



Values

Friendship

Truthfulness

What we need to cover.

Me and my Relationships

To be able to know why and how rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

Year 6

Beginning of the Year rule making.



Read the book.

Consider why we have rules.

Activity

Children brainstorm as many rules as they can in order to make school a safe place.

Model how all rules can come under headings:

We have the right to be:

Safe

Learn

Have our own beliefs.

Scarf lesson.

Working together.

Learning Outcomes

Children will be able to:

- Demonstrate a collaborative approach to a task;
- Describe and implement the skills needed to do this.

Introduction



Everyone sits in a circle. Teacher chooses someone to **become number one and they say 'one'** – the aim is for the group to count up to 20 with people randomly calling the numbers out. If two people say a number at the same time the group must go back to number 1.

If the group is really good at this, they can set their own target – eg count to 50 or have a time limit.

Discuss what strategies they employed to make that **work. This is working collaboratively. They're going to need to do that in the next challenge.**

Activity

Put the pupils into groups.

The challenge is to build a bridge to span 30 cm using only newspaper and tape or art straws and tape (depending on your resources).

Tell the pupils that as well as an 'award' for the best bridge, there will also be an 'award' for the best teamwork.



Theme of ignorance covered through the narrative.

Assertiveness

To be able to explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.

Scarf lesson Assertiveness.

Learning Outcomes

Children will be able to:

- List some assertive behaviours;
- Recognise peer influence and pressure;
- Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.

Introduction



Most people, at some point, have felt under pressure to do something dangerous or unhealthy. Something that makes them feel uncomfortable, anxious or that they believe is wrong.

Most people overcome this pressure most of the time. They do this by being assertive.

Ask for ideas about what the word assertive means. [When someone stands up for themselves but they **don't use force, hurt people or hurt their feelings.**]

We are going to think about what we can do ourselves to avoid giving in to pressure.

Activity 1 - Being assertive

Make a class list of assertive behaviours, ensure it includes the following:

- Stand firm
- Speak clearly
- Be friendly and polite
- Stay calm
- Look confident (relaxed body and arms)
- Negotiate
- Repeat your ideas ('stuck cd' technique)
- Relaxed body language
- Make eye contact when you speak
- Walk away if necessary - but as a friend
- Smile
- **Don't get personal**

Discuss children's ideas as they come up.

Activity 2

Divide the class into as many groups as you have assertive behaviours, (if they have come up with lots of these give some groups 2 behaviours to cover).

Each group will be given a big sheet of paper and art materials so that they can make an eye-catching poster to illustrate their given assertive strategy. The illustration should have a title that states the assertive behaviour (e.g. Be friendly and polite).



Ask for a display board around school for these posters to be put on, somewhere where lots of children will see them.

Explain to the children that their pictures will be displayed around the school, to encourage them to produce work of a high standard.

Plenary

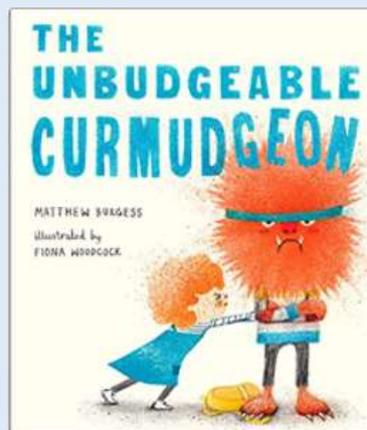
In pairs, the children practise being assertive using the strategies listed and with the following scenario:

A friend asks to borrow your new phone so that they can play a game on it. You are worried that they might damage it - you've only had it a couple of days.

Model a strategy first with a volunteer child, to give the idea how this will work. Children to take turns being the persuader/the assertive one.

Cooperation

To be able to explain what is meant by compromise and give examples of negotiation and compromise.

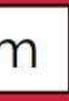


Scarf lesson **Let's negotiate**

Learning Outcomes

Children will be able to:

- Explain what is meant by the terms 'negotiation' and 'compromise';



- Suggest positive strategies for negotiating and compromising within a collaborative task;
- Demonstrate positive strategies for negotiating and compromising within a collaborative task.

Introduction

Write the word **'negotiation'** on the board – give the pupils 3 minutes to discuss the meaning and any examples they can think of. Play quiet background music whilst they do this.

Ask pupils to share their definitions/examples. You may wish to share a dictionary definition:

'Discussion aimed at reaching a compromise'

Repeat with the word **'compromise'** also written on the board. A dictionary definition is:

'Settle a dispute by mutual concession'

Activity

Ask pupils to think of situations when negotiation might be important and share their ideas.

- Can they think of any times when they have had to negotiate and perhaps compromise, maybe at home or school?
- What strategies did they use?
- How do negotiation and compromise make situations better?

Ask pupils to think about their recent group task.

Explain that we are not going to judge or criticise, we are going to review the task and think about how well they negotiated and if they could have improved their **negotiation. Encourage them to 'de-personalise' as much as possible e.g. "Some people talked over others." Rather than, "Jack talked over others."**

You may wish to write these rules on the board:

1. No names,



Safe/unsafe touches

To be able to explain what inappropriate touch is and give example.

2. No criticism
3. No negatives

Review the results:

- How much negotiation did they do?
- Did they negotiate and compromise or did one or 2 people make most of the decisions?
- What strategies did they use to come to a group decision?
- What strategies made the situation worse?
- How could the group improve their negotiation skills? [what could they do or say that might make the situation better?]

