

CORAM (SCARF) lesson plans for PAT Relationships and PSHE Curriculum Spine
Relationships Education & Physical Health & Mental Wellbeing education

These are the agreed SCARF lessons for the PAT PSHE scheme of work. They comply with the consultation and PAT RSE policy. Please use the links in these documents to take you to the relevant lesson on the SCARF website. If there is a revised/amended lesson you will find it at the end of this document. Your school PSHE co-ordinator will be able to offer further advice should you need it.

Year 1	
Learning Outcomes	SCARF lesson plans
Me and My Relationships Children will be able to:	
<ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. 	<u>Why we have classroom rules</u>
<ul style="list-style-type: none"> Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. 	<u>How are you listening?</u>
<ul style="list-style-type: none"> Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) 	<u>Thinking about feelings</u>
<ul style="list-style-type: none"> Identify a range of feelings; Identify how feelings might make us behave: Suggest strategies for someone experiencing 'not so good' feelings to manage these. 	<u>Our feelings</u>
<ul style="list-style-type: none"> Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt. 	<u>Feelings and bodies</u>
<ul style="list-style-type: none"> Identify simple qualities of friendship; Suggest simple strategies for making up. 	<u>Good friends</u>
Valuing Difference Children will be able to:	
<ul style="list-style-type: none"> Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. 	<u>Same or different?</u>
<ul style="list-style-type: none"> Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. 	<u>Unkind, tease or bully?</u>
<ul style="list-style-type: none"> Explain some of their school rules and how those rules help to keep everybody safe. 	<u>Harold's school rules</u>
<ul style="list-style-type: none"> Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. 	<u>It's not fair!</u>
<ul style="list-style-type: none"> Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them. 	<u>Who are our special people?</u>
<ul style="list-style-type: none"> Recognise that they belong to various groups and communities such as their family; 	<u>Our special people balloons</u>

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<ul style="list-style-type: none"> Explain how these people help us and we can also help them to help us. 	
<p>Keeping Safe Children will be able to:</p>	
<ul style="list-style-type: none"> Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep. 	Super sleep
<ul style="list-style-type: none"> Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. 	Who can help? (1)
<ul style="list-style-type: none"> Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say “no” to unwanted touch; Start thinking about who they trust and who they can ask for help. Vocabulary - Trusted Adult 	<p>PANTS NSPCC resources – contains an explanation letter for parents if required.</p> <p>Appendix 1 Specific term for genitals – vulva/penis or Private Parts</p>
<ul style="list-style-type: none"> Thinkuknow – watching videos & Sharing pictures – link “watching videos” - Sometimes there are things on the internet can be upsetting or scary and you should tell an adult. “Sharing pictures” - Understand how to keep safe online and that one risk is to sharing pictures without permission. The importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>Sharing pictures</p> <p>CEOP video – Watching videos and Sharing pictures - link</p>
<ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they’re ill; Explain simple issues of safety and responsibility about medicines and their use. 	What could Harold do?
<ul style="list-style-type: none"> Recognise the range of feelings that are associated with loss. 	Harold loses Geoffrey
<p>Rights and Respect Children will be able to:</p>	
<ul style="list-style-type: none"> Recognise how a person's behaviour (including their own) can affect other people 	Harold has a bad day
<ul style="list-style-type: none"> Identify what they like about the school environment; Recognise who cares for and looks after the school environment. 	Around and about the school
<ul style="list-style-type: none"> Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. 	Taking care of something
<ul style="list-style-type: none"> Explain where people get money from; List some of the things that money may be spent on in a family home. 	Harold's money

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<ul style="list-style-type: none"> Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). 	<u>How should we look after our money?</u>
<ul style="list-style-type: none"> Know what to do if they get lost Understand what a safer stranger or safer building is. Begin to learn their address and a phone number. 	Lost Appendix 2
Being My Best Children will be able to:	
<ul style="list-style-type: none"> Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health. 	<u>I can eat a rainbow</u>
<ul style="list-style-type: none"> Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy. 	<u>Eat well</u>
<ul style="list-style-type: none"> Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order. 	<u>Harold's wash and brush up</u>
<ul style="list-style-type: none"> Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases. 	<u>Catch it! Bin it! Kill it!</u>
<ul style="list-style-type: none"> Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges 	<u>Harold learns to ride his bike</u>
<ul style="list-style-type: none"> Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. 	<u>Pass on the praise!</u>
<ul style="list-style-type: none"> Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them. 	<u>Inside my wonderful body!</u> <u>(OPTIONAL)</u>
Growing and Changing Children will be able to:	
<ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle 	<u>Healthy me</u>
<ul style="list-style-type: none"> Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. 	<u>Then and now</u>
<ul style="list-style-type: none"> Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding 	<u>Taking care of a baby</u>

