them feel upset, worried or uncomfortable; • Understand what cyberbullying/online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens. Safeguarding Online Safety	Refer back to the lesson Play, Like, Share 1, children share their 'Safety Guides' they may have created. Thinking about staying safe online: 1. What should you accept? 2. What is reliable? 3. What you should do to keep safe? 4. What advice would they give to younger children? A - Accepting emails, instant and direct messages, or opening files, images or texts from people you don't know, or trust can lead to problems - they may contain viruses or nasty messages. R - Information on the internet may not always be true; it may be factually incorrect, out of date, or reflect someone's personal opinion or beliefs, rather than facts. Anyone can put information on the internet, so always check by looking at other websites, in books, or with someone who knows. S - Keep safe by being careful not to give out personal information when you're chatting or posting online. Personal information includes your email address, phone numbers and passwords. Watch film 4 - Chapter 4: Who should you tell? (3 minutes 25 seconds) T - Tell a parent, carer or a trusted adult if someone, or something, makes you feel upset, worried or uncomfortable, or if you or someone you know is being bullied online. You can also report the behaviour of others to the sites, games and services that you are using. • Cyberbullying/Online bullying: This can unfortunately happen anywhere, anytime. The person cyberbullying may never be in the same physical space as their target and may attempt to appear anonymous. Due to the viral nature of technology and networking, cyberbullying/online bullying can have a large audience and a rapid reach. It can be difficult to control electronically circulated messages, images or videos and this means the scale and scope of cyberbullying/online bullying can be greater than other forms of bullying. • "It's just a joke!" Some instances of cyberbullying/online bullying can be unintentional. It can be the result of not thinking, for example something sent as a joke may be upsetting or offensive to the recipient. • Evidence trail: Many cyberbullying/online bullying incidents can be used as evidence. A trail of evidence can be gathered from online/mobile communications, by saving messages/ screenshots, • Think before you post: Whatever you send can be made public very quickly and could stay online forever. This is known as a 'digital tattoo', the collection of all the information about you that exists online and like a tattoo can be permanent and very hard to remove. It is important to always respect others, be careful what you say online and think about the images you send or share. Permission should be given before any images of others are shared online. Whatever someone posts or shares online, leaves a trail of data. This is also known as someone's 'digital footprint'. A 'digital footprint' is the trail of data you create whenever you use the internet. It's everything that gets recorded about your online activity, whether you meant to leave a trace or not. • Block and report the aggressor who is doing the 'cyberbullying'/'online bullying'. Learn how to block or report someone who is behaving badly. Most social networking sites have a reporting feature in place. If something or someone has broken the social networking site's terms of use and are upsetting or harassing you,	online bullying, upstander, bystander, target digital footprint, digital tattoo
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			then you are able to make a report. All reports are anonymous and will be responded to promptly. If you wish to report content that a friend has posted, it is a good idea to have a conversation with them first and ask them to take down the content. Let them know that the comment they made or the photo they posted was hurtful or embarrassing so that they think more carefully about their online actions in the future. • Tell someone: If you are the target of online bullying, don't retaliate or reply! Instead, tell a parent/carer or an adult you trust. This could be a teacher or someone else at school. Remember you can visit ChildLine to chat to a counsellor online or call 0800 1111. Finally, be an upstander, not a bystander; if you see cyberbullying going on, support the victim and report the bullying! • Online bullying and the law: Although bullying is not a specific criminal offence in UK law, there are laws that can apply in terms of harassing or threatening behaviour. Some cyberbullying actions can be criminal offences under a range of different laws including the Protection from Harassment Act 1997, Malicious Communications Act 1988, section 127 of the Communications Act 2003 and the Public Order Act 1986. • What did the SMART Crew say? Can they remember all the advice that was given? Watch film 5 - Chapter 5: Be careful when meeting up (5 minutes 10 seconds) M - Meeting someone you have only been in touch with online can be dangerous; not everyone online is who they say they are. Only do so with your parents or carers. Remember online friends are still strangers even if you have been talking to them for a long time. If you like chatting online, it's best to only chat to your real-world friends and family. • Take control: Remember, people online that you do not know are still strangers, no matter how long you have been talking to them or how friendly they are. Meeting up with these people can be very dangerous, so you must never arrange to meet up alone, or even with a friend - you could be putting them into a harmful situation too. If you absolutely feel that you must meet a friend that you've made on the internet, a trusted adult must be present with you. • Understand the tools: If someone you are talking to online makes you feel uncomfortable or asks you to do anything inappropriate online that you do not wish to do, you must talk to an adult you trust, and you can report it to the police. All reports are taken seriously. • It is essential that you save the messages or conversations that have taken place. An easy way to do this is to use the print screen (PrtScn or prt sc) button on your keyboard and paste the image into a document. Most mobile devices enable you to take a screen shot with just one or two buttons (usually the home and power buttons simultaneously). Many services have tools that enable you to block and report users who are being abusive or making you feel uncomfortable. • What did the SMART Crew say? Can they remember all the advice that was given? Task: I can write 3 things I already do online to stay safe and set an additional target. (in PSHE books) Ask the children to complete the activity sheet, 'Three wins and a goal.' Write three things that you are already doing online to keep yourself safe and set one additional target for yourself (a 'goal' that you can put into place to improve your experience online.	
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RKR5, PS2	Decision dilemmas	• Recognise which situations are risky; • Explore and share their views about decision making when faced with a risky situation; • Suggest what someone should do when faced with a risky situation. Safeguarding Online Safety	Every day we get given information and have to make a choice using it. E.g. A person needs to cross a very busy road, safely. Information available to them - a big group of people are standing by some traffic lights. Decision 1) Wait for the green man and sound from the lights before crossing. Decision 2) Watch the other people and cross when most of them do. Decision 3) Watch the flow of traffic and cross when there is a gap. Decision 4) Step into the road without stopping to check for traffic at all. • Which is the safest option? • Which needs the most risk assessment? Why? • Which is the most risky? Why? Task: In groups we can explore risky scenarios and discuss what we would do in these situations. Evidence on the T-Drive Activity 1- What is the risk? Children to work in pairs, on <i>What is the risk? Activity sheet</i>. Children label themselves: A and B. A reads out the scenario and related information. Using this, B comes to a decision. B decides whether it is positive, neutral or negative and explains their thinking. A takes the opposite view and explains <i>their</i> thinking. Same process for each scenario but taking it in turns for who goes first. The class comes together and 6 volunteer pairs have the chance to share their decision and rationale with the rest of the class. Clarify any misconceptions that may arise from the scenarios (e.g. paracetamol is always safe - this is not the case: paracetamol can be very harmful if the recommended dose is exceeded). Activity 2-Risky Dares Go back to our crossing the road scenario. Gemma, who is 11 years old, knows it is safest to wait for the green man but some of her so called friends at school have said she can't hang out with them unless she plays 'chicken' with the cars. (Explain what 'chicken' is if they don't know). They said someone would always be watching her. What do you think Gemma should do? Think about the following: 1. What sort of friends are they to Gemma? 2. If Gemma does it, is it safe? How would she feel? 3. If Gemma decides not to do it, how would she feel? 4. Where could these friends have got the idea from? [e.g. TV, Social media craze.] Summing up: Make a class list of what children can do to get help if they feel they are being pressured or negatively influenced* by friends to do something unacceptable, unhealthy or risky. Display it as a poster in class.	pressure, influence, assessing risk, risk taking
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DATV1	Vaping: healthy or unhealthy?	- Describe some of the health risks caused by vaping; - Understand that there are potential health risks of vaping that are not yet fully known; - Use critical thinking skills when reading information/ media; - Understand that companies selling vaping products do so to make money; - Describe some of the possible outcomes of taking a risk. Safeguarding Online Safety	What do we mean by the word <i>drug</i>? "A substance people take to change the way they think, feel or behave." (World Health Organisation) What is the name of the drug in most vapes? Cigarettes and nicotine pouches also contain this drug. [Nicotine.] Because nicotine is a drug it can be addictive. Addiction is a word that describes how a drug can affect a person's brain and body in a way that can cause <i>some</i> people to find it hard to stop using that drug (whether it's legal or not). Over time, this means that they find it hard to stop using the drug, even if they really want to. This doesn't happen to everyone and even if people do become addicted to something, it is still possible for them to overcome that addiction and stop using the drug. Children can share what they know about how cigarettes affect the body - examples of facts include: - Tar can build up on the walls of the lungs and make breathing more difficult - Nicotine is a stimulant drug that affects the brain - Cigarette smoke contains carcinogens (substances known to cause cancer) that increase the risk of mouth, throat and lung cancer - Tobacco can stain teeth and fingers etc. and make the smoker's breath smell Ask the children what they have heard about vaping or e-cigarettes, covering the following points: - Liquid nicotine is heated to produce a vapour that people inhale - Liquid nicotine comes in different flavours and strengths - There are different vaping devices to use e.g. pods, pens etc. - Many smokers vape as a step to giving up smoking completely - If people vape they are not breathing in smoke from tobacco Most vapers were smokers in the past* Most young people choose not to vape* (16% of 11-15-yr-olds have tried vaping, (up from 6.5%) and 30% of 16-17-yr-olds have tried vaping (up from 23.2%) and 28% of 18-yr-olds, down from its peak of 41% in 2021, view the full ASH 2025 research findings). Ask the class whether, based on these facts, vaping is healthy or unhealthy and get some ideas. Write them on a flip chart, whiteboard or Post-It notes, for reference later. * These are key social norms messages that will help to challenge possible perceptions children have that all young people - or nearly all young people - vape. Task: In groups we can explore the 'Daily Wail' and discuss questions around smoking and vaping. Evidence on the T-Drive. Activity- the Daily Wail Put children into groups of 4/5 and give them a copy of The Daily Wail. Children to read it then discuss the following questions, letting the children lead the discussion.	substance, stimulant, nicotine pouches
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			Shock News! section • Why do they think fewer people are smoking? (Because of the harms of tobacco; more information that people are willing to accept because attitudes have changed; no smoking allowed in a public spaces; smoking is no longer advertised because of changes to the laws about adverts; smoking rarely seen on screen so there are fewer role models who might influence young people to smoke.) • What new products do you think the tobacco industry are working on, to fill the gap in their profits caused by the decrease in cigarette sales? (Vaping/ e-cigarettes, nicotine pouches.) • Why do you think nicotine and tobacco products are legal in the UK? (They create a vast amount of money for the tobacco industry that lobbies government (lobbying is when an individual or a group tries to persuade someone in Parliament to support a particular policy or campaign. Lobbying can be done in person, by sending letters and emails or via social media, or through petitions. Read more about lobbying); governments can put high taxes on the sale of nicotine and tobacco and therefore make more money to spend on other things*; some people like the way it makes them feel. <i>*Note: it remains a government aim to make the UK a smoke-free society by 2030. (Read more information about this from the Smokefree Action website.)</i> Advert YOOL! And New Club in Town Sections • How is vaping made to look attractive to young people? (Adverts of attractive young people making it look 'cool' and more widespread*; adverts online/social media; vaping products sold in supermarkets, handing out free samples to people in places they are likely to visit, such as clubs). <i>*Note: there are now laws restricting advertising of vaping and e-cigarette products, but the companies making these work on exploiting loopholes in the laws so that they can continue to promote them and increase the number of people using them.</i> Vapes are available in lots of sweet flavours. Ask: • Why do you think there are so many sweet flavours? (Many people don't like the smell or taste of cigarettes, they might appeal to young people.) Explain here that because vaping is still quite new, we don't know the long-term effects. There is some research to show that these flavourings, whilst safe to swallow, can cause health issues when heated/ inhaled. • What are the outcomes if lots of young people take up vaping? (It makes money for the tobacco industry and those that make vape products; addiction to nicotine; unknown long-term effects on the body as it is a relatively new activity and research is ongoing; the end of tobacco cigarettes.) Should someone buy from a vape shop? section	
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			- If someone chooses to vape, what can they do to make it as safe as possible? (Vape as a step to giving up smoking completely, use a low level of nicotine and reduce it over time; make sure the equipment being used is safe.) Do you think vaping is healthy or unhealthy? (There will be a variety of ideas and opinions. Ensure that it is a safe, neutral space for all children to share their thoughts.) Once the groups have had time to discuss the questions bring the class back together and ask the groups to report back. Summing up - Vaping can be helpful for people using it to help them quit smoking. Smoking is known to carry severe health risks. - Risks to health of vaping aren't yet fully known - especially the effects of them on a person's body. - Companies making vaping products make money from them. They target younger people with their marketing with the aim of hooking them early - this means they will spend money (by buying vapes) for many years to come.	
CF1, CF2, CF4, CF5, CF6, CF7, RKR2, RKR3, RKR4, RKR6, OSA2, OSA3, WO9, WO11, BS1, BS4, DATV1	Would you risk it?	- Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; - Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. Safeguarding Online Safety	<i>Please read before teaching this lesson</i> <i>This lesson plan includes a discussion about smoking and vaping. It's very likely that by this age children will have seen people vaping, including young people, even though this is still very much a minority activity. Whether or not your children are aware of vapes this is a good age at which to help them understand what they are and the risks associated with them, given that they are often considered to be harmless, which is not the case.</i> <i>Vaping is inhaling nicotine into the lungs. Many people vape as a step to giving up smoking tobacco cigarettes. If used in this way it can be helpful. There are some risks to vaping but long-term effects on the body are unknown as this is a relatively new activity. Examples of risks include: addiction to nicotine; the liquid and vapour contain some potentially harmful chemicals also found in cigarette smoke but at (much) lower levels.</i> - What do we mean by the term 'taking a risk'? (An action that has potential benefits but also potential negative consequences. We take risks all the time. E.g., we cross a road in order to get to the other side but traffic can be hazardous so we have to manage that risk by crossing safely) - What sort of risk taking actions can the children think of? - What risks are associated with smoking and vaping? (There are several health risks associated with smoking including increased risk of heart disease, lung cancer, stroke, asthma etc. For vaping the evidence is only now beginning to emerge, because it's a relatively new way of using a drug. Some recent research indicates that it can affect a person's cells within their immune system and that some of the effects from vaping are similar to those seen in regular smokers and people with chronic lung disease.) - How many young people (aged 11 - 15) do you think are non-smokers? (In 2018 2% of 11-15 year olds said they smoked so how many are non-smokers? - 98%) - If a friend asks someone to do something quite risky, why might it sometimes be difficult to say no to them? (People don't like looking inferior or weak in front of their friends. They could be worried that they will be teased or made fun of - maybe at school or online.)	assertive, risk taking, nicotine pouches

- What is the best way for someone to stand up to a friend who is asking them to do something which is quite risky? (Look confident, speak clearly, give a reason, keep it friendly, repeating the point etc.