You might ask the pupils to write a '**negotiation target**' in their jotters or draft books as a reminder for next time.

Plenary

Ask groups to share their discussions, using the opportunity to model and coach them in the depersonalised approach.

Use this reflection activity whenever a group task has taken place. Prior to the task, ask pupils to refer to their '**negotiation target**'.

Scarf lesson Acting appropriately

Learning Outcomes

Children will be able to:

- Recognise that some types of physical contact can produce strong negative feelings;
- Know that some inappropriate touch is also illegal.

Introduction



Ask pupils to identify a range of different feelings and emotions and write these on the white board or a flipchart. [e.g. angry, sad, happy, scared, guilty, lonely, nervous, miserable, excited, joyous.]

Activity 1 – How would I feel?

Explain that each person is going to receive a *How would I feel?* Activity sheet that has a range of sentences on it which they have to complete by putting an emotion/feeling in the spaces provided. Tell them they can use what is on the board to help them identify a feeling or emotion; give them an example to make sure they understand. E.g. When I **get pushed in the corridor** I feel... *upset*.

Ask some of the children to choose one of their statements and read it out. Ask the class to identify whether it is a positive, negative or neutral feeling/emotion.

Activity 2 – Appropriate, inappropriate, illegal?

Split the class into small groups. Give them the scenarios worksheet and ask them to decide if the touch that has taken place is appropriate or inappropriate, or in some cases illegal. Explain that appropriate means *acceptable* - that it is the right or OK thing to do in that situation, inappropriate means *unacceptable*, and therefore the wrong thing to do. Finally, explain that *illegal* means against the law (breaking the law), if they are unsure of this).

Plenary

Discuss with the class what they could do in the situations that were *not* appropriate or were illegal, [e.g. tell a parent or other trusted adult.]

By now the children are likely to be very familiar with the NSPCC PANTS message if you have covered this through previous SCARF discussions. If so, you could write PANTS down the side of the board and get them



to tell you what each word stands for. Or remind them if they don't remember:

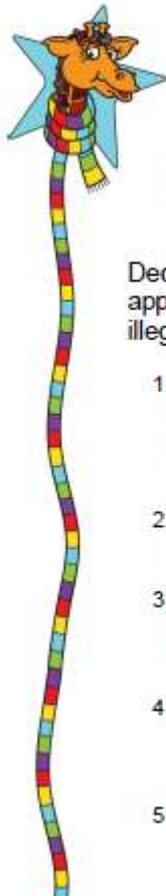
P - Privates are private

A - Always remember your body belongs to you

N - No means no

T - Talk about secrets that upset you

S - Speak up, someone can help



Activity sheet

Appropriate, inappropriate or illegal?



Decide whether each of the scenarios below is an appropriate touch, an inappropriate touch or an illegal touch...

1. Harris is buying some sweets in his local shop. A woman taps him on the shoulder and asks him if he can move to the side so she can push her pushchair down the aisle.
2. Joe is sitting on a bus on the way home. The man sitting next to him puts his hand on Joe's knee.
3. Hannah, who is 11, goes to visit her new school with her mum. When she gets there the head teacher says 'hello' and puts her hand out to shake Hannah's hand.
4. Ayesha is getting a taxi home from school. As she goes to leave the car, the driver puts his hand on hers and says 'see you tomorrow' and winks at her.
5. As Jay leaves the youth club, one of the female workers comes up to him and tells him to have a good weekend and pats him on the bum.



Values

Respect

Thankfulness

Valuing Difference

Recognising and reflecting on prejudice-based bullying

To be able to reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. (including cyber bullying, trolling – how to respond and ask for help)

To be able to understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, gender identity and disability. (see protected characteristics in the Equality Act 2010)



Diversity



Scarf lesson: Respecting differences.

Learning Outcomes

Children will be able to:

- Demonstrate ways of showing respect to others, using verbal and non-verbal communication.

Introduction

At the start of the lesson, have the picture of a well-worn pair of shoes (provided) on the IWB.

Tell the class about a pair of shoes you really like to wear and explain why.

Begin with a circle game. Everyone in turn complete the sentence:

A pair of shoes I love to wear is..... because....

Ask the children if they have heard the expression to *'Put yourself in someone else's shoes'*.

Can they explain what it might mean?

How can doing this be helpful? [It can help you **understand someone's situation or point of view**].

Explain that in this session they will be thinking about how different people view things and how considering their point of view might help build healthy, successful relationships.

Activity 1 - So Polite!

Give out the *So polite! Cultural norms* - Activity sheet Tell the pupils that they are going to read some statements of what *is* and what is *not* considered



Understanding Bystander behaviour

To be able to explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.

polite in different parts of the world. These are sometimes called cultural norms.

They should discuss the statements with their partner and try to decide which country they think each links to.

Allow about 5 minutes for the pupils to complete their sheets and then go over the correct places.

Can you see why people from some countries may easily cause unintended offence if they don't carry out research before visiting another country? People from this country going abroad might do the same.

If a person did their research and then followed the advice, what would they be showing? [Respect]

What is respect? [It is about being aware of the feelings, wishes, or rights of others. It's about appreciating that other people have feelings and that what we do or say can cause upset if we are not respectful].

Activity 2 - Sorting Game

Explain that the pupils will hear a statement (below). They should decide whether they think it is respectful or disrespectful and point to the appropriate card displayed on the wall.