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<ul style="list-style-type: none"> • Explain the difference between teasing and bullying; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation. 	<u>Who can help? (2)</u>
<ul style="list-style-type: none"> • Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep 	<u>Surprises and secrets</u>
<p>! ALTERATION TO LESSON PLAN!</p> <ul style="list-style-type: none"> • Identify parts of the body that are private; • Describe ways in which private parts can be kept private; • Identify people they can talk to about their private parts. 	<p>Keeping Privates Private REVISED LESSON PLAN Appendix 3</p> <p>Only use terms Vulva/Penis or Privates for genitalia.</p>

Appendix 1

PANTS – Altered Lesson

Theme: Keeping Safe

Year: Y1

Learning Outcomes

Children will be able to:

- Understand and learn the PANTS rules;
- Name and know which parts should be private;
- Explain the difference between appropriate and inappropriate touch;
- Understand that they have the right to say “no” to unwanted touch;
- Start thinking about who they trust and who they can ask for help.

Subjects and Issues

Body parts, Feelings, Safeguarding, trust, Consent, Rights, relationships education, Privacy, Keeping Safe, Relationships, inappropriate touch.

NSPCC PANTS lesson 1 – Pants power (age 5-7)

Resources

PPT - use Y1 PANTS lesson PAT copy - **NOT NSPCC**

Pantosaurus song – you tube - [Talk PANTS with Pantosaurus and his PANTS song #TalkPANTS - YouTube](#)

Climate for learning

Make sure you have read the teacher guidance notes before teaching this lesson. these include guidance on ground rules, limits of confidentiality, relevant subject knowledge and handling questions. **If any safeguarding concerns arise in this lesson – these should be reported to the nominated child protection lead (DSL).**

Introduction (5 mins)

Agree or reinforce ground rules. Explain that today we are going to explore rules that can keep children safe, and includes a song that can help with remembering these rules.

Introduce the PANTS song using link -

[Talk PANTS with Pantosaurus and his PANTS song #TalkPANTS - YouTube](#)

Safety Discussion – Baseline Activity (10 mins)

What do children our age need to be kept safe from?

- Things – e.g. scissors, fires, kettles
- Places – e.g roads, cliff edges, water
- People – e.g strangers, bullies, older children/teenagers

You may need to explain that a stranger refers to anyone that they don't know – even if they say they know us.

Categorise the differences on a board as children give feedback (e.g, create list under the 3 headings) Children may also give imaginary threats such as monsters or witches which can be put in a separate category of other.

Ask the children why these things might be unsafe –

- do they hurt us? – e.g. scissors
- is there something we might do that would be unsafe – e.g. cliff edge
- are there rules that help keep us safe? select one and talk through the rules – e.g. using scissors or crossing road.

Focus on the **People** category and identify people they might need to be kept safe from such as people whose words or behaviour might harm us. this might include people we love who say they love us – and even our friends. For example, someone who leaves us out of a game or who says hurtful things to us. Identify that as well as rules for keeping safe around things and places, we have some rules to keep us safe around people. E.g. hold your grown-ups hand, don't run off, keep close to your adult in busy places.

Our Private Parts (10 mins)

Ask children to identify where their pants are on their bodies. You could look at the cartoons on Pantosaurus to show as well.

Explain that the private parts of our bodies are covered by our pants. These are the parts of our bodies that we wee out of. Families often have names or nicknames for people and things including our **private parts**. The scientific words that a doctor would use are penis for a boy and vulva for a girl.

Explain that children's bodies, including their private parts, belong to them and that children can say "no" to any part of their bodies being touched – especially their private parts. to support this revisit the PANTS song – *"What's in your pants belongs only to you; your pants cover up your private parts...."*

We say No! PANTS rules (10 mins)

Referring to the song, what does Pantosaurus say if someone asks to see his private parts (children will say he says NO) practice lots of ways to say no – speaking softly, singing operatically, directly and loudly, whispering, robotically etc and as a class decide on the most effective way of saying No.

Explain the PANTS rules – if someone asks to see their privates they should always tell someone that they trust. A trusted adult is someone whose actions and words makes them feel safe, someone they like to talk to, someone who listens to them and is usually an adult. We call these people Safe or trusted adults.
Ask:

- Who Makes Pantosaurus feel safe? *dad/dinodad and his teacher.*
- in the song how does the safe adult make him and his sister feel safe? *dad says well done for speaking out/gives him a hug/makes everything OK.*
- What does Pantosaurus tell them? *that someone asked to see under his pants.*

Safe Adults (10 mins)

Show slide Safe Adults. ask children to identify who their safe adults are at home and school. Children can draw or write who their safe adults are at school and at home.

Itchy Pants (10 mins)

Explain to the children that sometimes adults may need to see or touch a child's private parts. Show slide of Pantosaurus playing at the beach. He is playing in the sand and making sandcastles.