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Consider the following scenario:

Chris has bought a brand new pair of top of the range goalkeeper gloves ('Goalie gloves') which he has saved up for ages using money from his birthday. His best friend Tyler comes round to play it with him after school. Before he goes home, Tyler asks if he can borrow them to show his brother and to try out at his next football practice. Chris is not sure about lending them out but Tyler keeps pestering him saying things like, 'I always lend you my stuff. Come on, be a mate.'

What thoughts might be running through Chris's head as he decides what to do? Think about the risks if he does or doesn't lend the gloves to Tyler.

Task: I can listen to a scenario and write what I think Chris should do.

In PSHE books

What should Chris do? Activity sheet in pairs - use ideas to use in the corridor of thought activity.



Activity: Corridor of Thought/ conscience

_Children make a 'Corridor of Thought' by making two lines facing each other.

One side thinks of risks of lending the game to Tyler ('Tyler always loses things', 'It may get scratched or broken') and the other side thinks of risks NOT lending it to him ('He may not lend me his stuff in the future', 'He may not be my friend any more' etc.)_Choose a pupil to take on the role of Chris and walk down the corridor with the pupils saying their thoughts as 'Chris' passes them.

Remember these points when setting up the corridor of thought:

- As you pass each child they say their thought out loud
- Only one person at a time can speak
- They don't have to say anything if they don't want to but the more who speak the better
- Children to discuss in pairs for 30 seconds what they can say so that they all have an idea ready
- It doesn't matter if someone else has said your idea, say it anyway!
- Listen to everyone else's ideas

Summing up

As a class think about what assertiveness skills Chris could use.

- Stay friendly
- Repeat the facts and his decision
- Look towards the other person
- Be honest
- If these don't work, make an excuse to leave.

CF6, RKR2, RKR3, RKR4, RKR5, RKR6, RKR8, RKR9, BS1, BS2, OSA1, OSA4, OSA5, WO4, WO8	Ella's diary dilemma (OPTIONAL)	- Define what is meant by a dare; - Explain why someone might give a dare; - Suggest ways of standing up to someone who gives a dare. - Understand that once something is posted online and shared there is no way to delete it permanently; - Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online. Safeguarding Online Safety	- What is a dare? (Together, come up with an agreed definition - e.g. When someone is challenged to do something; when someone is told to do something risky or dangerous that they don't really want to do, or they feel uncomfortable about doing.) - Who might dare a person to do something? (e.g. An aggressor or bully; someone who thinks they are the leader in a friendship group; someone who doesn't want to do the dare themselves.) - Why do people give dares? (e.g. They think it's fun; they want to make other people do things; they want to embarrass others; to show they are in charge or in control of the friendship group.) Remember, we're all different –that this might make us want to make a different choice to someone else, and that's ok. If someone doesn't listen to us, and is always making us do things we don't want to do, this can be described as 'controlling'. This means they always get what they want, but we don't. How might this make someone feel? [sad, frustrated, worried, unsafe, unimportant] We can say no and stick up for ourselves in a respectful way; this is called being 'assertive'. Remember, our needs and feelings are important and need to be listened to, but that we need to be careful with the needs and feelings of others too; balancing needs – treated with fairness and equality. Task: As a class we can discuss 'Ella's diary' and the decisions she made discussing positive and negative consequences. Evidence on T-Drive. Activity 1- Ella's Diary Read 'Ella's Diary' Part 1 - What should Ella do? - What could be the risks if she does go through with the dare?(NB. Include discussion around the risks of sharing images online. Kira could ask Ella to post the silly photos they took online. Consent must be given before sharing photos of other people in private settings. But once a photo is posted, it is on the internet for ever and is potentially traceable indefinitely. This is known as a Digital tattoo. Digital tattoo; anything you put online that can be very hard to remove, just like a real tattoo. This includes things like: photos you post, comments you write, messages you send and videos you share. Even if you delete something, copies might still exist, so it's important to think carefully before posting. A post can also be traced back to the person or people who posted it. This is known as a Digital footprint; it's like a trail that is left behind when a person uses the internet. Every time someone clicks, posts, plays a game, sends a message, they leave a little mark that shows where they been and what they have done online.) - Are there any risks if she doesn't go through with the dare? - Are there any benefits for Ella if she does accept Kira's dare? [help the children to understand that dares are usually for someone else's amusement] - Does she have to do the dare?	dare, pressure, resist pressure, digital footprint, digital tattoo, assertive, controlling, equality, fairness, online privacy,
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			How could she be assertive? What could she do or say instead? How could she say no in a respectful way? Read '<i>Ella's Diary</i>' Part 2 1. How did Ella feel when she was doing the dare? (her feelings changed from excitement to scared) 2. How does it feel when we do something risky? [recognise that this could include a range of feelings, but help the children to recognise how pressure from others to do something could persuade them to behave carelessly, dangerously or anti-socially] 3. Should Ella have agreed to the dare? 4. Was there a point or critical moment when she could (or should) have stopped or changed her mind? 5. If someone says no, how can the other person respond respectfully? Read '<i>Ella's Diary</i>' Part 3 1. Should Kira share some of the responsibility? [help the children to recognise that, if we put someone under pressure to do something, we share the responsibility if something goes wrong] Rewind the story - was there a point where Ella could have done something differently? When Kira dared her, what could Ella have done differently? How could she have resisted the pressure to do what Kira said? Activity 2-Ella's Diary Take 2 Children to rewrite Ella's diary entry for Tuesday - from the critical moment of her making the decision of whether to accept Kira's dare or not. Describe how Ella could resist the pressure that Kira puts on her. Think about which assertive skills could be important - brainstorm together: • State the facts • Keep repeating • Firm voice • Stay friendly Summing up Children could read their diary entries aloud to the class. Briefly discuss together: • How did Ella make a different decision? • Did that decision result in a more positive outcome to the story? • Were there any negative consequences of Ella's different decision? Remember, our needs and feelings are important, and we need to be careful with the needs and feelings of others too. If something doesn't feel right for us, we can say no! That should be listened to and respected.	
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HE2, HE3, DATV1	'Thinking' about habit (OPTIONAL)	• Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change. • Think about making healthy choices; • Understand what our bodies need to grow and develop. Safeguarding <i>Some drugs - including those with nicotine in them, such as cigarettes, vapes and nicotine pouches - cause specific actions in the brain and body that can lead some people to become addicted over time. Being addicted is like a behaviour and with the right help and support someone can stop being addicted to something. Addiction does not have to last forever.</i>	Set up a circular seating arrangement to have a 'Think' discussion. A 'Think' is a thought-provoking question that helps children to develop their thinking skills. For a full explanation of 'Thunks' and the theory behind them, see 'The Little Book of Thunks' by Ian Gilbert. Explain to the children that there are no right or wrong answers - just ideas, and everyone can contribute (or not) As the teacher, try not to lead the discussion too much - let the children play around with their ideas and come to their own conclusions. 'What is a habit?' -think about this by themselves (perhaps in silence for 30 seconds) before discussing as a whole group. Can you think of other words for 'habit' (e.g. hooked, addicted, dependent). Task: As a class we can answer some 'Thunks' (thought-provoking question) to develop our thinking skills. Evidence on T-Drive Then, challenge the children with some (or all) of the questions from the list of 'Think'-type questions below. • What are common habits that people have? • Why do people develop habits? • Do people choose habits? • How can habits make us feel? • Can habits be harmful? • Is a habit always bad/harmful? Can habits be helpful? • How do we know whether a habit is good or not-so-good for us? • How often do you have to do something for it to become a habit? • Is there a difference between a habit and an addiction? When does a habit become an addiction? • Is it possible to change a habit? Give up a habit? Develop 'good' habits? • What helps people to 'break' a habit? • Is following a football team/music group/pop star a habit? Is it an addiction? Having discussed the 'thunks' - can the children come up with a definition for both the words habit and addiction. Clarify addiction in relation to drugs using this explanation: <i>Some drugs - including those with nicotine in them, such as cigarettes, vapes and nicotine pouches - have specific actions in the brain and body that can cause some people to become addicted over time.</i> • Does this happen to everyone? [No. Everybody's body and brain is unique. Some people react differently to drugs - including medical drugs - to other people.] • Does a person having an addiction mean that they can never stop? [No. Thousands of people quit using certain drugs - e.g. nicotine in cigarettes - every year.] Summing up Finish off the discussion by going around the circle, one-by-one, and inviting each child to complete the following statements (but allowing them to pass by saying, 'I'm still thinking' if they prefer). • 'A habit I would like to stop is...' • 'A habit I would like to start is...'	Healthy, choices, habit, addiction, nicotine patches
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RKR4, DATV1	Drugs: true or false? (OPTIONAL)	• Understand some of the complexities of categorising drugs; • Know that all medicines are drugs but not all drugs are medicines; • Understand ways in which medicines can be helpful or harmful and used safely or unsafely. • Understand that most people make healthy choices. • Understand that we can say no to keep ourselves safe. Safeguarding	Here is some key information to help cover questions about vapes brought up by the children: • Ask: are vapes/e-cigarettes harmless? [They are less harmful than tobacco because they don't have as many harmful chemicals when used, but they do have 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. It is also likely that children will have seen people using nicotine pouches, seen them advertised or for sale. It is another new way for adults to put nicotine into their bodies. They are not meant for use by children and the government is working on the Tobacco and Vapes Bill which will prohibit the sale of nicotine pouches to those under the age of 18. It will also prevent them having fruity flavours which can appeal to children. <u>Read more, age-appropriate, information about nicotine pouches here.</u> What is meant by the word 'drug'? (A substance people take to change the way they think, feel or behave' - this is the World Health Organisation definition) Sometimes we might see or hear about people using different kinds of drugs. Who does your body belong to? - It's important we make choices that feel right for us as individuals. Even if someone else makes a certain choice, we can make a different choice for our body. How we feel about a situation might affect whether we choose to say yes, or no. Having the right information can also help us to make safe choices too. We're going to think about different kinds of drugs today, and how they can affect the body. • How can a drug be harmful or helpful to the body? [If a drug is used in a certain way it can help the body. For example, a medical drug can help the body if it is used at the correct time, with the correct dose, taken in the correct way, doesn't cause an allergic reaction etc. NB: it's important here to stress that medicines are not 'good' drugs; they can be both helpful and harmful to the body, depending on how they're used - this is a vital concept for children to understand.] • What are the laws about selling cigarettes, vapes or alcohol? [Currently, it is against the law to sell cigarettes, vapes or alcohol to people under the age of 18. It is also against the law for a person under 18 to buy or attempt to buy alcohol.]	drugs, cigarettes, alcohol, assertive, passive, aggressive, self-esteem, controlling, neglect, nicotine pouches
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Task: I can complete a true or false Drug quiz.

In PSHE books

Hand out the **Drugs: True or False Activity sheet**. Ask children to consider each question and circle the answer they think is correct – can discuss in pairs.

The following are guidance notes for teachers on each of the true or false statements:

1. **All drugs are medicines. True or false?** [False: although most drugs have a medical use there are some drugs which are used purely for non-medical reasons, such as Ecstasy and LSD]
2. **All medicines are drugs. True or false?** [True: a medicine can be described as a drug which is used for the prevention or treatment of illness or injury]
3. **Medicines can only be obtained with a doctor's prescription. True or false?** [False: some drugs are prescription only but others can be bought from a chemist and some are on general sale]
4. **Some medicines can legally be bought without a doctor's prescription. True or false?** [True: Pharmacy-only and General Sale medicines can legally be bought in this country]
5. **Alcohol is a legal drug in this country. True or false?** [True: alcohol is legally sold in this country although there are restrictions on who it can be sold to]
6. **Anyone can be sold an alcoholic drink in this country. True or false?** [False: it is against the law to sell alcohol to a person under the age of eighteen]
7. **Shops can be fined if they sell alcohol to a person under the age of eighteen. True or false?** [True]
8. **Alcohol is sometimes used in other products like medicines, antiseptic hand-gel and mouthwash. True or False?** [True: ethanol or ethyl alcohol is used as an antiseptic]
9. **Vapes contain the drug nicotine. True or false?** [True and false: most vapes do contain nicotine which is a drug known to cause addiction. Some vape manufacturers do make nicotine-free products. However research is now showing that even these products can be harmful to health.]
10. **People are allowed to smoke and vape in public places like shops, offices and trains. True or false?** [False: smoking has been banned in public places in England since 2007]
11. **Nicotine pouches are harmless. [False – although this product does not contain tobacco it does contain the drug nicotine which is addictive and can lead to heart, lung, stomach and fertility problems as well as raise blood pressure and weaken the immune system.]**

Go through the answers with the children, explaining and clarifying misunderstandings, where necessary. Plenary questions to review and summarise the lesson:

- Was there anything you didn't understand?
- Why do we have laws to control the use of drugs in this country?