Statements:

1. **I'm not sure that will work but we could try it and see.**
2. **I quit!**
3. **I'll explain** what I am thinking.
4. **You're wrong.**
5. **She never says anything. I'll tell you.**
6. That was a stupid answer.
7. **I'm not so good at spelling, why don't you do it?**
8. That's not what I was thinking but I can see it's a good idea!
9. **I'm a lot better at maths than you so I'll make the chart.**
10. Ok! Let's try that.



Explain that all of these were verbally either showing respect or disrespect. People can 'show' respect or a lack of it in non-verbal ways too.

Body language can be very encouraging - or not!

Challenge the children to use body language *and* different ways of speaking to say the following:

You look really smart in that outfit.

You can also ask for volunteers to convey other messages but without speaking.

Next, ask them to talk in pairs about how people show respect for one another.

Share their ideas.

Ask:

- When does showing respect seem easy?
- Is there anyone who it is difficult to show respect for?
- Why is this?
- Why might it be important to show respect to people we dislike or disagree with?

Emphasise the fact that people have feelings and that we need to try and empathise with them.

Using the IWB slide provided, show the children the following quote from *To Kill A Mockingbird* by Harper Lee:

'You never really understand a person until you consider things from his point of view – until you climb into his skin and walk around in it.'

How can we disagree with someone without causing offence?

[Listening carefully without interrupting; looking at the speaker and avoiding distraction whilst they speak; think carefully about what they have said; consider their feelings; think about the choice of words to use



in a reply and the different ways the words might be received; keep calm, etc.]

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Activity 3 - Respectful conversations

Working in pairs, ask children to choose and act out one of the *Responding Respectfully Scenarios* from the activity sheet. The characters need to respond to one another respectfully.

After allowing them time to rehearse their drama/conversations, ask for volunteers to show their work.

Invite the audience to comment on or develop the scene further.

Plenary

Thank the children for their efforts and contributions.

A possible quote to sum up at the end of the session:

'The shoe that fits one person pinches another; there is no recipe for living that suits all cases.' Carl Jung



Activity sheet

So polite!

Can you match the countries to the cultural 'norms'? Choose from the countries at the bottom



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Cultural norms	Country it is linked with
Do not eat with the left hand as this is considered unclean.	
Do not show the bottom of your shoe.	
Don't touch people when you talk to them.	
Be silent rather than talk too much!	
Speak quietly and with a low voice. Touching on the arm or shoulder during conversation is normal as the speaker may be quite close to you.	
Do not show the bottom of your shoe.	
Avoid too much eye contact – it can be considered as aggressive.	
Keep your elbows off the table and do not burp.	
Bow lower than the host when you meet.	
Accept gifts with both hands but open later.	
Personal space is very important. Never touch a person from this country while talking to them.	
A person should offer to pay for their own meals even if they are being treated.	
People can lean in close while talking and also touch. If a person 'pulls away' it can be considered cold or rude.	
Eye contact should be maintained.	

- Argentina Japan Pakistan Mexico
 Jordan Sweden Korea

These are cultural 'norms' but not everyone from that country follows them.

Values

Trust

Love

Keeping myself safe

Emotional needs

To be able to explain why emotional needs are as important as physical needs and what might happen if a **person doesn't get their** emotional needs met.

Staying safe online

Scarf lesson: Think before you click

Learning Outcomes

Children will be able to:

- Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;
- Understand and describe the ease with which something posted online can spread.

Introduction



To be able to explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.

To be able to understand personal boundaries and we all have rights to privacy.

'We're going to think about how quickly information can spread on the internet and how difficult it can be to remove something once it has been posted.'

Activity 1 - Pass it on!

Ask the class to stand in a straight line, as if lining up. Explain that they have a challenge to see how quickly **they can pass a 'tap on the shoulder' along the line.**

You will say 'go' as you start the timer. The first person in the line will tap the next person in the line who will tap the next person and so on. The last person shouts 'stop' when they are tapped. Repeat a few times to see if they can beat their time.

Now ask the pupils to stand in a 1, 2, 4, 6, 12, 24 formation (there won't be 24 in the last line, just have as many children as you have left.)

This time, the first person in the line uses 2 hands to pass the tap to 2 people at the same time. See how quickly the tap can pass when everyone uses both hands to pass the tap to 2 people at the same time. The people in the last line sit down when they are tapped. You stop the timer when the last person sits down.

Repeat a few times, trying to improve the speed each time. This game is similar to the way that things get shared on the internet. Lots of people share with lots of other people so it spreads from the first person very quickly. This can happen even if some people **don't share.**

Gather group and talk about social media platforms such as Snapchat and Instagram where the age limit is 13+ even Moshi Monsters and Bin Weevils (games aimed at younger players) have guidance that players under 13 must have parental consent before playing. Discuss why this might be – because of the content that might not be appropriate for younger people, that **users can 'chat' to strangers** and particularly the fact that younger people might find it difficult to cope with some **online behaviour such as bullying or 'trolling'.**



NB: www.net-aware.org.uk is an excellent source of information.

This online guide to apps, games and sites that children are using and talking about is provided by the NSPCC. You will find information about how safe different online game and social network sites are deemed to be - from Snapchat to Minecraft - and what the risks are to children using them.

You can click on the link provided in the Resources needed area to go directly to this website.