- Read what has happened (he has sand in his pants and its itchy and it hurts).
- Who could help him? mum/dad/safe adult.
- Explain that he asks daddy to help and when daddy looks under Pantosaurus's pants he notices that his skin is red and sore.
- Ask is it OK that daddy has seen under his pants? yes because daddy is his safe adult and he needs to look under his pants to help him with the itch.

Ensure that children know that there are some situations where safe adults might need to see under a child's pants and touch their private parts. Ask children to suggest examples – e.g in the baths, getting dressed/changed, changing a baby's nappy, getting changed at swimming pool, if their penis or vulva is sore or itchy etc.

Explain that Pantosaurus and daddy might need some help to make sure that Pantosaurus's skin gets better. Ask the children to suggest who else might need to see under his pants in this situation. Illicit that sometimes a doctor or nurse or other health professional might need to see or touch someone's private parts. In situations like these their safe adult should always be with them.

Reflection (5 mins)

Recap the PANTS song and the PANTS rules.

Recap/ discuss with children who their safe adults are in home and school – add to floorbook.

Appendix 2

Lost – (non-scarf Lesson)

Theme: Keeping Safe

Year: Y1

Learning Outcomes

Children will be able to:

- Know what to do if they get lost
- Understand what a **safer stranger** or **safer building** is.
- Begin to learn their address and a phone number.

Lesson

- Use resources – PPT Lost – non SCARF lesson
- Share the powerpoint slides, reading and discussing the text and questions.
- recap messages at the end.

possible activities;

- draw a picture of a safer stranger or a safer building
- sort pictures into strangers and safer strangers (there is a cut-out sheet)

Homework/follow up;

- take a letter home to ask their safe adult if they can help them learn a phone number or address.

Appendix 3

Keeping privates private – Altered Lesson

Theme: Growing and changing

Year: Y1

Learning Outcomes

Children will be able to:

- Identify parts of the body that are private (what's in your pants);
- Describe ways in which private parts can be kept private;
- Identify people they can talk to about their private parts.

Subjects and Issues

Growing and changing, Hygiene, Personal hygiene, Safeguarding, Trust, Change, Responsibility, Relationships education, Privacy

National Curriculum science - relationships elements

Introduction

Start the lesson with some key questions to introduce the topic:

- What changes have happened to you since you were a baby?
- How do you look different to when you were a baby?
- What are the things you can do now that you couldn't do when you were younger?
- What are the things you are still learning to do?

Activity

Explain that one of the things that they may be able to do or are learning to do now is use the toilet on their own, without help from a grown-up.

Hand out the *Needing the toilet* Activity sheet, explaining that it shows three different stages of growing- one as a baby, one as a toddler, and one as they are now, aged 5 or 6. Ask children what the differences between the three stages are when it comes to needing the toilet.

Ask the children to complete the *Needing the toilet* Activity sheet as follows:

- In the box on the left hand side, draw or write what they did/do when they went to the toilet.
- In the boxes on the right hand side draw or write who helps or helped them at that age.
- In the boxes in the middle draw a picture of themselves at that age.

Plenary

Ask children to show their drawings and explain what they've drawn or written.

Ask:

- Who helps you with the things that you are learning to do?
- What are the main differences between when you were a baby and now? [Draw out that they are able to use a toilet now, rather than nappies.]
- Who wiped them clean then and who does it now? [Hopefully they should answer that they now do it.]
- The private parts we "wee" out of are different for girls and boys. Explain that families have different words for them but the real words are vulva and penis. These are the names we would use if we had to talk to a doctor or someone else we trust – e.g if they were sore.
- **You can link it to the PANTS rule and the Y1 lesson in Keeping Safe –that you have already taught.**

Ask the children why they think we use the words 'private parts'? Explain that what's in their pants belongs only to them, which is why we cover them up. This is also why when we use the toilet we should shut the door so no one can see our private parts. This gives people privacy so they can wipe themselves dry after they have been to the toilet in private without anyone seeing them.

Can the children think of other places which are private? Examples could include their bedroom and bathroom.

Resources - Available on SCARF

Needing the toilet activity sheet

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Extension (optional)

If time allows, use the opportunity here to remind children about hygiene: After going to the toilet, what else should we do? [Wash our hands carefully, so that germs don't get into our body and make us poorly.]

DfE Relationships Education and Health Education statutory requirements

- **Relationships Education Being safe**
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- **Relationships Education Being safe**
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.



Activity sheet

Needing the toilet



What could you do as a baby?	Me as a baby	Who helped you as a baby?
What could you do as a toddler?	Me as a toddler	Who helped you as a toddler?
What can you do now?	Me now	Who helps you now?

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