Remember, our needs and feelings are important, we need to be careful with the needs and feelings of others too. Our bodies and brains are all different, we might make different choices at times. Most people make healthy choices for their bodies. If something doesn't feel right for us, we can say no!

Activity sheet
Drugs: True or False?

SCARF

The way drugs are categorised (or grouped together) is quite complicated in this country so try our 'True or False?' quiz to see how much you understand about drugs!

How to do the quiz:

Discuss each statement in pairs or fives. Agree between you whether the statement is true or false and give a reason as to why.

True or False?	True or false?
1. All drugs are medicines.	True or false?
2. Medicines are drugs.	True or false?
3. Medicines can only be obtained with a doctor's prescription.	True or false?
4. Some medicines can legally be bought without a doctor's prescription.	True or false?
5. Alcohol is a legal drug in this country.	True or false?
6. Anyone can be sold an alcoholic drink in this country.	True or false?
7. Shops can be fined if they sell alcohol to a person under the age of eighteen.	True or false?
8. Alcohol is sometimes used in other products like medicines, antiseptic hand gel and mouthwash.	True or false?
9. Vapes contain the drug nicotine.	True or false?
10. People are allowed to smoke and vape in public places like shops, offices and trains.	True or false?
11. Addition of statement number 11. Nicotine pouches are harmless.	True or false?

How well did you do?
Was there anything you didn't understand?
(Don't worry if there was as it's quite complicated!)
Discuss why we have these laws in this country.

DRUGS

WO9,
DATV1Smoking: what
is normal?
(OPTIONAL)

- Understand the actual norms around smoking and the reasons for common misperceptions of these.

- What effects of smoking cigarettes have you heard of?
- What percentage of 11 - 15 year-olds in England do you think smoke regularly, that is, at least one cigarette a week? [NB: this was 3% in 2014 but you will probably find that the children think it is a much higher figure]
- Was anyone surprised that it was so low? If so, why?
- Why did you think that it was much higher (if they did)?

Explain that you are going to consider some of the reasons why many people *think* that lots of young people smoke, despite the fact that these days most of them choose *not* to smoke.

Smoking: what is normal?

Show the class **the graph of regular smokers over the past decade** either on the whiteboard or a paper copy.

- What does the graph tell us? [That more and more young people are choosing not to smoke]
- Why do you think most young people choose not to smoke these days? [Typical responses: they are more aware of the risks; they want to stay healthy; it's not so cool to smoke; it's too expensive; they've changed the law so under-eighteens can't be sold cigarettes etc.]
- What reasons might there be as to why there are still some young smokers? [Typical responses: they think it's cool; they're influenced by their friends or want to be the same as them; they're put under pressure to try it; they're influenced by what they see on TV and in films etc.]
- If the graph continues as it is now, do you think there will be a time when the country will be smoke-free? [As there is no right or wrong answer to this question it will be interesting for children to debate this issue giving arguments for and against whether this will ever be a smoke-free country]



Homework task: Give the children **the perceptions survey** to take home.

Explain exactly what is required:

- Ask up to five people to guess what percentage of 11-15 year olds smoke regularly (i.e. at least one cigarette a week)
- Record their guesses on the activity sheet
- Once each person has guessed, tell the actual figure [NB In 2014 the figure was just 3%]
- Ask each person the questions on the sheet and record their responses.

When the surveys are returned discuss the findings with the class, focusing on the following key questions:

- What was the highest guess?
- What was the lowest guess?
- Did most people guess higher or lower than the actual figure (3% in 2014)?

Activity sheet
Smoking: what is normal?
SURVEY

On this survey ask up to five people and record their responses below. Ask the question: 'What percentage of 11 to 15 year olds in England do you think smoke regularly, that is, at least one cigarette a week?'

Person	Record their guess here:	Ask each person the actual figure. Record their response here:	If they guessed higher than the actual figure ask them why they thought it was higher. Record their response here:	Ask them why they think some young people are smoking more in the past. Record their response here:
1.				
2.				
3.				
4.				
5.				

norms,
perception

- What were people's responses to being told the actual figure? Is there a common theme to the responses?
- If they had guessed higher why had they done that? Is there a common theme to the responses?
- What suggested reasons have people given for the fact that fewer young people are smoking these days? Is there a common theme to the responses?

Through discussion draw out that people tend to think there are more young smokers than there actually are because we tend to notice things which are shocking, surprising, funny, peculiar or different. Also, the media focus only on the minority of people who are behaving in risky ways (smoking, drinking, using drugs etc.) and ignore the majority of people who are behaving in safe ways.

Task: I can write a letter to the newspaper pointing out the fact that nowadays very few young people smoking and that the majority of young people like to behave in safe, considerate and healthy ways.
(in PSHE books)

Newspaper report Activity

Hand out the newspaper report (page 3 of the Activity sheets) and read it together. Discuss the questions on the sheet, either as a whole class or in pairs or threes:

- Why does the headline not give the message that smoking rates among young people are falling?
- How many 11 to 15-year-olds are non-smokers?
- Why do you think the report doesn't focus on the ones who are not smoking?
- Why do you think the report doesn't celebrate the fact that smoking rates have fallen dramatically over the last ten years?
- Why do you think the actual figures have been left to the last paragraph?

Ask the children to draft a short letter to the newspaper pointing out the fact that nowadays very few young people smoking and that the majority of young people like to behave in safe, considerate and healthy ways. They can use the statistics on the graph to back up their argument as well as pointing out the things that they enjoy doing with their friends. Look at some 'spot the odd one out' images online (you will be able to find images by typing the phrase 'spot the odd one out' into a search engine such as Google Images. Check images for suitability before showing them to your class).

Why do we always notice the odd one out in each image more than the others? [We tend to notice the odd one out because they are different, funny or surprising - in the same way that we notice people who behave in extreme ways like drinking to excess more than people who behave in more moderate ways - even though they are usually in the minority.]

Activity sheet
Smoking:
What is normal?
Read this newspaper Report

Shock of teenage smokers

A shocking new report out this week shows that there are still thousands of under-age smokers despite several health warnings which have been put in place by the government. The annual survey of young people's health behaviour shows that despite a fall in the number of 11 to 15 year-olds who are regular smokers the government has still not achieved its target of successfully stopping out smoking among young people.

in this area. We need to spend more money on health, and education is needed to help to achieve the best results." But Cheryl Smith, Minister for Health, responded saying, "We are confident that our policies are working and by building closer links with the police, health services, shops, parents and schools we will continue to make improvements to young people's health."

An opposition spokesman said, "These statistics show that a small but very significant number of our young people are continuing to take up smoking every year. The present government has not met its targets."

The annual behaviour survey of 11 to 15 year-olds has shown a steady decline in smoking rates over the past twelve years with the % of young people smoking regularly in 2014 compared to 10% in 2002.

Questions to consider:

- Why does the headline not give the message that smoking rates among young people are falling?
- How many 11 to 15 year-olds are non-smokers?
- Why do you think the report doesn't focus on the ones who are not smoking?
- Why do you think the report doesn't celebrate the fact that smoking rates have fallen hugely over the last ten years?
- Why do you think the actual figures have been left to the last paragraph?

Activity
Write a letter to the newspaper explaining that it should be giving out a more positive message about young people. Point out that fewer young people are smoking than in the past and that the majority of young people like to behave in safe, kind and healthy ways. Consider some of the things that you and your friends enjoy doing together which are safe and healthy.

Use the statistics on the graph to back up your argument.

YEAR 5				
DfE Statutory	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary
Rights and Respect				
HE1, PHF2, PHF3, WO7, WO9	What's the story?	- Identify, write and discuss issues currently in the media concerning health and wellbeing; - Express their opinions on an issue concerning health and wellbeing; - Make recommendations on an issue concerning health and wellbeing. Safeguarding Online Safety	<i>Preparation task for children: Decide a current health and wellbeing topic which you would like the class to research. You can decide this, or choose something in consultation with the class. E.g. of issues:</i> <i>Introduction of a new law in relation to smoking, alcohol or drugs (e.g. smoking in cars with children)</i> <i>New research on how a certain food affects the body (e.g. ultra-high-processed foods.)</i> <i>Health initiatives such as <u>The Daily Mile</u></i> <i>Introduction of a law in relation to online safety and online behaviours</i> <i>As a home preparation task, ask the children to find articles and reports that relate to the chosen topic. NB: Parents will need to be consulted to ensure this research is carried out safely. Provide a list of possible safe sources that could be used for this e.g:</i> <i>**A range of newspapers, websites such as the <u>CBBC Newsround site</u>, children's newspapers such as <u>First News</u>, YouTube news videos for children UK (This can be done safely with parental settings on)</i> <i>As part of the preparation children should find out some key facts relating to the issue and, if possible, some arguments for and against the issue.(If some children have not managed to do the preparation, you may want to find a few articles yourself that you can copy and distribute to the class as part of their main activity task)</i> - How easy was it to research the topic? - What sources were easiest to access? - What are the children's opinions about this? Did their opinions change the more research they did? - What are some of the key facts they discovered in relation to this issue? - Were there any opposing messages that came from the different sources they found? Task: In groups we can research and write about a current health and wellbeing topic. Evidence on T-Drive Children to work in groups, no larger than four. They are to look at the various sources, articles and any notes they have made and use them to answer the following questions: - What are the facts of this issue? - What opinions were expressed about this issue? - How did those opinions vary? - Why did those opinions vary? - How might people be influenced by the various sources?	responsibility, misinformation, disinformation, AI - Artificial Intelligence

			• What is the best way to form an opinion on an issue? • Can we tell which news is fake news? About Fake News: Fake news can be hard to spot. Sometimes people sharing the news could be sharing misinformation and disinformation. What do these words mean? Misinformation: false information that the person thinks is real. Disinformation: false information that is shared knowingly. Sometimes information and pictures are altered using AI (Artificial Intelligence). How can we find out whether information shared is real or unreal (fiction), misinformation, or disinformation? Or whether it has been altered using AI? • Fact -check the information on different websites • ask a trusted grown-up • look in books Showing respect: Ask the children how they can respect their bodies and minds to help their own health and wellbeing. How must other people respect the children's health and wellbeing? Consider the issue discussed above. Who must show respect to ensure that people's health and wellbeing is looked after regarding that issue? What would be your top tips and advice for the person or people who need to show respect? Ask children to present their top tips and advice in a form of their choice. They must think about the audience they're producing this for and the key messages they want to get across. Forms of presentation: • An article for an online blog or newspaper editorial • A vlog (i.e. a video blog where children can be filmed discussing the issue and giving their advice) • A PowerPoint presentation • A poster Spot the fake news. It's getting harder to tell what's real and what's not on social media feeds and online generally, but there are some simple things to look out for to separate the facts from the fakes. Take the quiz - Quiz: Can you spot the signs of fake news? - BBC Bitesize Ask children to share their presentations. Summing up Discuss: • Which presentation was most effective? Why do they think that? • Did the presentations get across the key facts and key messages? • Would the presentations influence people to think one way or another?	
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W07, W09	Fact or opinion?	- Understand the difference between a fact and an opinion; - Understand what biased reporting is and the need to think critically about things we read. Safeguarding Online Safety	- Does anybody here ever watch the news, look at news online or read a newspaper? - What is the purpose of a news report on TV, online or in the papers? - Do news stories always show us exactly what's happened? Why? Why not? [Answers could include that they give just one side of a story; they leave out key information; they don't know the full story; they have a certain opinion that they want to put across; they want to make the story more interesting to read or watch so that they make more money by selling more papers and so on]. A famous philosopher called Friedrich Nietzsche once said, '<i>There are no facts, only interpretations.</i>' Display this quote. What do you think he meant by that? [In reality there are facts, but everyone will have a certain opinion about something which means that they will perceive or view the facts in different ways]. Task: I can read the article and write in a table statements that are fact or opinion. In PSHE books Fact or Opinion? Ask the children to define what a fact is and what an opinion is. For example, a fact could be defined as something which is real and can be proven to be true whereas an opinion could be defined as something which is somebody's personal point of view on an issue. Give out the <i>Fact or Opinion Activity sheet</i>. Ask the children to work in pairs or threes to decide which of the points in the news story are facts and which are opinions. They could do this by drawing two columns, one where they note down the facts and one where they note down the opinions. Or give each group two different colour highlighter pens where they highlight the facts in one colour and the opinions in another. When children have completed the tasks ask for feedback. Was there agreement on which points were facts, and which were opinions? What opinion do they think the writer of the piece had about the plans? Which words or phrases did she use to express her opinion? The opposing view Ask the children to look at the list of facts. Set the task of writing a new report which uses the same facts, but which gives the opposite point of view. They need to think about what the benefits would be of having a new bridge in this area and what words or phrases they could use to put their opinions across.	fake news, fact, opinion, biased, unbiased, misinformation, disinformation
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SCARF

"There are no facts, only interpretations"

Friedrich Nietzsche
German philosopher and writer
1844 - 1900

Activity sheet
Fact or Opinion?

Read the following news report. Make a note of the points which are facts and the points which are the writer's opinion.

Bridge plans set to bring traffic chaos to area

Insurance: Martin Dwyer

Outstanding new plans are being made to build a bridge across the River Severn at Sharnbrook, which will bring traffic chaos to the county. The bridge will connect the south of Gloucestershire with the Forest of Dean. The new road bridge will replace the old railway bridge that was destroyed following a collision of two oil tankers in October 1985. There are currently three bridges that local drivers can access with little difficulty - two close to Bristol just 8 miles south and one twelve miles north of Sharnbrook.