On the whiteboard, draw a chart or use a calculator to show 1 person linking to 8, then those 8 each linking to another 8, then each of those 8 linking to another 8. Work out together how many people are connected **in 3 steps. Imagine that those steps were 'shares' of something on the internet and that instead of 8 people each time, there were 100. Some people have hundreds of online 'friends' and can share information with all of them in one click and that share can travel across the globe in a matter of seconds. (If you have time, have a chat about the nature of an online 'friend' compared to a real friend – they are not the same)**

Activity - read this story about something small that quickly grew

Billy and Joe were good friends. They'd known each other for years, since Nursery, and although they were in different classes at Secondary school, they still met up on the school bus and usually had a good time. One morning Joe was waiting for the bus when a car pulled up. Billy got out of the car - his Grandma had come to stay and had given him a lift to the bus stop. As Billy got out of the car, his Grandma shouted, 'Love you Billy-Bear'. Joe burst out laughing, and as soon as the car had driven off he repeated, 'Love you Billy-Bear.' Billy looked a bit embarrassed but he laughed along with his friend and explained that his Grandma had called him that since he was a baby and agreed that it was embarrassing now that he was older.



The bus arrived and as they got on, the boys carried on chatting, agreeing that families could be a pain! They sat in their usual seats and, as usual, the windows were steamed up. As they set off, Joe wrote **'Love you Billy-Bear'** and drew a big heart on the window in the steam, he said it in a silly voice as he wrote it. One of the older bus on the bus overheard **and leant over to see what was going on, "Who do you love?"** the older boy asked, obviously keen for a bit of gossip. **"It's nothing."**, said Billy as Joe rubbed the writing off the window. Disappointed that there was nothing of interest, the older boy turned back to his seat and the journey carried on as normal.

After school, Billy and Joe stood in the bus queue. **They were near the back because they'd both had P.E.** As they got onto the bus they could hear laughing and kissing noises. As they walked towards their usual seats it became apparent what the fuss was about. As the windows had steamed up again, the writing and heart that Joe had done earlier had re-appeared. **All around them were voices calling 'Love you Billy-Bear'.** Billy gave Joe a look that said everything. Joe looked horrified and sat with his head in his hands as they **both tried to ignore the taunting. It didn't last that** long, although it felt like hours. The other kids on the bus soon settled back down to looking at their phones and the usual chat. Joe tried to wipe away the writing and hoped that the bus windows were due for a clean otherwise the evidence would reappear like a ghostly reminder of his foolish act. They sat in silence all the way home and as they got off the bus, Billy walked off without saying goodbye.

- How do you think Billy was feeling? (Hurt, betrayed, angry, embarrassed)
- How do you think Joe was feeling? (Upset, sad, guilty, repentant)
- **What do you think about Joe's actions? Did he mean to cause so much upset?**

It was a silly act that got out of hand. Joe didn't mean to tell everyone on the bus, he'd wiped it off when the



older boy was being nosy in the morning. Unfortunately because of the steamy windows, it was **hard to erase what he'd done.**

- How does this compare to posting something on the internet?

Things can be shared very quickly, to people all over the world, way beyond the original friendship group. Also, even if the first person deletes the post, once other people have shared it, it is very difficult to erase it.

- **Is it possible to take back something that's posted on the internet?**

No, it isn't. Not for certain. Even if a posting is removed, someone might have taken a screen-shot of it, which could then be re-posted, outside the control of the person who originally posted it.

Plenary

We should always think carefully about what we post online.

We should think about our safety and we should never share anything that might hurt or embarrass someone. **It's almost impossible to remove something once it is online and something that might seem funny in a moment might not seem like such a good idea later on.** We should always **'Think before you click'** (do an **action, pointing to your head for 'think' and then an exaggerated finger movement for 'click'** – use this as a physical 'memory hook' reminder throughout the year).

Drugs: norms and risks
(including the law)

To be able to explain the norms about young **people's** use of alcohol – that it is steadily decreasing.

To be able to explain why some people believe that

Year 6 science Animals including humans.



more young people drink alcohol than actually do (misperceive the norm).

Children will be able to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

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Scarf lesson: Alcohol what is normal?

Learning Outcomes

Children will be able to:

- Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;
- Describe some of the effects and risks of drinking alcohol.

Values

Responsibility

forgiveness

Rights and Responsibilities

Understanding media bias, including social media

Scarf lesson: Fakebook friends

Learning Outcomes

Children will be able to:

To be able to explain how **people's social media profiles** often give a biased view of them.

To be able to explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.

- Know the legal age (and reason behind these) for having a social media account;
- Understand **why people don't tell the truth and** often post only the good bits about themselves, online;
- **Recognise that people's lives are much more** balanced in real life, with positives and negatives

FakeBook



@natalie_123 · 1 hour ago



57

Last night was so fun!

20 other comments

Introduction

Ask the children to do the following:

- Name the social media sites they have heard of.
- Now put up their hand if they have looked at or seen any of these sites.
- How old does someone have to be before they can have a social media account? [13 years]
- Why do they think there is an age limit? [Younger people are more vulnerable and more at risk of meeting someone online, or giving away personal information that could lead to a **risky situation with someone they don't know.**]
- Do people always present a completely accurate (real) representation of themselves in their social media profiles, or can they sometimes be misleading (presenting certain information and missing out other bits)? [Take some views and explain that this is what you're going to think about next.]

