

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 4

| Learning Outcomes | SCARF Lesson Plans |
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| Me and My Relationships Children will be able to: | |
| <ul style="list-style-type: none"> • Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration. | Human machines |
| <ul style="list-style-type: none"> • Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others. | Ok or not ok? (part 1) |
| <ul style="list-style-type: none"> • Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend. | Ok or not ok? (part 2) |
| <ul style="list-style-type: none"> • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings. | An email from Harold! |
| <ul style="list-style-type: none"> • Identify a wide range of feelings; • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state | Different feelings Slide show with different places on website |
| <ul style="list-style-type: none"> • Demonstrate a range of feelings through their facial expressions and body language; • Recognise that their feelings might change towards someone or something once they have further information. | When feelings change (OPTIONAL) Film trailer on website |
| <ul style="list-style-type: none"> • Give examples of strategies to respond to being bullied, including what people can do and say; • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. | Under pressure |
| Valuing Difference Children will be able to; | SCARF lesson Plans |
| <ul style="list-style-type: none"> • Define the terms 'negotiation' and 'compromise'; • Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise | Can you sort it? |
| <ul style="list-style-type: none"> • List some of the ways that people are different to each other (including differences of race, gender, religion); • Recognise potential consequences of aggressive behaviour; • Suggest strategies for dealing with someone who is behaving aggressively. | What would I do? |
| <ul style="list-style-type: none"> • List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); • Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences. | The people we share our world with |

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| <ul style="list-style-type: none"> Understand and identify stereotypes, including those promoted in the media. | <u>That is such a stereotype!</u> |
| <ul style="list-style-type: none"> Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared. | <u>Friend or acquaintance?</u> |
| <ul style="list-style-type: none"> Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. | <u>Islands</u> Slide show on website |
| Keeping Myself Safe Children will be able to: | SCARF Lesson Plans |
| <ul style="list-style-type: none"> Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk. | <u>Danger, risk or hazard?</u> |
| <ul style="list-style-type: none"> Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares. | <u>How dare you!</u> |
| <ul style="list-style-type: none"> Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk. | <u>Keeping ourselves safe</u> |
| <ul style="list-style-type: none"> Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. | <u>Raisin challenge (2)</u> |
| <ul style="list-style-type: none"> Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent. | <u>Picture wise</u> |
| <ul style="list-style-type: none"> Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). | <u>Medicines: check the label</u> |
| <ul style="list-style-type: none"> Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). | <u>Know the norms</u> <u>(OPTIONAL)</u> |
| <ul style="list-style-type: none"> Identify strategies for keeping personal information safe online; Describe safe behaviours when using communication technology. | <u>Traffic lights (OPTIONAL)</u> |
| Rights and Respect Children will be able to: | SCARF Lesson Plans |
| <ul style="list-style-type: none"> Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; | <u>Who helps us stay healthy and safe?</u> |

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| <ul style="list-style-type: none"> Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe. | |
| <ul style="list-style-type: none"> Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these. | <u>It's your right</u> |
| <ul style="list-style-type: none"> Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process. | <u>How do we make a difference?</u> |
| <ul style="list-style-type: none"> Define the word <i>influence</i>; Recognise that reports in the media can influence the way they think about an topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. | <u>In the news!</u> |
| <ul style="list-style-type: none"> Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions. | <u>Safety in numbers</u> |
| <ul style="list-style-type: none"> Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home; Prioritise items of expenditure in the home from most essential to least essential | <u>Harold's expenses (OPTIONAL)</u> |
| <ul style="list-style-type: none"> Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential. | <u>Why pay taxes?</u> |
| <ul style="list-style-type: none"> Understand some of the ways that various national and international environmental organisations work to help take care of the environment; Understand and explain the value of this work. | <u>Logo quiz (OPTIONAL)</u> |
| Being My Best Children will be able to: | SCARF Lesson Plans |
| <ul style="list-style-type: none"> Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. | <u>What makes me ME!</u> Videos on website |
| <ul style="list-style-type: none"> Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. | <u>Making choices</u> |
| <ul style="list-style-type: none"> Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). | <u>SCARF hotel</u> |

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| <ul style="list-style-type: none"> Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios. | <u>Harold's Seven Rs</u> |
| <ul style="list-style-type: none"> Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community. | <u>My school community (1)</u> |
| <ul style="list-style-type: none"> Basic First Aid 3 | <u>Basic first aid</u> |
| Growing and Changing Children will be able to: | SCARF Lesson Plans |
| <ul style="list-style-type: none"> Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change | <u>Moving house</u> |
| <ul style="list-style-type: none"> Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise. | <u>My feelings are all over the place!</u> |
| <ul style="list-style-type: none"> Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. | <u>Secret or surprise?</u> |
| <ul style="list-style-type: none"> Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. | <u>Together</u> |
| <ul style="list-style-type: none"> Menstruation lesson for Y4 girls only. Boys will cover this in Y5 & Y6. understand that for girls, menstruation (periods) are a normal part of puberty. to prepare girls for the onset of puberty and their first period. | Appendix 1 |

Appendix 1

Theme: Growing & Changing

Year 4

NB: the **Science National Curriculum** statement associated with this lesson is from the Y5 Programme of Study. However, it is not uncommon for menstruation to begin before that age. Girls can start their periods as young as 8 years old, so as a PAT school we teach this to girls in Y4.

The powerpoint is taken from the NHS school nursing team materials we use in school.

Let parents know that this lesson is coming up so they can be alert for any further questions their daughters may have.

Learning Outcomes

- understand that for girls, menstruation (periods) are a normal part of puberty.
- to prepare girls for the onset of puberty and their first period.

Subjects and Issues

Growing & changing, personal hygiene, puberty, periods, menstruation,

Lesson

Use powerpoint – Y4 Menstruation - PAT PSHE

Slide 2 – Ground rules

Slide 3 - Ask children to identify the stages - baby, child, teenager, adult, elderly - introduce the word puberty if they don't know it.

Slide 4 – What is Puberty? We will look at this again in Y5 & Y6 for boys and girls but today we are just thinking about girls. As girls get older and start to change they begin to have periods.

Slide 5 – Periods. read through the slide and explain each point. Reassure children that the amount of blood in total is small. It might be helpful to show them what 5-12 teaspoons of liquid looks like – so they know what to expect.

Check understanding of vocabulary –

Menstruation - scientific word for period

Menstruation Cycle – the time between 1 period and the next (usually about 28 days)

Vagina – the internal tube leading from the uterus or womb. This is how the period blood gets out of a woman's body.

Slide 6 - The parts of a body involved in menstruation. The uterus or womb is inside a woman where a baby would grow if she was pregnant. The lining of the uterus gets thick to help the baby grow. If she is not going to have a baby then the lining is not needed and it is shed, along with some blood during her period. This blood leaves the body through the cervix and vagina.

Slide 7 & 8 – what should I use for my period? Might be useful to have some sanitary pads so girls can see what they are.

Slide 9 – What might I feel? What can I do? reassure them that they will be OK. if it happens in school who would they tell? Explain how we can help in school. It might also be helpful to explain what to do with a sanitary pad when its being changed – (sanitation bins in cubicles etc. Do not flush down toilets).

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Slide 10 – Any questions? this is for clarification and reassurance for girls so they are prepared for the onset of their periods. answer as clearly and honestly as you can. If they ask about sex or where babies come from –explain that this is something you would need to talk to their parents about – it may be useful to explain to parents that their child is beginning to become curious about this topic and it is not Trust policy to teach sex education.

Slide 11 & 12 – optional activity and video. – from SCARF Materials