Local residents predict that a bridge built at Sharnbrook would bring so much traffic into the area that it would be a disaster. Mr Farnworth, who has lived in Sharnbrook for the past forty years, said: "The local council haven't thought this through. They've talked about building new roads through to the bridge but that could bring years of upheaval in the Sharnbrook area while they're building them. Also, once it's built I imagine there will still be more traffic than the roads can cope with. It's a disaster!"

The local roads planning committee say they have done a full analysis of the situation and promise that the new bridge would help cope with traffic: wanting to cross the River Severn into the Forest of Dean and bring minimum disruption to the local community. Yet local residents are up in arms at the proposals saying that it will destroy their community, increase pollution in the area and make it unsafe for children.

Head of the local roads planning committee, Mrs Shaw was unavailable for comment and residents have accused her of buying her head in the sand and ignoring their concerns.

If the plans go ahead the bridge would be started in 2030.

Your opinion? Tell us what you think of these plans and how they would affect the quality of your life. Email us at info@sharnbrookpneumonia.co.uk

			Summing up A <i>biased</i> report would be one which expressed a certain opinion or point of view and ignored or criticised the opposing view. An <i>unbiased</i> report would give opposing points of view equal 'weight' without expressing a clear opinion way or another. What would an unbiased report about the bridge contain? (Writing an unbiased report could be set as an extension task for more able children.) A lot of news and information is now viewed on social media platforms. Lots of different people can share their thoughts and opinions, facts and biased views can be tricky to spot. Online news and information is shared really quickly to thousands, and even millions of people in just a few clicks. This means that fake news and unhealthy and unkind, biased opinions can also be shared with millions of people really quickly. What can we do to stop the spread of fake news or unhealthy and unkind, biased opinions? • Stop and think before sharing. • If it doesn't feel right to you then it probably isn't right. Trust your instincts. • Talk to a trusted adult and ask their opinion. • Fact check. Look at different websites or newsfeeds. • Spread kindness, make the online world a happier and safer place	
GW1, RKR8	Mo makes a difference	• Explain what we mean by the terms voluntary, community and pressure (action) group; • Give examples of voluntary groups, the kind of work they do and its value.	Discuss with the class what they understand by the terms voluntary, community and pressure (or action) group? What do these terms mean? What's the difference between them? [Emphasise that these groups of people work together in order to make a bigger difference or change to something in the wider community]. Have they heard of any of these groups within their local community? What aspects of - or people in - the wider community might need help? [Help the children to identify some examples e.g. children and young families, elderly people, animals, the environment, vulnerable people]. How do these groups help or support the wider community? What difference do they make? Task: In groups we can role play Mo's actions from the story 'Mo makes a difference.' Evidence on T-Drive Activity 1- Read 'Mo makes a difference.' Activity 2- Through drama, explore how Mo's actions made a difference: 1. Ask for a volunteer to sit in front of the class and take on the role of one of the characters from the story.	voluntary group, community group, pressure (action) group  Story sheet Mo makes a difference Mo looked out of his bedroom window. He could see the gardens of the houses opposite, the supermarket, the football pitches and, best of all, the river. This was his favourite part of the view. He loved looking at all the birds -- there were ducks, swans and, once, he caught a glimpse of a brilliant blue kingfisher as it zipped past! 'But hang on,' thought Mo as he looked closer. 'What's that?' Someone had dumped a load of rubbish at one end of the river, by the bridge. There was an old mattress, a car battery and several black ten bags, spilling rotten food and tins into the water. Mo felt cross and disappointed and so did lots of his neighbours. They said the council should clean the mess up, but Mo wanted to do something himself -- but he wasn't sure what. His dad suggested getting in touch with a local action group called 'Friends of the River'. A week later, Mo helped out with group's monthly 'river clean'. He met a man called Bill and together they collected 20 bags of rubbish from the river! Mo even got to go out on the river in a canoe to collect an old football from the far bank -- something he'd never done before! Mo found out that the 'Friends of the River' group did all kinds of other activities to help the environment and, over the next few months, he joined in with lots of them. He helped out with a beach tidy (and had a free ice-cream afterwards), a survey to count the number of butterflies along a stretch of the river and a sponsored cycle to raise funds for some new litter-pickers! Mo became good friends with Bill, who liked spending time with Mo because he was the same age as his grandchildren, but Bill didn't get to see them very often because they lived abroad. 'Who knew that a load of rubbish could lead to such a lot of fun?' thought Mo.

			2. Ask them to describe (in role) how Mo's actions have made a difference to them. 3. Prompt the children, if necessary, with questions to focus their explanation e.g. How did you feel before? How do you feel now? Why? The characters to focus on are: Mo - now feels part of a community, feels he's making a difference to the environment... Bill - feels that Mo is helping the group and the local environment, enjoys Mo's company... A neighbour whose garden backs on to the river - feels glad that the river has been cleaned up Summing up Ask the children if there are any local voluntary, community of action groups that they would like to support? If so, which ones and how could they support them?	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Rights, respect and duties	- Define the differences between respect, rights and duties; - Discuss what can make them difficult to follow; - Identify the impact on individuals and the wider community if duties are not carried out.	Discuss the definitions of, and differences between, the terms rights, respect and duties. What do we mean by these three terms? Display definitions using the slide provided. Discuss an example of the rights and duties the children have to the school environment, and the respect they should show for it. E.g., in the school playground they have the right to a clean and safe area to play in; they must respect it by keeping it tidy; their duties are to make sure they put any litter in the rubbish bins. Encourage them to think about respecting the natural environment at home and school too, e.g. not wasting natural resources, conserving power and water, and reducing the number of electrical devices they have, and/or those plugged in on standby and not in use. Task: In groups we can explore rights, respect and duties to our environment at school, home and the local community to create a poster on sugar paper. Evidence on the T-Drive Divide the class into 9 groups. Assign each group one of the following tasks: - List some rights they have to the environment at home - List some rights they have to the environment at school - List some rights they have to the environment in their local community - List how they could respect the environment at home - List how they could respect the environment at school - List how they could respect the environment in their local community - List some duties they have to the environment at home - List some duties they have to the environment at school - List some duties they have to the environment in their local community	 responsibility, rights, duties, natural environment, physical environment

			The children could record their ideas on large sheets of paper. Summing up Display the children's ideas and discuss some particular examples. Use the following questions for discussion: • What can make these duties hard to follow or carry out? • What could be difficult when trying to respect these places? • What could be the consequences/impact if duties are not followed, or if respect is not shown? • Which of the duties might actually be enjoyable or rewarding?	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Spending wisely	• State the costs involved in producing and selling an item; • Suggest questions a consumer should ask before buying a product. Financial Education	Show the children a brand-new item - ideally something that would be attractive and appealing to most of the children in the class. Ask the children why the company has made the item (to make money). Ask them then to brainstorm all the costs that the company has had to pay out in order to make the item, e.g.: • Cost of the materials that the item is made of • Wages or salaries of the people who designed and made the item • Cost of any machinery or equipment needed to make the item • Cost of buying/renting, lighting, heating, cleaning, maintaining the building where the item is made • Cost of the packaging • Cost of advertising (Posters, TV ads, paying an online ads, etc.) • Cost of transporting the item to the shops (or postage if bought over the internet) • Anything else? If the company has to spend all this money to make the item, how do they make any profit? (They charge more for the item than the total cost of all of the expenses above) Children to list all the things that might influence them to make them want an item and to buy a particular item, e.g.: • The quality of the item • Its usefulness • Whether it was fashionable/trendy • Whether it's from an environmentally sustainable source • Whether its production or packaging didn't harm the environment as much as other, similar items • Whether any of their friends had an item like it • Whether any celebrities had an item like it • Whether it has been promoted online by a popular influencer/YouTuber • Whether they could afford it • Whether they had seen an advert for the item • Whether it was produced by people who had been paid a fair wage (introduce Fair Trade here) • Anything else? Summarise the introduction by saying that there are lots of things that influence us when we make decisions about buying items. This lesson will explore some of those influences and some of the questions we need to ask ourselves before we make a purchase.	costs, wages, salaries, rent, Fairtrade

Task: I can read the scenarios and pick 3 to write advice for.
in PSHE books

Activity- Spending wisely

Explain that Jack has had some money for his birthday. He has put some in his savings account but wants to spend the rest.

Why has Jack put some into his savings account? [So he has some money for when he is older and may need to buy more expensive things].

Give out 'Spending scenario cards' - ask children to think of three pieces of advice they would give Jack in each situation. N.B. You can cut up the cards and give small groups of children different scenarios to discuss or give out the whole sheet and ask children to discuss different scenarios.

Children to write their three pieces of advice. Please note that different scenarios may contain the same advice - discuss the scenarios as a class. Make a complete list of all the advice they have come up with.

Display it as the class's 'Top Tips for Spending Wisely!' e.g.:

- Do you really want the item?
- Is it worth the money?
- Will you still want it in a few months' time?
- Can you buy it cheaper anywhere else?
- Is there something else you would rather spend your money on?
- Would you be better saving up your money for something else?
- Is it just a popular craze?
- Is it a safe and secure way to buy something? [Discuss that when we see things online rather than in a shop they may look very different to how they look in real life.]
- Can you afford to lend money to a friend?

Summing up

Bring out the item you used in the introduction. Pass it around the circle and ask each child to say one question they would ask themselves before they bought the item in a shop or online.

Extension: Explore the issues of Fairtrade. There are lots of [free resources, including lesson plans and assembly plans in the Fairtrade website](#). Click on activities and games, then read the Fairtrade widget books and comprehension - All about Fairtrade text. Can the children spot the Fairtrade symbols on foods in the supermarket? Are there any other products they have seen that show the Fairtrade symbols?



Wider PSHE curriculum (not covered by DfE statutory requirements)	Lend us a fiver!	- Define the terms loan, credit, debt and interest; - Suggest advice for a range of situations involving personal finance. Safeguarding Online Safety Financial Education	Introduce the subject of borrowing and lending: - Have you ever borrowed something off someone? - What did you borrow and why did you need to borrow it? - Have you ever had to lend something to someone? - What did you lend and why did you have to lend it? - How did it feel to lend someone something? Did you get it back? - What are the risks of lending and borrowing things? - What are the benefits? Task: In groups we can explore scenarios involving money and decide what advice Martin should give each person. Evidence on the T-Drive Activity: Lend us a Fiver! Children to work in pairs. Explain that they are going to role-play a situation where one child is asking the other to lend them £5. The borrower needs to have very good reasons for wanting to borrow the money and the lender needs to feel confident about lending the money. Leave it open-ended as to whether the second child lends the money or not - that will be up to them. Let the children role-play the scene for a few minutes, asking them to swap roles half way through. Follow the role-play up with some discussion based on the following: - What reasons did children give for wanting to borrow the money? - Were some reasons more persuasive than others? - How did it feel asking to borrow the money? - Ask the lenders their reasons for lending or not lending the money. - How did it feel agreeing or not agreeing to lend the money? Children to imagine that it is a week later and that their partner owes them the £5 they borrowed last week but cannot repay it. Role-play the conversation. The borrower must come up with convincing reasons as to why they can't repay the money and the lender must think of ways to negotiate getting the money back. Follow up with some discussion: - What reasons did people give for not being able to repay the money? - Were some more persuasive and convincing than others? - How did it feel not being able to repay the money? - How did it feel being the lender and not having the money repaid? - Did any pairs manage to negotiate a suitable solution? Display the terms Loan, Credit, Debt and Interest. Children to discuss their understanding of those definitions. Go through each term to clarify the meaning: Borrowing Money What do you think these terms mean? - Loan - Credit - Debt - Interest 	borrow, loan, credit, debit, interest
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- [illegible]