Activity 1 – Fakebook Friends

Show the Fakebook page IWB slide

This is a post by Natalie. Looking at the picture, what might we work out about her? Her life? Her friends? What does this snapshot tell us about her? [She is very popular, appears to have lots of friends, goes out to parties a lot, has lots of fun etc.]



Here is an extract from her private diary for that day.

Dear Diary,

It was Chanelle's birthday barbecue party last night. I had been looking forward to it for ages. I don't go out that much. I couldn't believe it when she invited me as she's not really a friend, just someone I know through another friend.

I was a bit nervous because I don't know many of the people going but it would be better than watching TV at home or seeing what everyone else was doing on Fakebook.

When I got there, I didn't recognise anyone so I stood by the wall with a can of coke. Some people looked over but I didn't smile so they talked to others. Then Dani from my history class arrived. I went up to her to ask about the homework we had. She chatted for a bit but looked bored. Some others came over to speak to Dani, they took a photo of us all with their phones and mine too. Then they wandered off. After half an hour, I texted mum to come and get me. I'd had enough. Good thing I got that photo on my phone.

Discuss the following:

- Does what Natalie put on Fakebook match her private diary entry? [Very different accounts of the same event.]
- What was the party like for her? [She was quite lonely and didn't really manage to get involved. She left quite early.]
- What can we learn about her from the private diary entry? [She was keen to give the impression she'd had a good time (her comment about having a photo of herself with people at the party to post on her Fakebook page). She seems worried about appearing to be popular.]
- Which do you think is true – the Fakebook post or the private diary entry? [The private diary.]
- Why didn't she tell the truth about the party on her Fakebook page? [Wants to give the



impression that she's really popular and has a great social life with loads of friends.]

- Do other people apart from Natalie do this? [Yes - lots of people do this. They might want to appear like others they see on social media sites. They focus on the exciting things. People usually only post a certain side of their life which creates the impression that they're always having a great time and life is perfect. For most people this is more of an image than a reality.]

Activity 2 - Whose profile?

What we read on social media can mislead people. Profiles might not represent who or what a person really is.

Read the following brief profiles and ask the children to try to guess which famous person or character they belong to:

1. A British athlete, now retired, this person won a gold medal for the heptathlon in the 2000 Olympic games in Sydney, Australia. Who is this?
2. His best friend is a piglet. He lives in a wood and belongs to a small boy. His friends are animals. He loves honey. Who is this?
3. Born in Pakistan, she survived an attack on her life when she was only 16 years old. She **campaigns for women's rights, especially the right to education.** She won the Nobel Peace prize. Who is she?
4. With no family but some good friends, he magically fought some evil forces in his world. Who is he?
5. She made hospitals cleaner places and showed that trained nurses and clean hospitals helped sick people get better. She was the founder of **modern nursing. She is sometimes called "The Lady with the Lamp."** Who was she?



6. Jailed as a terrorist for 27 years, he later led his people. He came from Africa. Who was he?
7. **“Votes for Women!” was her cry. She led a group who chained themselves to the railings outside The Houses of Parliament so that females over 18 can vote in elections today. Who was she?**

ANSWERS:

1. Denise Lewis
2. Winnie the Pooh
3. Malala Yousafzai
4. Harry Potter
5. Florence Nightingale
6. Nelson Mandela
7. Emmeline Pankhurst

Ask the children to consider and reflect on:

- How do these profiles present the people they describe? [e.g. not just showing the good points - more factual and accurate.]
- How does this affect the image created?
- How complete a picture do they give us of the person? [e.g. not very complete - like the social media profiles, they present a very narrow view.]

Activity 2 - make it real!

Choosing one of the people from the Whose Profile? list, ask children to research the character and write a more balanced profile that provides a more rounded picture. (If preferred you can choose a different set of people and profiles, tailored to challenge/engage your class).

Plenary

Summarise by asking children to review their understanding with the following questions, also using the opportunity to recap online safety messages:

Caring: communities and the environment

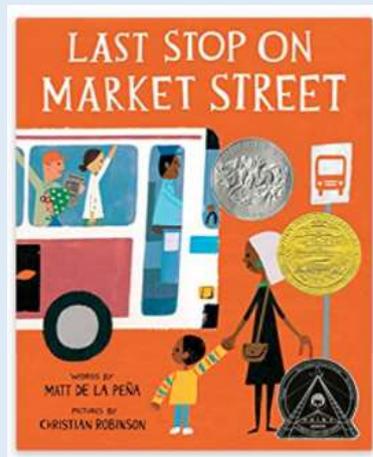
To be able to explain that what 'environmentally



sustainable' living means and give an example of how we can live in a more 'sustainable' way.

Earning and saving money
To be able to say different ways of saving money.
To be able to explain the advantages and disadvantages of different ways of saving money.

- Is everything that's posted online what it appears to be? If not, why not?
- If someone receives a photo in an email or via social media, should they forward it?
- No. Why not?
- Before we forward messages, photos, posts or videos, what should we do? [Stop, think, ask permission.]



Scarf lesson: Jobs and Taxes

Learning Outcomes

Children will be able to:

- Recognise and explain that different jobs have different levels of pay and the factors that influence this;
- Explain the different types of tax (income tax and VAT) which help to fund public services;
- Evaluate the different public services and compare their value.