Wider PSHE curriculum (not covered by DfE statutory requirements)	Local councils (OPTIONAL)	• Explain some of the areas that local councils have responsibility for; • Understand that local Councillors are elected to represent their local community.	• What are our class rules? • What are our school rules? • Why do we have class / schools rules? • What should happen if someone breaks the rules? • What would happen if people didn't keep to the rules? • Is it ever OK to break a rule? Draw out from the discussion the idea that rules are there to protect people, keep them safe and happy. They help everybody get the most out of school. Task: In groups we can explore public services and write a persuasive argument about a service being cut to share at a council meeting. Evidence on the T-Drive Activity 1 - Public services Children to work in pairs to list all the public services which are run in their local community. Explain that public services are those provided by local councils to benefit people in the community and are paid for by taxes - make a class list of all the public services provided in the local community. Education, transport, planning, fire and public safety, social care, libraries, waste management, trading standards, rubbish collection, recycling, Council Tax collections, housing, planning applications Activity 2 - Save our service Allocate the list of services. Tell them that they are going to imagine they are at a council meeting where the council is having to cut services because of lack of money. For the service that the children have been given they must come up with an argument for why that service must not be cut back or removed. They must think about the benefit that their service brings to the public and how the public would be affected if it were to be cut or removed. They must have a strong, persuasive argument for keeping their service as it is. Once children have drafted their reasons they must choose a spokesperson who will present their argument. Each spokesperson will have the opportunity to give their arguments and take questions from the class. They can either respond to these on their own or with the help of the others in their group. Once everyone has spoken summarise the main points from each argument. Consider the arguments, then vote for the service that they think should be cut. It is important for this part that children respond as themselves rather than vote just for the service they had allocated to them. Summing up Ask the children how they felt about the process of presenting their arguments and voting: • Was it a fair way of making decisions? • How do they think decisions like this are made in real life?	public services, council, vote, elections, councillors
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			• How are people made councillors? • Who is allowed to vote for them? • When are elections held? • How are they different from general elections? Give out the <i>Local Councils Fact File Activity sheet</i>, discuss the following questions: • 'What are all the ways that local councils are accountable to the public?' • 'What duties must local councils carry out in order to respect the public?' • 'How can the public influence decision making in the local community?' You could ask children to highlight the statements relating to the first, second and third questions in different colours. Extension: Invite a local councillor into school to talk to the children about their role and the way the council operates, including the electoral system. Ask the children to prepare questions in advance that they can ask the councillor.	 Activity Sheet Local Council Fact File There are different types of local councils – county councils and district, borough or city councils. Local councils can be responsible for the following types of services: • education • transport • planning • fire and public safety • social care • libraries • waste management • making decisions • rubbish collection • recycling • Council Tax collections • housing • planning applications Decisions are made in full council meetings or by small groups of councillors. Local councils usually have a website which shows how they spend their money. The public can check the council accounts (record of spending) and the council must say when the public can do this. Local councillors are elected by the public for a four year term. Elections are normally held on the first Thursday in May. Local councillors have to declare anything which could influence their decision making (e.g. gifts, interests etc) and these must be made available to the public. If a member of the public feels that a council service hasn't been properly delivered they can make an official complaint. © Doran SCARF resources	
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YEAR 5				
DfE Statutory	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary
Being My Best				
HE2	It all adds up!	- Know the basic functions of the four systems covered and know they are inter-related. - Explain the function of at least one internal organ. - Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.	- What fantastic facts can anyone tell us about the human body? [e.g. over 200 bones and over 600 muscles; 100,000 km of blood vessels in an average body] - What does the body need to keep it fit and healthy? [Regular exercise, a healthy balanced diet; water to keep it hydrated; fresh air; enough sleep etc.] - How does food give our bodies the power that it needs? Encourage the children to think about their growing and developing body. Some foods help our muscles, some help our bones, some help our brains, some help our heart. Eating and enjoying a mix of foods helps our whole body to grow, develop, feel good and stay strong. By Y5, children are ready to start making their own choices about snacks, meals and trying new things and understanding your body signals, what your body is telling you it needs and doesn't need. Having this healthy relationship with food means enjoying foods, trying different things, listening to your body and choosing foods that help you feel strong, happy and energetic. Task: I can research and write interesting facts about my organs. In PSHE books. Complete the <i>It all adds up!</i> Quiz sheet. Discuss each fact; in pairs children to think up their own number fact questions that they would like to research e.g. - How long is the small intestine? - How long is the large intestine? - How many jobs does the liver do? - How many cells are there in the human body? - How heavy is an adult human brain? - How many bacteria are there in the intestines? - How many hours of sleep does an average 10 year-old need? - How long does it take for food to travel through the digestive system? - Which are the largest and smallest bones in the body? On average how long are they? - Which foods help the different parts of your body?	Energy, organs, body systems

Activity sheet
It all adds up!



Match the number facts
1. 250 miles per hour

2. 100 billion

3. 35 million

4. 12,000 miles
(around the distance from
the UK to New Zealand)

5. Half way to the moon

6. 100,000

Match the number facts

a) The total length of all the blood vessels
in one human being

b) The number of times the heart beats
every day

c) The approximate speed of messages
traveling through the nerves

d) The number of brain cells in one
human brain

e) The number of times the heart beats
every year

f) The distance the blood travels in
one day

			Children then research the answers to their questions. What other body facts did the children discover along the way? Are there any that really surprised them? Children to present their body facts on the body outline sheet (Page 2 of the <i>It all adds up! Activity sheet</i>). Children write their facts around the outside of the human body outline and draw an arrow pointing to the appropriate part of the body As a final activity, children to share their most amazing body fact with the rest of the class. Make a class 'Top Ten Body Number Facts' to display in the classroom.	Activity sheet It all adds up! Write your amazing body facts around the outside of the human body outline. Then draw an arrow to show where that part of the body is. SCARF 	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Different skills	- Identify their own strengths and talents; - Identify areas that need improvement and describe strategies for achieving those improvements.	Begin with a quick game: stand up and cross the circle to change places if: - You are wearing black socks - You can play a musical instrument - You wear glasses - Your shoes have laces - You have improved your skill at something since you were in year 4 - You can speak more than one language - You have learned a new skill in the last year - You have ever been given a medal, trophy or certificate Comment on any interesting factors, e.g. Did you notice that only ... people crossed the circle to say they could play a musical instrument? - Have you ever wondered what it would be like if everyone was the same? - What problems can you imagine in such a world? - Where do our different strengths/skills come from? [Brain, inherited genetic strengths, practice, determination, interest etc.] - Everyone has skills but are they all the same? - What kinds of skills can people show? [Linguistic, logical, practical/physical, visual/spatial, musical, interpersonal, intrapersonal, naturalistic]. In the story '<i>Hetty Feather</i>' by <i>Jacqueline Wilson</i>, the main character, Hetty, dreams of running away to join a circus. There are many acts at the circus, can you name any? List the different acts the pupils come up with. [clowns, acrobats, animal trainers, jugglers, tight-rope walker] . For the circus to succeed, people will need to have other roles when the circus isn't putting on a show. People will need versatility and flexibility. Everyone has more than one talent or skill, although they may have particular strengths.	commitment, resilience, determination , patience, interpersonal skills, perseverance	

Hetty is particularly interested in becoming a horse rider who can perform gymnastic moves as entertainment for the visitors to the circus. If Hetty joined the circus, what skills would she need to demonstrate?

Agree that she would need to be talented/skilled physically, to be able to balance on moving horses and to carry out the gymnastic movements. Would she need to have any other skills to be useful to the circus troupe?

State that she would probably need to have good interpersonal skills to work with the other circus members; be practical to help construct the circus and make outfits; be visually talented/skilled to put on the artists' make-up...

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/musical instrument) and that sticking at something is as important, possibly more important, than having a natural talent, in growing that skill. People who work in a circus have often spent many years practising and perfecting their skills. Most success comes from a lot of practise, rather than having a 'natural talent'.

Task: In groups we can match the job titles to their skills.

Evidence on the T-Drive

Working in pairs, give the children **Match the roles and skills Activity sheet**. The 'job descriptions' and 'job titles' that have become 'muddled up' - match the different jobs and descriptions. If they were going to be given a job at the circus, which job would most closely match their own personal skills? In pairs they should discuss which they think they would be suited to. Around the class place cards with the roles. Children should move to stand by their job. Are there some skills that are needed for a wide range of jobs? Ask what other things might influence a person's interest in a particular career and draw out the following:

- pay
- working conditions
- location
- whether shift-work is involved
- whether the work is solitary or team-based
- length of time needed to gain the necessary qualifications

To sum up, agree that pupils already have many skills. If someone had a dream job that they want to do in the future, is it possible to develop skills to increase their chance of achieving this? What kind of mental attitude would help make their dream more likely to become a reality? Draw out that determination, commitment, patience, resilience will most likely be needed and that setbacks need to be viewed positively.

Activity sheet
Match the roles and the
talents required

SCARF

Juggler	Physical talent required, with good spatial awareness. You will need naturalistic talent too.
Animal Trainer	Physical talents are required. Spatial talents will also be really important.
Ringmaster	You will need naturalistic talents. Linguistic skills, including being able to detect mood and gesture, will enable you to communicate effectively in a range of situations.
Tightrope walker	Interpersonal skills and linguistic talents will be essential in this role.
Clown	Visual talent required as timing is particularly important in your role. Your role also requires physical talents - you need really well developed hand/eye coordination. Interpersonal skills are important as you often work with others.
Horse riding gymnast	Linguistic talent is essential as communication is key to this role. Interpersonal skills are also vital.
Ticket seller and promoter for shows	Required to have a visual talent as make up will need to be skilfully applied and you will need to have an attractive outfit. Practical skills will allow you to carry out essential repairs. Good interpersonal skills are essential as you will work with others. Linguistic skills will be required as communication with the audience needs to be clear.

Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (2)	- State what is meant by community; - Explain what being part of a school community means to them; - Suggest ways of improving the school community.	Recap with the class what they understand by the word 'community'. (The Oxford School Dictionary defines it as: <i>'The people living in one area' or 'a group with similar interests'</i>) - What communities or community groups do you belong to? - What are the good things about being part of a community? - Who or what makes up our school community? - What are the benefits of belonging to a school community? What do you like about being part of it? - Is there anything you dislike about being part of the school community? Task: I can write likes and dislikes about my school community and pick one to change for the better. In PSHE books Activity 1 - Children to fold a sheet of A4 paper lengthways to make two columns. In the left-hand column, write (in note form) things that they like about their school community. In the right-hand column, note things that they dislike about their school community. Activity 2- Children to choose one of the 'dislikes' they've listed and think about how they could change it for the better (write ideas on the back of the paper) Continue for the other 'dislikes' as time allows. Share some of the children's likes, dislikes and ideas for improving the school community.	community, school community
BS1	Independence and responsibility	- Identify people who are responsible for helping them stay healthy and safe; - Identify ways that they can help these people.	Set up the classroom for a class discussion. Ask the children the following questions for discussion: - What does it mean to be 'grown-up'? - Are you looking forward to growing up? - Why do some young people want to grow up more quickly than others? Children to share their thoughts and ideas to the following questions: - What kind of things are you looking forward to about growing up? - What kind of things are you not looking forward to about growing up? This could be conducted as a 'circle-time' type round where each child has the opportunity to contribute (or pass by saying, 'I'm still thinking' if they prefer). Help the children to recognise that some, most or all of the things they said they were looking forward to about growing up were to do with having more independence. Similarly, help them to recognise that some, most or all of the things they said they weren't looking forward to about growing up were to do with having more responsibility. Clarify the meaning of the words independence and responsibility. Agree that, usually, with increased independence comes greater responsibility. Discuss the following questions: - What responsibilities do they already have for keeping themselves safe? At school? At home? - What responsibilities do they already have for helping others to stay safe? At school? At home?	responsibility, independence

			Task: I can read the different situations for keeping safe on the responsibility audit and name the person responsible for keeping me safe at home and in school. in PSHE books Complete <i>Responsibility audit: keeping safe - sheet</i>. On the template, record who has the responsibility for keeping them safe at home, at school, in different situations (themselves or someone else) Review the children's answers to the questions on the template by asking them to compare their answers with those of a partner. Are there any that you didn't agree on (in terms of who has the responsibility)? Why do you think that is? Did you identify some shared responsibilities i.e. those for which you and someone else (e.g. a parent/carer) are both responsible? Extension: You might like to play the song 'When I grow up' from the musical 'Matilda'. What do the children consider to be the advantages? What are the things they think they will have increased independence to be able to do? Do they sing about the increased responsibility that growing up brings?	Activity Sheet Responsibility audit: keeping safe  <table><thead><tr><th>Area of responsibility</th><th>Who is responsible?</th></tr></thead><tbody><tr><td>Playing safely in the playground</td><td></td></tr><tr><td>Walking safely along the corridors inside school</td><td></td></tr><tr><td>Handling scissors safely in school</td><td></td></tr><tr><td>Using the internet safely to research a topic at school</td><td></td></tr><tr><td>Watching videos safely on the internet at home</td><td></td></tr><tr><td>Taking medicine at home</td><td></td></tr><tr><td>Putting your seatbelt on securely in the car</td><td></td></tr><tr><td>Boiling the kettle at home safely to make a cup of tea</td><td></td></tr><tr><td>Crossing the road safely on the way to school</td><td></td></tr><tr><td>Helping a younger brother or sister to cross the road safely</td><td></td></tr><tr><td>Strapping a bike helmet when riding your bike</td><td></td></tr><tr><td>Going to the dentist regularly</td><td></td></tr></tbody></table>	Area of responsibility	Who is responsible?	Playing safely in the playground		Walking safely along the corridors inside school		Handling scissors safely in school		Using the internet safely to research a topic at school		Watching videos safely on the internet at home		Taking medicine at home		Putting your seatbelt on securely in the car		Boiling the kettle at home safely to make a cup of tea		Crossing the road safely on the way to school		Helping a younger brother or sister to cross the road safely		Strapping a bike helmet when riding your bike		Going to the dentist regularly		
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OSA6, WO5	Star qualities	- Describe 'star' qualities of celebrities as portrayed by the media; - Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; - Describe 'star' qualities that 'ordinary' people have.	Start the lesson with some key questions for discussion - whole class or ask the children to discuss in pairs. <i>NB: It's important to manage this discussion in a way that's open and doesn't give children the impression that there is just one 'right' answer. The objective is to get children to think through the questions for themselves without feeling judged.</i> - What do we mean by 'the media'? [communication that reaches or influences people widely.] - What is social media? [websites and apps that enable users to create and share content or to participate in social networking, talk and connect with other users.] - In what ways can people be influenced by what they see in the media? [Social comparisons, Unrealistic expectations, Low self-esteem, Hearing misinformation and disinformation, Exposure to different types of role models, Cyberbullying, Fear of missing out - Point out that all of this can contribute to poor mental health.] - Does what we see in the media always reflect real life? [We may only see the best or the worst of someone's life - people are careful to share the best - this is called 'curating' their life.] - What do we mean when we say someone is a 'celebrity'? - Are celebrities different from people in everyday life? [In many ways celebrities are just like everyone else. However, their lifestyle may be different. They would experience a lack of privacy and would have constant recognition from others.] - Why are there age restrictions around children's use of social media? [Explain that in addition to safety reasons relating to personal data, restrictions are there because younger people are more likely to be influenced - possibly negatively - by what they see in the media and on social media, particularly in relation to body image. Research is now showing that this can lead to feelings of low self-esteem and mental health issues in teenage years.]	personal qualities, celebrities																											

Task: I can write a list of the personal 'star' qualities people can have.
in PSHE books

Activity 1- spot the celebrities

Make a list of all the celebrities they have seen on the news that week (they could also add to the list any names of famous celebrities they have heard of.