Introduction

Ask children to think about all the different jobs they might have in schools – e.g. register monitor, peer



mediator, assembly monitor, bench buddy, school council member etc. List the jobs on a flipchart and whiteboard. Discuss the following questions:

- Are any of those jobs more important than any others?
- Are any of the jobs harder work than the others?
- Do any of the jobs take more time than the others?
- Do any of the jobs require some training or briefing before they are performed?
- Do any of the jobs have greater responsibility than the others?
- If they were paid jobs would it be easy to determine how much each job was paid?
- Would it be fairer to pay each job the same? Why or why not?
- Are all jobs paid for at the same rate in the 'real world'? **Why not?**

Activity 1 - What should they earn?

Give out the *What should they earn?* Activity sheet. Ask children to work in pairs or threes to rank them in order of which jobs they think should be paid the most. There is no real right or wrong answer but children must have clear reasons as to why they have ranked them in that order. Discuss some of the criteria the children might use:

- Qualifications and training
- Experience
- Skills required
- Level of responsibility
- Other ideas (from you or children)

Ask children to state which job they put at the top of their ranking. Did all the class agree? If not, why not? Repeat for other rankings.

Explain that as well as earning different rates of money, people also pay different amounts of money in



tax according to how much they earn. There are two types of basic tax:

1. PAYE – income tax which is paid according to how much a person earns
2. VAT – a fixed tax on goods and services (currently 20%)

Ask the children where they think the money from taxes go [to the government]. What does the government spend the money on? [public services].

Ask children to list as many public services they can think of which are paid for by people's taxes. If children have done the Y4 lesson (P5 Scotland) 'Why pay taxes?' they may remember and review the services they discussed then. The list might include:

- Hospitals and health care
- Education
- Emergency services
- Defence
- Police
- Libraries
- Parks
- Roads
- Others...

After you have brainstormed a list as a class allocate a different public service to children in pairs or threes. Explain **that sometimes the government doesn't have** enough money to pay for all the services it provides and that cuts have to be made. Ask the children to imagine that they are going to be in a council meeting and they have to give a strong case for why their **allocated public service shouldn't be cut or have its** funding reduced.

Give children 5 -10 minutes to prepare a statement giving their reasons for their service not to be cut or reduced. Each pair/three must choose one person to be the spokesperson who will stand up and present the case for their service.



NB: You can turn this into a formal debate if you wish to taking arguments for and against each statement with a vote at the end or keep it simple with children just presenting their case.

Suggested follow-up questions:

- Are some public services more important than others?
- Would it be easy to do away with any of the public services?
- What would life be like if any one of the public services was cut completely?
- If public services look like they need to be cut then should the government increase the taxes to find the extra funding for them? (Take one or two answers here as this leads into the plenary session).

Plenary

Set up your circle time in the usual way, reminding children of your circle time rules. Pass a suitable object around and ask the children to complete one of the following statements along with their reason:

- I think **taxes should be increased because...**
- I think **taxes should be decreased because...**
- I think **taxes should stay as they are because...**

Extension (optional)

Invite a member of the local council into school to talk about how public money made through taxes are spent in your area. How do councillors decide on how to spend their money on public services?



Activity sheet

What should they earn?

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 SAFETY • CONFIDENCE • RESPECT • FRIENDSHIP

Look at the list of jobs below. Discuss which jobs should earn the most and which should earn the least. Rank them in order according to how much you think they should earn with the highest earning at the top.

Consider:

- Qualifications and training
- Experience
- Skills required
- Level of responsibility
- Any other ideas you have

Supermarket manager	Lorry driver
Doctor	Police Officer
Member of Parliament	Receptionist
Car mechanic	Football player

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Values

Perseverance

generosity

Being my best

Aspirations and goal setting

To be able to tell you how I can overcome problems and challenges on the way to achieving my goals.

Scarf lesson: This will be your life!

Learning Outcomes

Children will be able to:

- Identify aspirational goals;
- Describe the actions needed to set and achieve these.

Introduction

Introduce the lesson theme of aspirations and goal-setting, with some key questions about :

- What are some of the big decisions you may make in the next ten to fifteen years that will significantly affect your life? [education, qualifications, where to live, money, relationships, career, friendships etc.]
- What are the realistic dreams (aspirations) you have for your own life and what steps might you take to move towards your goals?



- What things that you are you doing now, at your age, will help you take those early steps towards these goals?

Activity -This will be your life

Ask the children to imagine themselves twenty years in the future where they have achieved some great success – not necessarily to have become famous or made a lot of money; they may have reached a personal achievement, been successful in their career, so far, done something to raise money for charity or contributed in some way to making the world a better place. Get the children to consider:

- What achievements will they like to have made?
- What steps might they have needed to take to reach those achievements?
- Who will have helped them?
- What will the challenges have been?
- **In twenty years' time what advice might they give to someone who was eleven who wanted to achieve what they have done?**

NB - it is worth talking here about how talent is grown and that most skills comes from a person working hard at something, from practising it over and over again (e.g. sport skills or a musical instrument) and that sticking at something (persevering) is as important, possibly more important, than having a natural talent, in growing that skill. Most success in any field comes from a lot of practise - working at something - rather than relying on a 'natural talent'. (This links to the Growth Mindset theory).

Hand out the *This will be your life* Activity sheet. Ask the children to discuss their ideas with a partner first. Encourage them to use active listening skills when doing this (nodding, using eye contact, not speaking too much etc.). Then, working individually, draw or write the steps that could lead them to their great **achievement in twenty years' time.**



Plenary

An alternative version of this activity would be to develop the questioning to form part of a radio interview 20 years in the future.

Extension activity

As an extension/alternative activity, ask the children to write a newspaper or magazine report on themselves as if written twenty years in the future. This should be based on an imaginary interview by a journalist who is writing up their story.

Activity sheet
This will be your life!
Draw and write in the boxes how you imagine your life could progress if you follow your dreams and ambitions.

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Safety, Confidence, Achievement, Resilience, Flexibility

<p>NOW What are you doing now which will help you to achieve your goal?</p>	<p>FIVE YEARS' TIME What might you be doing in five years time?</p>
<p>TEN YEARS' TIME What have you achieved so far? Who will be helping you? What do you still need to do?</p>	<p>FIFTEEN YEARS' TIME What have been the challenges so far?</p>
<p>TWENTY YEARS' TIME What have you achieved? How do you feel? What will you do next?</p>	<p>LOOKING BACK What advice would you give to a ten year old who wanted to achieve your success?</p>

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Managing risk

Scarf Lesson: What's the risk?



To be able to tell you that risks can be physical or emotional.

To be able to give examples of an emotional risk and a physical risk.



Learning Outcomes

Children will be able to:

- Identify risk factors in a given situation;
- Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.

Introduction

Start the lesson with a discussion about risk e.g:

- **What is meant by the word 'risk'.** Through discussion draw out the idea that a risk is an action which may have negative consequences but also some possible benefits.
- How do people decide whether to take a risk or not? They have to weigh up the possible negative consequences and the possible benefits and decide whether one outweighs the other. This can be illustrated by thinking about old-style balance scales – if someone decides that the benefits outweigh the negatives they may decide to take a risk, if they decide the negatives outweigh the benefits they may decide not to take a risk, if the negatives and benefits appear equal then they may find themselves in a dilemma.

What are the risks?

Hand out the **What's the risk?** Activity sheet. Working in pairs or threes they discuss each scenario and decide how risky that situation is on a scale of 1-10 with 1 being very low risk and 10 being very high risk.

The children should find **that they will have a lot of 'It depends if..'** type questions. If not, encourage them to think more widely.

For example, it depends how near to the railway line someone is playing or whether there is a fence between themselves and the railway line.



After a few minutes ask the children to stop their **discussion and explore the idea of 'It depends if..'**. They are then identifying the risk factors.

Ask the children to note down the 'risk factors' for each scenario and decide the lowest score they can give each scenario and then its highest score. By doing this they are considering how best to manage and reduce the risk in each situation.

Plenary

Finish the session by doing the 'risk continuum' activity. On one side of the classroom (or hall) put the sign **'Very high risk for me'** and on the other side **'Very low risk for me'** (find these in the Resources needed area).

Ask the children to stand between the signs where they would rate themselves on a range of statements. You will find that children will rate themselves differently according to how they perceive each risk.

Sample statements (but you can think up more of your own):

- Going on a roller coaster
- Touching a spider
- Walking through a church graveyard at night
- Getting a bus into town by yourself
- Other ideas

Ask children to explain why they have placed themselves in their position on the continuum.

Does everybody assess risk in the same way?



Activity sheet

What's the risk?



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1. Discuss whether the following are low, medium or high level risks for a person to take. Then note your answers down:
 - a) Playing near a railway line with some friends.
 - b) Crossing the road, but not at a pelican crossing.
 - c) Cycling along a main road without a cycle helmet on.
 - d) Chatting online to someone.
 - e) Turning up at school without having done any homework.
 - f) Singing a song in front of the whole school – children, staff and parents.
 - g) Lending something precious to a friend.
 - h) Someone going out to play with a friend even though their parent has told them to stay in and tidy their room.
 - i) Drinking from an unlabelled bottle.
 - j) Jumping out of an airplane!
 - k) Having a go at answering a difficult question in assembly.

2. If you scored each statement on a scale of 1 to 10 (1 being the lowest risk and 10 being the highest risk), what would be the lowest and highest score you could give to each statement? Note your answers down for these, too.

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

Values

Courage

compassion

Growing and Changing
Self esteem

To be able to give an example of something that someone can do or say that can make a person feel good about themselves and something that may make a person feel not so good.

To be able to give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).

Scarf Lesson: Helpful or unhelpful? Managing change

Learning Outcomes

Children will be able to:

- Recognise some of the changes they have experienced and their emotional responses to those changes;
- Suggest positive strategies for dealing with change;
- Identify people who can support someone who is dealing with a challenging time of change.

Introduction

Begin by describing a recent change for you, for example a new phone; a new piece of technology; a



new colleague; a recent promotion or change of **responsibility...**

Can the children describe things that have changed for them since last year?

Draw out that sometimes changes are chosen and that these are often positive changes, for example, when we get something new, such as a new phone.

However, some changes can be more challenging and are sometimes changes we do not choose, but happen anyway such as: we move to a different area; someone we know dies; a new brother or sister is born; a friend leaves school; parents split up; a parent **has a new partner...**

Children talk with a partner about how they felt when they got something new [e.g. a phone, or a special present.]

Then they share responses with the whole class [excited, happy, felt more grown up etc.]

Talk with a partner about how they felt when **something happened that wasn't their choice** [e.g. moved house/changed school.]

Share their thoughts and reflections.