A celebrity can also be an 'Online influencer' or a 'YouTuber'. It's always important to remember that being a successful influencer or YouTuber is a paid job. They are paid to sell products usually on behalf of big companies. So, though it may feel like they connect with their followers, ultimately, they are trying to get people to buy something.

Children can then brainstorm features that most of the celebrities have in common e.g.

- Smooth skin
- Straight teeth
- Very white teeth
- Stylish/perfect hair
- Blue eyes? (often)
- Often lots of make up
- Slim build
- Smart or expensive-looking clothes
- Expensive-looking jewellery

Discuss the following questions:

- If we walked down the high street would most of the people look like the celebrities? Why not?
- Are there any celebrities in the magazines/newspapers or on the news, who do not fit the celebrity stereotype? Are there any common features between these types of celebrities?
- Why do people want to be like celebrities? How might someone be affected if they feel they do not match up to the physical qualities that their favourite celebrities have?

Share video of Poppy talking about 'What is low Self-Esteem?'

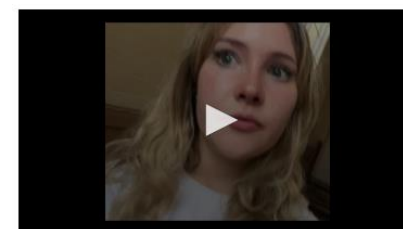
- How much editing and changes are made to online images? How does this compare to how people look in real life?

Have you heard that people can use AI tools to change how someone looks (filters are a type of AI)? What do you think about this? [Bring out issues of unrealistic lifestyles which aren't really real.]

As well as physical qualities there are lots of **personal** qualities that people have. Give out the **Star Qualities Activity sheet** - think of positive personal qualities (as opposed to physical characteristics) that people can have. They can write these on the 'Star Qualities' sheet.

Examples could include:

- Generous



What Is Low Self Esteem?

			• Thoughtful • Kind • Caring • Helpful • Considerate • Friendly • Talented (what talents might this include?) • Intelligent (in what ways can people be intelligent? Is there a difference between intelligence and talent?) • Cheerful • Brave • Resilient • Respectful Children to share their thoughts and make a list . You may like to set a target number (e.g. 30 qualities) and see if the class can reach target. Give a clap/ cheer for the child who comes up with the 30th star quality! Is it possible to tell if someone has their star qualities just by looking at them? Choose some of the star qualities and ask how we would know if someone had those star qualities. What might they say or do which would show this star quality? Summing up Set up your circle time in the usual way, children to work in pairs to choose one of the star qualities and secretly decide a way they can mime or act it out. Ask for a volunteer pair to go into the centre of the circle and show their mime or acting. Other children guess which quality the pair are showing. Pass a suitable object (maybe a star?) around the circle and ask children to think of a celebrity they admire, using this sentence stem: <i>'I like.....because....'</i> Play another circle time game to mix up the order of the circle. Pass the object again and this time they have to think about the person to their left then say: <i>'The star quality [name] has is.....because.....'</i>	
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BFA1, BFA2	Basic first aid, including Sepsis Awareness	See link to external resources for further information	Agreed with the British Red Cross to sign-post to their comprehensive First Aid Champions resources for children aged 5 to 11. These cover the statutory requirements for basic first aid requirements introduced by the DfE in their RSHE Statutory Guidance. Like the SCARF, they are easy-to-access, online resources. Follow this link to the First Aid Champions resources. The site contains two introductory lessons: - 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 Task: In groups we can practise scenarios of first aid. Evidence on the T-Drive 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. First aid is an invaluable life skill that also helps meet whole school outcomes.</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> Sepsis awareness Every year in the UK: 48,000 people die from sepsis - about 130 per day 60,00 suffer permanent, life-changing after-effects, including amputations But many people don't know about sepsis, its signs and how to act if it's suspected. The UK Sepsis Trust (UKST) charity works with schools to educator teachers, children and families about sepsis, including teaching resources that we have reviewed and approved for use by SCARF schools.	life skill, sepsis
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YEAR 5

DfE Statutory	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary																		
Growing and Changing																						
GW3, GW4, GW5	How are they feeling?	• Use a range of words and phrases to describe the intensity of different feelings; • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience.	Briefly describe one or two different feelings experienced during the day, e.g., feeling excited by an invitation from someone; feeling disappointed that there were no bananas for lunch so had to have an apple and really prefer bananas... Discuss- what emotions people might have experienced already today? Bingo card 1 <table><tr><td>Afraid</td><td>Sorry</td><td>Astonished</td></tr><tr><td>Delighted</td><td>Pensive</td><td>Apprehensive</td></tr><tr><td>Disgusted</td><td>Bored</td><td>Pessimistic</td></tr></table> Bingo card 2 <table><tr><td>Resigned</td><td>Lethargic</td><td>Isolated</td></tr><tr><td>Amazed</td><td>Afraid</td><td>Optimistic</td></tr><tr><td>Thrilled</td><td>Wary</td><td>Complacent</td></tr></table> Activity 1- Emotions Bingo Play emotions bingo. Children to have a card each or share between two (there are 16 different cards). Randomly select emotions from the list until someone calls "Bingo". Were there any emotions that the children had never heard of? Can the children see any on their cards that have similar meanings? Using the Emotions Synonyms: intensity of feelings Activity sheet, the children now choose a word and gather others that have a similar meaning. They should then organise the words to show the level of intensity of that feeling. Example: Angry - cross, furious, annoyed, cross, angry, furious. Activity 2- Give out the How are they feeling? Activity sheet. Ask the children to read the sheet and decide with a partner which word might best describe that person's feelings. Allow the children a few minutes to complete their sheet and then share their ideas. Some of the feelings were good feelings. How might having good feelings affect our well-being? Can we complete this sentence with a range of different ideas? If someone feels well and on top of things, well rested and strong, they..... Some of those feelings are not so good. How do you think they might affect a person's wellbeing?	Afraid	Sorry	Astonished	Delighted	Pensive	Apprehensive	Disgusted	Bored	Pessimistic	Resigned	Lethargic	Isolated	Amazed	Afraid	Optimistic	Thrilled	Wary	Complacent	wellbeing, resilience
Afraid	Sorry	Astonished																				
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Resigned	Lethargic	Isolated																				
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Thrilled	Wary	Complacent																				

Could 'not so good' feelings or emotions affect someone's physical health? Draw out that worries and anxieties can affect someone's sleep, concentration, confidence, ability to eat etc.

Most of the time people around us are pleasant and friendly. There are occasions, hopefully not too often, when people might feel less than good about something. This might be because of something that happened or because of someone else's behaviour. What strategies and skills can they use to help restore their feelings of wellness or positivity?

Activity 3- Building resilience

Have the children heard the word '**resilience**'? Can they explain the word? How does a person become resilient? They develop this if they have a strong sense of their self-worth and learn from experiencing things that are less than good, but getting through it. If we fall over and cut ourselves, we learn that our bodies heal again. Similarly, when we feel upset or annoyed by things that happen in our lives, we can learn how to help ourselves recover.



Start by showing the [first page of the Resilience PDF](#) (which is the Japanese proverb) Now show the [pronunciation on page 2](#). Finally, show the [English translation on page 3](#). Explain: there is a Japanese saying: Fall down seven times, get up eight. What do you think it means?

Sometimes it can feel quite difficult to manage feelings that are more intense. At these times, it might help to share our situation with a trusted adult/friend. It might help to try and recall behaviours and thoughts that have helped in the past. Using positive language can be one strategy: ***I can..., I will...***

Visualising pleasant images can be another. Recording positive thoughts and events can remind us of these. Do our feelings stay the same? Reassure the children that usually 'not so good' feelings pass quite quickly and we return to feeling well. Developing confidence in ourselves can help that to be the case - it can help us to 'bounce back'.

How can we develop our own confidence? Invite ideas. Here are some examples:

- Notice when people give us praise.
- Identify our strengths and talents.
- Accept that improving confidence can happen a little at a time.
- Accept that we sometimes have to step out of our comfort zone and make mistakes to learn and improve.

Task: In groups we can sort words into emotions and in order of intensity.
Evidence on the T-Drive.

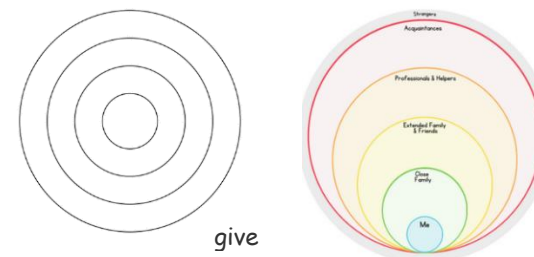
Teacher resource
Emotions bingo word list

SCARF

(Call out emotions randomly chosen from the list below. These words are all contained within the 16 Emotions Bingo cards)

Abused	Fraught	Pessimistic
Aghast	Frightened	Quiet
Amazed	Glad	Rejected
Annoyed	Grateful	Resigned
Apprehensive	Guilt	Sad
Astonished	Hopeless	Scared
Bewildered	Humiliated	Sorrowful
Bored	Isolated	Sorry
Calm	Judicious	Sympathetic
Cheerful	Jubilant	Terrified
Complacent	Lethargic	Thrilled
Concerned	Lonely	Uncomfortable
Delighted	Miserable	Unhappy
Devastated	Neglected	Upset
Disgusted	Nervous	Wary
Elated	Optimistic	Weary
Enraged	Peaceful	Worried
Envious	Pensive	
Excited		

RKR5, BS1, BS3, BS4, BS5, BS6, BS7, DB2	Taking notice of our feelings	- Identify people who can be trusted; - Understand what kinds of touch are acceptable and unacceptable - Describe strategies for dealing with situations in which they would feel uncomfortable.	Have music playing as the children come in. In a quiet voice, ask them to find a space to lie down and make themselves comfortable. Focus on staying calm and relaxed and try to ignore as much fussing as you can. Children to close their eyes and to feel their body sinking into the floor - tense every muscle, face, hands, feet, legs, arms then release repeat 3 times. Ask them to think about their breathing, not trying to change it, just feeling it. Ask them to think of a time when they felt happy and relaxed and to imagine themselves in that place, to think about what sounds they can hear, what they can feel and just enjoy that lovely feeling of being happy and relaxed and peaceful. Allow 3 minutes or so of this relaxation time then ask pupils to start to be more aware of the sounds around them then to gentle wiggle their fingers and toes, to open their eyes and then carefully sit up. How did you feel? Describe the physical changes that they noticed (soft limbs, slower breathing etc.) Our body can give us lots of clues about how our mind is feeling (butterflies, sweaty palms, heart racing) It's really helpful if we can notice these signals so that we can do something to help our mind and body cope better. Task: I can explore and create a circle of Trust. in PSHE books Activity 1 - Who we trust On the whiteboard draw a target, made of 4 concentric circles. In the middle circle write 'me'. Add the following 3 categories one at a time and before moving on to the next one ask the children to examples of people for each - The next circle out from the centre write 'close friends and family'. Take answers for this category. - The next circle is 'people we know the names of' this might be friends who are not close friends, people in other classes, neighbours... again, take and accept any answer even 'Justin Bieber'! - The final circle is 'People we recognise but we don't know their names.' This might be shopkeepers, bus drivers, neighbours.' Take their examples of these. Think about then word 'trust' - check their understanding then ask the pupils 'who are the people you trust?' These are likely to be the people in the first circle. 'So there are things we might say to people we trust that we wouldn't say to others even though we might like them.' What should we do if someone makes us feel unsafe? (Tell someone you trust.) What if someone was made to feel unsafe by someone they trusted? (Tell someone else they trust, another family member or someone at school.)	trust, resilience, unwanted attention, unwanted touch
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Whose responsibility/fault is it if we feel unhappy or uncomfortable about someone else's behaviour towards us? (No-one has the right to make us feel unhappy or uncomfortable.) How can we stop unwanted touch or attention? (Tell the person to stop or tell someone we trust.) What can we do if no one will listen? (Find someone else - remember it is not ok for someone to hurt you or make you feel uncomfortable)

Activity 2- Excuse me

Ask for a volunteer. Explain that in the game, they'll have to stand in front of a person, look them in the eye and say 'excuse me!' then wait for the response. If the first person they speak to turns away then they should move on to another person and do the same thing. Ask them to leave the room for a few minutes so they can't hear what's going on. Here's what you need to tell the class now:

*Ask class for a number between 4 and 8 - e.g. 6. Tell the pupils that the volunteer will return to the classroom, stand in front of someone and say, 'excuse me'. The number that was chosen is the number of children who will **ignore** them (in this example, 6) by turning away from the volunteer.*

You, the teacher, will count out loud. As the number chosen in this example is 6, the first 5 people will ignore the person saying 'excuse me' by turning away (with you counting out loud). The 6th person doesn't ignore the volunteer, they politely say, 'Yes?' Everyone should cheer at this point. Continue round the whole class until everyone has been asked, (each 6th person turning and politely saying, 'Yes?')

Bring the volunteer back into the class and play the game.

After each celebration, ask the volunteers how they felt when they were ignored. Praise them for their resilience and explain that we might not always be listened to the first time but that we should keep going until someone listens, which they will.

Repeat with a new volunteer and a new number. The game may take a few attempts to get it going fluidly. Mistakes and laughter are all part of the demonstration of resilience. This game can be played at other times during the week (e.g. last few minutes of a lesson) to give more children a chance at practising getting someone's attention and to reinforce the key message.