Activity - **Sophie's story**

Read the story with the pupils then ask:

1. How do you think Sophie feels when she overhears them talking.
2. Why does she wait out in the hall?
3. Why do you think the grown-ups **hadn't shared** the conversation with her?
4. **What positives may come of a move to Carl's** house for Sophie? [e.g. new friends, a bigger house, a good school, a step-dad and a family **home...**]
5. What anxieties do you think she may have **about a move to Carl's house?** [**Leaving friends,**



losing what she is familiar with is, possible disruption to her studies at school.]

Next, working in pairs, children read and discuss the *Helpful or unhelpful?* Activity sheet. Give them a few minutes to decide their responses to this - helpful or unhelpful. As well as a tick in the appropriate columns they could also write down their ideas here.

As a class, go through the possible response to the move and ask them whether they think these would help or not help Sophie.

Take each response one at a time and allow explanation/discussion.

Praise thoughtful contributions and explore the range of different ways people might deal with their feelings.

Next, in groups of three, children role-play a conversation between Sophie, her mum and Carl.

Choose one of the conversations to show to the class. Invite the class to suggest ideas for improvement. Another child could take a role as the conversation is replayed, with improvements added. Further suggestions could be invited and another child could take a role.

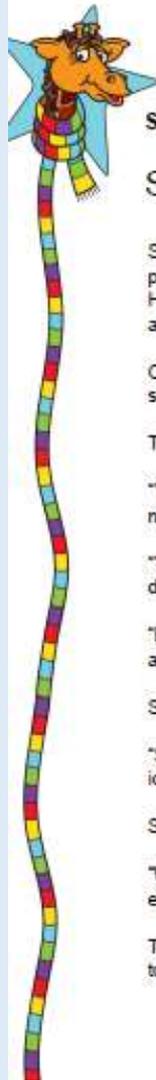
What can help someone to make a change more easily?

Plenary

Changes happen all through our lives. Many changes **we don't notice as they can be quite small and happen slowly.** Bigger changes or changes that happen suddenly can be easier to manage if we have people who support us.

Who can help support us with changes?

How can we support others?



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Story sheet

Sophie's story

Sophie lived with her mum. On alternate weekends she stayed at her dad's place. It had been like that for as long as Sophie could remember. However, her mum had a new boyfriend – Carl. Carl was okay. He worked as a PE teacher and was really quite fun to be around.

One evening, Sophie was playing a game on her computer when she suddenly became aware of the conversation between her mum and Carl...

They were discussing the pros and cons of living in Sophie's mum's house.

"Your house is smaller than mine. We would have much more space if you move into my place," said Carl.

"Yes, but Sophie would have to change schools. That would be really difficult at this point in her life," her mum replied.

"But the school near my house is a really good one. She is a friendly girl and would quickly settle in I am sure," Carl continued.

Sophie crept down and listened from the hallway.

"Sophie has lived here all her life. I am not sure moving would be a good idea," her mum added.

Sophie couldn't remain outside any longer. She wanted to know more.

"What's going on?" she asked. It was clear from her mum's and Carl's expressions that they hadn't realized she had heard their conversation.

They sat together and talked into the evening. It became clear that a move to Carl's was becoming more and more likely....

Body Image

To be able to say what the word 'puberty' means and give some examples of some of the physical changes associated with it.

Time for Change puberty workshop

Year 6- Children will:

- o Explore what the term puberty means
- o Understand that everyone is unique and feels a sense of worth



To be able to say some emotional changes **associated with 'puberty' and** how people may feel when their bodies change.

Keeping safe

To be able to give an example of a secret that can be kept private (confidential).

To be able to give an example of a secret that should be shared with a trusted adult.

Self esteem

To be able to give an example of something that someone can do or say that can make a person feel good about themselves and something that may make a person feel not so good.



- o Understand that puberty involves physical, emotional and physiological changes
- o Recognise the names of female and male reproductive organs, and begin to understand their function
- o Identify ways girls and boys change during puberty including physical changes and possible emotional changes
- o Understand that emotions are affected by hormonal changes and these can be confusing at first
- o Understand the term 'menstruation' and know that this starts during puberty for girls but that different girls start at different ages
- o Develop resilience to deal with situations they may face as they reach puberty.

Scarf lesson: Dear Ash

Learning Outcomes

Children will be able to:

- Explain the difference between a safe and an unsafe secret;



To be able to give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).

- Identify situations where someone might need to break a confidence in order to keep someone safe.

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Introduction

If the children have done the **'Secret or Surprise?'** lesson in Y3 or Y4 you can review what they learnt here with some key questions:

- 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 children 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?

Give out the '**Dear Ash**' activity sheet.

Ask 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.

Plenary

Ask 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. 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'?

For example, 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 (they could discuss these in pairs or threes):

- Teacher
- Doctor
- Lawyer
- School administrator
- Bank manager

Can anybody think of any other time when it is important to keep information confidential?

Activity sheet

Dear Ash...

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Safety Confidence Awareness Respect Friendship

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 you 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 sixteen 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 trampoline at home. I'm sure he was lying as he looked very uncomfortable about it and quickly changed the subject. He also said not to tell anyone else that I'd seen the bruise as he didn't want a big fuss over 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 fall onto her mum's new car and put a great big scratch on the door. Her mum hasn't mentioned it yet and she doesn't know whether to admit to it 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 feel really bad knowing what she did and feel I ought to tell someone. What do you think I should do?

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