Summing up

It is worth reinforcing the Underwear Rule even if covered previously

The underwear rule is a simple, effective technique for embedding this learning, using the acronym PANTS:

Privates are private

Always remember your body belongs to you

No means no

Talk about secrets that upset you

Speak up, someone can help

BS2,
BS4,
BS5,
BS6,
BS7,
DB2

Dear Ash

- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe.

- What is a surprise?
- What is a secret?
- Are all surprises secrets?
- Are all secrets surprises?
- How might a secret make someone feel? Some secrets are safe to keep and some secrets are unsafe and we need to talk to someone about them.
- Can anyone think of an example of a safe or an unsafe secret?

Activity- Read the story 'Chris's secret'. Ask their children for their reaction to the story.

NB: it is very important to depersonalise the discussion in this lesson - explore the scenarios in the third person as children may have sensitive issues that they may bring up in the lesson. Start by reinforcing ground rules about not talking about personal situations or mentioning anyone's name.

Follow the story with some questions for discussion by the class:

- Was Chris right to tell Scott what was worrying him?
- Who else could Chris have told?
- How do you think the situation made Chris feel?
- Do you think he felt differently after he had told Scott?
- Chris asked Scott not to tell anyone else i.e. he told him what was worrying him in confidence.
- Is it ever Ok to 'break a confidence' and tell someone else?
- What advice would you give to Chris in this situation?
- What advice would you give to Scott in this situation?

Task: I can write advice I would give to someone for a particular scenario.

In PSHE books

Give out the 'Dear Ash' activity sheet. Children to choose one of the scenarios and consider what advice they would give the person who wrote the letter in that situation. Children can either write their advice as Ash or they can role-play the situation as if it were a radio show where people phone in with their problems. One child can take the part of the person who phones in with the problem and the other takes the part of the radio presenter who is giving advice.

Children to share their responses to the problems - either by reading their responses out loud or acting out their role play to the rest of the class. Does everyone agree with the advice given? In the 'Dear Ash' scenarios the children had written to a fictitious person for advice.

in confidence,
break a
confidence,
confidential

Story sheet
Chris's secret

Chris and Scott were best friends. They did loads of things together as they had very similar interests. They also told each other the things that they could not tell anyone else.

One morning Chris came into school but wasn't his usual bubbly, cheerful self. Scott knew that something was up.

What's up, mate? he asked.
Oh nothing, said Chris but Scott knew that unusually Chris was keeping something to himself. He decided to leave it for the moment.

At lunchtime the two of them went on to the field to play. Chris still wasn't quite himself and Scott decided to try and find out what was up. Listen, he said, Let's walk to the other end of the field away from everyone else and you can tell me what's on your mind.

As soon as they got to the far end of the field Chris began to open up. Things were really tough at home at the moment, he said. Dad lost his job a couple of weeks ago and he just seems to be in a bad mood all the time. Mum and him have been arguing and he's been snapping at me and my sister. He even snore at me last night when I left all my toys out in my bedroom. I've never seen him like this before and I'm worried that he might get violent and hit one of us.

Thanks for telling me, said Scott. It always feels better to tell someone else when something is worrying you.

Please don't tell anyone I've told you, said Chris.

Activity sheet
Dear Ash...

Ash writes an advice column in a teen magazine. Look at the following situations that people have written to Ash about. Consider what advice Ash would give to the person.

Next, choose one situation and write a response to it as Ash. Alternatively your could work in pairs to create a role play where one person takes on the role of Ash and the other takes on the role of the person with the problem who calls in to Ash's radio programme for advice.

Dear Ash,
My best friend at school keeps pinching me under the table and trying to make me laugh or call out. She thinks it's really funny but I'm getting tired of it now. She's told me not to tell the teacher as she thinks we'll both get into trouble for messing about in the lesson. What do you think I should do?

Dear Ash,
My brother is only eleven but the other day I saw him sneak some cans of lager from his school bag and put them under his bed. He caught me watching and said I wasn't to tell mum and dad or he would tell them about the time I took a cake from the kitchen cupboard. What do you think I should do?

Dear Ash,
When we were changing in PE the other day I noticed that my friend had a nasty bruise on his leg. When I asked him about it he just went very quiet and said he'd hurt it on the tarmac at home. The next he was lying on the ground looking very uncomfortable about it and quickly changed the subject. He also said not to tell anyone else that it was his bruise as he didn't want a big fat one in it. I think something else might be going on but I'm not sure what. What do you think I should do?

Dear Ash,
My best friend told me she had been playing outside on her bike the other evening and had accidentally fallen onto her mum's new car and put a great big scratch on the door. She must have been excited to get and she doesn't know whether to admit it or as she thinks she'll be in big trouble. She's really worried about it and has told me not to say anything to my mum and dad because they might tell her mum and dad. I don't really like knowing what she did and feel I ought to tell someone. What do you think I should do?

			Summing up Ask the children to brainstorm together all the people that they can turn to for help and advice in difficult situations. Ideas could include: • Parent or carer • Other family members • Teacher • Teaching assistant • Headteacher • Midday supervisor • Other school based staff • Friends • Childline 0800 1111 Discuss when it is appropriate to 'break a confidence'? Eg, when someone is in an unsafe situation. We often talk about keeping something confidential. What does this mean? Ask the children to consider what sort of information the following people might need to keep confidential: • Teacher • Doctor • Lawyer • School administrator • Bank manager Can anybody think of any other time when it is important to keep information confidential?	
FPC6, RKR8, OSA4, BS2, BS3, DB1, DB2, DB3, HP4	Growing up and changing bodies	• Identify some products that they may need during puberty and why; • Understand changes to the body during puberty, including those linked to oral health; • Know what menstruation is and why it happens.	'Puberty' - what do you think it means, in pairs - discuss. Gather ideas and clarify that 'puberty' is the word given to the time in a person's life when their body begins to change from a child's body to an adult's body one that is capable of reproduction. Clarify that changes include physical changes, emotional changes, and psychological changes. Explain that male and female bodies have differences, and things in common. It is important for all pupils - to have an awareness and understanding of what all the changes bodies go through during puberty, to help them be respectful and supportive of those around them. Emphasise that everyone is unique. Not everyone starts puberty at the same age, some earlier than others and some go through puberty faster than others. Girls often start before boys. Can anyone remember when these changes can start happening? (Any time from 8 for girls and 9 for boys, but the average age is 11 for girls, and 12 for boys). Explain that chemicals produced in the body called hormones cause puberty, it is natural and part of growing into an adult. You may find it useful to show this video to the class to introduce this topic: <u>Taking care of your body during puberty</u>	testicles, sperm, puberty, vagina, penis, period, vulva, nipples, scrotum, period/menstruation pad, tampon, menstruation, clitoris, labia, vaginal discharge, genitalia, managing feelings, oral health

Activity 1 - Provide groups with a bag of objects (alternatively use the [IWB slide](#) provided) to discuss in small groups. Pupils discuss how the objects might be linked with puberty and what a person might use them for. Allow a few minutes for the pupils to discuss the items. Pupils to return objects to the bag then go through the objects and discuss with pupils.

Deodorant: can be used by young adults - both male and female - as they might begin to sweat more. Although regular washing can help someone stay clean and smelling fresh, deodorants are used in addition to washing by some people to help them feel confident about this.

Soap or shower gel: like deodorant, regular washing can help someone feel confident about their body.

Tissues: During puberty, some people feel more emotional than before and can be caught unawares by emotions. Tissues and a supportive friend can be really helpful. Emotions usually settle down after puberty.

Washing Powder: To help people recognise that it is stale sweat that smells, it might be useful to source a small box of washing powder/tablets to help explain that as well as keeping their body clean and using deodorant, they'll also need to wash their clothes more often, and for girls to change their underwear twice a day - morning and night, or as needed, if wearing disposable pads.

Spot cream/facial wash: Some people find that hormone changes during puberty cause spots to appear.. A few people can find this is a problem. A talk with a pharmacist/medical professional might be helpful and special creams/washes are developed to treat.. After puberty, these problems usually go away.

Period products: period/menstruation pads, tampons are designed to help girls and women stay hygienic and confident during their period - we will talk about this a bit more later. Other products, e.g. menstruation cups, reusable pads, and period pants are available which some girls and women use as they are reusable and considered more environmentally friendly. You might find it useful to know that the DfE is running a [Period Product scheme](#) where you can order a range of period products and have them delivered for free.

Toothbrush and Toothpaste: puberty brings a lot of hormonal changes that can significantly affect oral health, especially in children aged 8 and up who are entering adolescence. Estrogen and testosterone levels rise, increasing blood flow to gum tissues. This heightened circulation can make gums more sensitive, swollen, and prone to bleeding, especially during brushing. The gums may also react more strongly to plaque and bacteria. Bad breath and gum tenderness may appear due to increased bacteria. So good hygiene habits matter even more. Regular brushing and dental checkups are important. [Puberty and Oral Health](#)

Hair growth: one of the body changes at puberty is that of hair growth. Some people choose to shave underarms etc. but some choose not to: everyone is different. This is an opportunity to emphasise autonomy and a person's right to make decisions about their own bodies. (NB: no image of a razor has been included in the IWB slide. This is to help prevent girls from feeling that it is the norm to start shaving as soon as they grow hair underarms and that they must do this).

Establish with the class that it is important that young people have a good understanding of how their bodies will change, to keep themselves and each other safe, and to feel prepared for growing up.



*The Trust has made the decision to NOT use these RSE words in Year 5 as not age appropriate semen

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

***This terminology has been simplified compared to the version from SCARF to be age appropriate.**

Female:

- **Vulva** - The external parts of the female genitals that can be seen. This includes the labia, clitoris and the opening of the vagina.
- **Vagina** - A passage inside the body. Period blood leaves the body through the vagina.
- **Ovaries** - Organs that are part of the female reproductive system and change as the body matures.
- **Womb (uterus)** - An organ inside the body where there is space for a baby to grow.
- **Clitoris** - A small part of the vulva that is sensitive.
- **Labia** - Folds of skin that protect the openings of the body.
- **Breasts** - These develop and grow during puberty. After childbirth, breasts can produce milk to feed a baby.

Male:

- **Penis** - An external body part through which urine (wee) leaves the body.
- **Testicles** - begin to produce sperm during puberty
- **Scrotum** - A pouch of skin that holds and protects the testicles.

Everyone:

- **Nipples** - Everyone has nipples. They are part of the body and may develop differently during puberty.
- **Anus** - The opening at the end of the digestive system where poo leaves the body.
- **Pubic hair** - Hair that begins to grow around the genitals during puberty.

Activity 3: Discuss the way female bodies grow and change:

- Breasts develop to enable a female to feed a baby
- Hips widen
- Height and weight increases
- Vagina begins to self-clean, producing vaginal discharge
- Periods begin (usually within a year of the discharge appearing)
- Body hair grows around the genitalia and under the arms

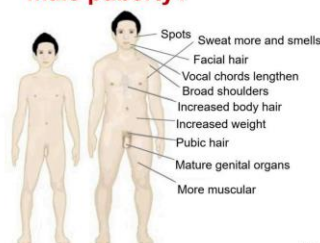
Discuss the way male bodies grow and change:

- Height and weight increases
- Chest and shoulders grow bigger
- Body hair grows on the face, under armpits, and around the genitalia.
- Penis and testes grow in size
- The testicles begin to produce sperm during puberty.
- Some boys may experience involuntary erections.
- Some boys may have wet dreams (nocturnal emissions), which are a normal part of puberty.

Emphasise that nobody should ask to see or touch these parts of the body [unless we give permission, e.g. to see a doctor] These parts are private, but remember, your whole body belongs to you.

You may find it useful to share both [the Female and the Male Puberty Changes images](#) here. Again, emphasise that everyone is unique and special and that changes start at different times, progress at different rates and everyone's unique genetic code determines what a person will be like as an adult.

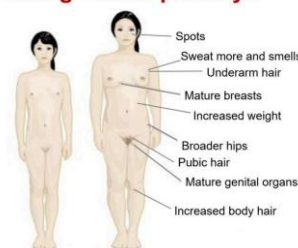
How does the body change during male puberty?



SCARF

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How does the body change during female puberty?



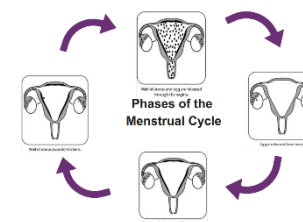
SCARF

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Activity 4:

Remind pupils that there were some period/menstruation pads in the bag and explain that it is a chance now to talk about these. Show a picture of the female reproductive parts. Every female has ovaries that contain tiny eggs, and once a month, one egg is released from an ovary and travels towards the uterus (womb). The lining of the uterus thickens to prepare for a possible pregnancy. If a pregnancy does not happen, the lining is no longer needed and leaves the body through the vagina. This is called a period, or menstruation. This monthly 'bleed' is called a period and lasts approximately 3 - 7 days. Reassure the pupils that the amount of blood in total is only about 3-5 tablespoons. It may be helpful to emphasise the amazing ability of a female's body to support an unborn child as it develops in her body. [The Menstrual Cycle image](#) can be used to illustrate this.

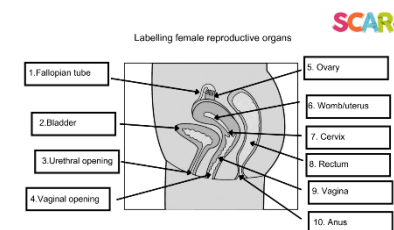
What is menstruation?



SCARF

***The Trust has made the decision to NOT to use this explanation in Year 5 as introduces the concept of fertilisation which is sex education. In preparation for the egg, the lining of the uterus thickens but if the egg is not fertilized inside the female's body the lining isn't needed and so the woman/girl passes the blood out through her vagina.**

Show pupils how period/menstruation pads can be placed in a pair of underwear. Show tampons. [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. If a girl had just started her periods, which form of protection might be easiest, to begin with? [Towels will allow the girl to see how much blood is passing and be aware of when a change might be needed].

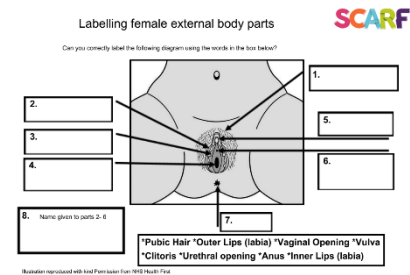


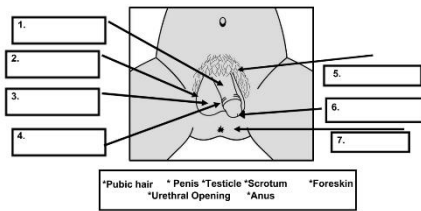
*Bladder *Vaginal opening *Fallopian tube *Womb/uterus *Cervix *Rectum
*Urethral opening *Vagina *Ovary *Anus

© Crown SCARF resources

		Have you heard how a girl or woman might know her period is about to start? Headaches or stomach cramps may precede a period. Discuss vaginal discharge - how this might change over the month: usually creamy whitish colour/ texture - this is normal and a healthy sign the vagina is cleaning itself. If it goes stretchy/ slippery, this could be a sign of ovulation - the egg being released from the ovary. If it goes a yellow/ brownish colour, it could be a sign that period blood will soon appear. Show a small bag containing period products (a range will enable them to discuss the product types available to choose from. Menstruation cups are a fairly recent product worn internally and washed for re-use. Environmental consideration and financial implications may encourage older girls towards these) - having some in a school bag ready will perhaps provide a feeling of preparedness for a young female. Discussions with a trusted adult, about different protection might be something to advise at this point. If someone started their period at school and didn't have any protection, who could they talk to? Reassure young girls that there are staff (name these) available who could provide period products in an emergency. Explain that periods may not be regular at first and that it can be useful to track when a period happens as it can help us predict when the next period will come. They usually happen every 28-35 days, although that can be different for different people. A quick and easy way to do this is to <u>print off a yearly calendar</u> and mark the first day of your period and how long it lasts with a pen. (It might be useful to print off a few so that those that want to can take one home). Then count on 28 days from when the first day of your last period started and that will give you a rough idea of when your next period might start, so you can plan ahead, such as taking pads or period pants on holiday. (Some children might mention period trackers that can be used on smartphones but women who tracked their menstrual cycle using smartphone apps have been <u>warned about the privacy risks</u> of doing so.) Explain how used protection should be disposed of. When people experience changes such as those associated with puberty they might feel anxious. This is normal. Although it is normal to feel anxious, what could young people do to help themselves manage their anxieties? Emphasise that every young person has the right to decide what happens to their body. Who is the best person to decide what happens to your body? Very occasionally, young people have things done to their bodies that are criminal (against the law) in this country. These crimes involve cuts made to female genitalia -the vulva- the external area around the opening to the vagina. If you were concerned about yourself, or a young person you know, are there people you can think of who can help? How can young people show respect to one another during such challenging times? Reassure the pupils that puberty brings changes but that they gradually occur, not all at the same time. Praise pupils for their mature approach to the session and check questions have been answered. Emphasise the right of a person to decide what happens to their own body. <u>Task:</u> As a class we discuss how the female and male bodies change during puberty. <u>Evidence on T-Drive</u>	
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BS3, DB1, DB2, DB3	Changing bodies and feelings	- Know the correct words for the external sexual organs; - Discuss some of the myths associated with puberty.	Note also that this lesson plan includes two versions of the male labelling body parts activity sheet, one showing an uncircumcised penis and a separate sheet showing a circumcised penis. Please use as appropriate to meet the needs of your group. The procedure is usually requested for social, cultural, or religious reasons (e.g. families who practice Judaism or Islam). There is rarely a clinical indication for circumcision. Please be aware that in situations where boys may be circumcised when they are older, e.g. when they reach puberty, the law states that they should be fully informed of the process by their parents/carers and their views taken into account. If someone is likely to suffer, or is suffering, emotional harm from the process, it may be treated as a safeguarding concern and reported according to your usual procedures. Find further information about non-therapeutic male circumcision here. Ask the children what they remember from their previous session about puberty. Responses could include: - We looked at different objects and what a person might need during puberty - Learning about how male and female bodies develop - What periods are - That sometimes people commit crimes against a girl's body which involve cuts being made to her vulva (Female Genital Mutilation - FGM). Explain that we are now going to think about puberty in a bit more detail, acknowledging that male and female bodies have differences, and things in common. We'll learn about both kinds of bodies today. This is important for all pupils - to have an awareness and understanding of what all the changes bodies go through during puberty, to help them be respectful and supportive of those around them. Activity 1 - __Recap the names for the private parts of the male and female body (from previous lesson): *This terminology has been simplified compared to the version from SCARF to be age appropriate. Female: Vulva, Vagina, Ovaries, Womb (uterus), Clitoris. Labia. Breasts. Male: Penis, Testicles, Scrotum Everyone: Nipples, Anus, Pubic hair 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. Activity 2: Labelling external body parts Distribute the female and male external body parts (Activity sheet a & b) Children to label each of the parts using the correct words provided in the box at the bottom of each sheet. Note: there is also a separate, single sheet of the male external body parts which shows a circumcised penis. There is no foreskin label included on this sheet. Please use as appropriate to meet the needs of your group.	testicles, vagina, penis, hips widen, wet dreams, hormones, doctor, vulva, sleep, exercise, emotions, nipples, scrotum, menstruation cup, spots, sweat, pubic hair, *The Trust has made the decision not to use the video clips from SCARF to teach puberty or periods due to the extended vocabulary included.
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			Using the Puberty Glossary as a guide, explain the role of each body part or how it relates to puberty. The glossary may also help to answer any further questions children may have. NB: explain that the term <i>vulva</i> is used to refer to <i>all</i> of the female external body parts - it is part 8 on the Activity sheet and doesn't have an arrow, since it's a more general area. Task: I can label the external body parts of a female and male. In PSHE books Activity 2: Emotions and feelings: True or False *The Trust has made the decision not to use the SCARF Resource worksheet 'True or False' due to content covering sex education. Please note a scenario in the true or false activity facilitates a conversation about self-touch/masturbation. Summing up Recognise that some people go through puberty smoothly, and for others it can be more challenging. Ask the class to identify safe adults they could talk to if they are worried about puberty or the changes happening to their body.	Activity sheet (b) Labelling male external body parts Can you correctly label the following diagram using the words in the box below?  Illustration reproduced with kind permission from H&M Health First © Crown SCARF resources	
FPC2, FPC4, RKR1, RKR2, RKR3, RKR4, DB1	Help, I'm a teenager...ge t me out of here!	• Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.	Remind the class that during puberty hormones are released that cause the physical changes in a child's body as it turns into an adult's body. Does the body only change physically? [No - there are also emotional changes; emphasise this point.] Explain the following: • Feelings can change very quickly and lead to mood swings. • It is also a time when a child is becoming more independent and learning how to be an adult. • Emotional changes can be just as big a part of puberty as physical changes. • Both boys and girls experience emotional changes and being able to share these feelings is an important part of learning about ourselves and looking after our mental health. All feelings are felt by everyone, both boys and girls, which means boys can be tearful and girls can get angry. It is important to not suppress these emotions, as that can lead to poor mental health, but to learn how to express them in a way that's not hurtful or harmful. Activity Remember, we are all different. We have different bodies, but different needs, preferences, feelings and ideas too. Sometimes we might not feel the same way as someone else or understand them. Sometimes we might not understand our own feelings either! If we don't understand our feelings, or those of others, we might disagree, become frustrated/ angry and snap at someone, we might hurt their feelings. And they might hurt ours! There can be a lot of conflict during puberty but	puberty, hormones, respect, compromise, conflict, mood swings, emotional changes, neglect, negotiate	

this doesn't have to be a bad thing. It can be managed well. We can put our needs as equal to the needs of others; we can try to handle it with respect and kindness. Who do most young people have conflict with at this time? [family - friends etc.]

Task: I can read some scenarios and pick one to write a paragraph on how to deal with it successfully.

In PSHE books

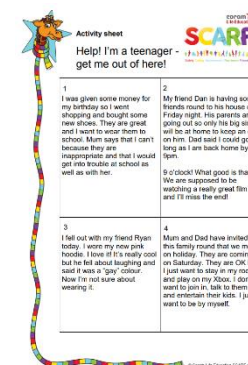
As a class, make a list of the different types of conflict that might arise [e.g. have to be home by a certain time; want to wear expensive new trainers for sport, limits set to time allowed on phones or other devices.] Working in pairs, for all the situations on the list, children decide who the conflict is with.

Choose **one** of these conflicts as a class then answer these questions:

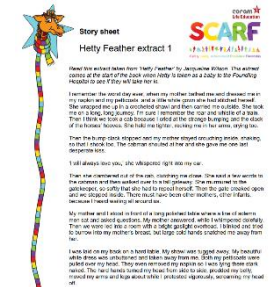
- Who is the conflict with?
- What is the problem?
- What are both parties feeling?
- Can they come to a compromise, remaining respectful and where each person gets something out of it/feels ok about it?

Using the **Activity sheet Help! I'm a teenager - get me out of here!** Each child chooses a scenario and writes a paragraph detailing possible options for dealing successfully with it. Remind the children that they need to find a compromise that uses respectful, courteous language. Compromise needs to balance the needs and feelings of both people as equally as possible. If ever our needs are neglected, this could be harmful to our feelings, and if it happens regularly, our self-esteem. If ever we need help with negotiations, we can get help from a trusted adult. When completed, children volunteer to share these, as many as time allows.

Extension: Make a **Top 10 Tips** list of how to cope with changing emotions e.g. count to 10, talk it over with someone you trust, listen to some music, do some physical exercise, work on compromising etc. Display these top tips in the classroom. Make a big copy of the four **Help! I'm a teenager** scenarios and display the children's paragraphs around them as possible solutions to the challenges



Wider PSHE curriculum (not covered by DfE statutory requirements)	Dear Hetty (OPTIONAL)	- Explain how someone might feel when they are separated from someone or something they like; - Suggest ways to help someone who is separated from someone or something they like.	Choose a volunteer to step outside the classroom, two children to swap places. The volunteer outside should then return and try to identify who has moved. Repeat a couple of times - perhaps changing something different each time. Ask the volunteers how they felt whilst waiting outside the class. They may describe feeling separated - if not, you could ask them whether they felt separated from the rest of the class. How do we feel when we are separated from what is going on? Explain that whilst today in England we have supportive networks to help people, they have not always been in place. During the 19th century, if a mother had a baby and was not married to a partner who could support her, she had a difficulty. Employers didn't want babies around and such mothers needed to work to earn money to look after themselves. In such a situation, mothers in London sometimes gave up their babies to a place called the Foundling Hospital. Some babies were accepted from their desperate mothers, then sent out to foster mothers until they were old enough to go to school. At that stage - often with no preparation at all - they left their foster families and lived full-time at the Hospital where they were schooled and taught skills to enable them to enter service (which for girls means that they would become a maid in someone's house) and earn a living. Introduce the story of Hetty Feather - a character who Jaqueline Wilson has created for her fictional book about a child at the hospital. Task: As a group we can discuss scenarios on separation and how they make you feel. Evidence on the T-Drive Read the first extract from the book. Establish it is written from the baby's perspective. - How was the mother feeling? - Which words tell you this? - What evidence is there that the mother took care of the infant whilst she was with her? - What do you think the author wants us to understand when she describes the mother and baby in front of the long polished table where a line of solemn men sat asking questions? 'Hands' are described undressing the baby. What effect does this give? - Once the baby has been taken from its mother, we don't hear much about her again. What do you imagine the mother felt as she left the hospital? - When people are separated from those they love, what can make their situation more painful? - What might the mother think to help her cope with the loss of her little child? Read the second extract from the book which describes Hetty's return to the Foundling Hospital after being fostered. Her new mother (a foster mother) is with her this time. - What feeling does this sentence create in the reader's mind? We stared up at all the windows but we couldn't see inside.	separation, fostered
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			- How does the use of numbers instead of names by the woman who meets them at the door suggest life at the hospital will be like? - Hetty calls her foster mother "Mother!". What feeling is there between Hetty and her foster mother? What does this show us about how Hetty has coped since the separation from her birth mother? - Now that she is at the Hospital, what can you think of that might help her adjust to her new life? Discuss - friends, kind gestures, becoming familiar with new routines, talking to people, learning new things, determination, optimism, resilience. Hetty also uses 'picturing' or imagining to help her. Summing up It can be difficult for those of us who have never experienced being separated from loved ones to imagine what it might be like. But giving thought to the impact it can have might help us be more understanding and supportive of those who do.	
FPC3, FPC4, BS3, BS6, BS7, DB1, DB2, DB3	Making babies (OPTIONAL)	<i>*The Trust has made the decision not to teach this non- statutory sex education in Year 5. This will be taught in Year 6 but parents/ carers can opt out of it being taught.</i> - Identify the changes that happen through puberty to allow sexual reproduction to occur; - Know a variety of ways in which the sperm can fertilise the egg to create a baby; - Know the legal age of consent and what it means.		