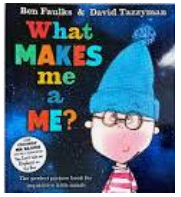
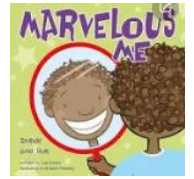
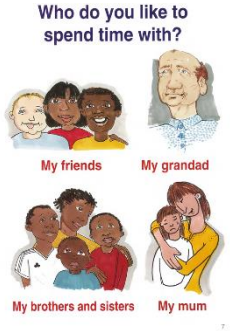
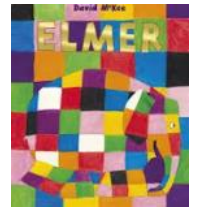
KEY: Safeguarding Online Safety Financial Education

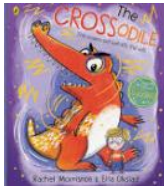
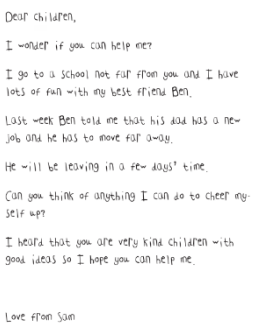
RECEPTION					
DfE Statutory	Lesson title	SCARF Lesson Plan Learning Outcomes	Focus Questions	Lesson content and Task	Vocabulary
Me and My Relationships					
Overarching learning intentions across this unit: Children will be able to: • Talk about similarities and differences; • Name special people in their lives; • Describe different feelings; • Identify who can help if they are sad, worried or scared; • Identify ways to help others or themselves if they are sad or worried.					
RKR1, RKR5, RKR8, FPC1, FPC3, CF1	All about me	• Talk about their own interests; • Talk about their families; • Talk about how they are the same or different to others.	• What things make us the same? • What things make us different? • Why is it good to be different? • What things do you enjoy doing with your family and friends? • Do you enjoy playing alone sometimes? Why? • Do you have any special interests or skills?	Read the book *All About Me* from SCARF resources. *Read the book* ***What makes me a me? By Ben Faulkes***  **Adult led activity:** On an A3 piece of paper in a small rectangle- each child draws a picture of themselves and adds it together to make a class picture. Evidence in PSED folder. Teacher to scribe what they are good at in speech bubbles around.	same, different, special, practice, effort likes, dislikes, similar, different, unique, identity, respect,

FPC1, FPC3, RKR5, RKR8	What makes me special	• Share their favourite interests and objects;
		• Talk about themselves positively;
		• Listen to what others say and respond.
			• Do you have a special object?
			• How long have you had this special object?
			• Do you have…?
			  ▪ A favourite book
			  ▪ A favourite activity
			  ▪ A favourite place
			• Did we all have the same things as our favourite thing?
				Read the book **Marvellous me inside and out by *Lisa Bullard and Brandon Reibeling***
				
				Video: What makes us special?
				https://www.youtube.com/watch?v=gR7yMH14JfA
				
				Adult led activity:
				Create a class collage of pictures from magazines of things children like. Scribe what children say around the edge of the collage.
				Evidence Class collage in PSED folder.
					same, different, special, favourite

KEY: Safeguarding Online Safety Financial Education

FPC1, FPC2, FPC3, CF1, RKR1, RKR5, GW9	Me and my special people	• Talk about the important people in their lives; • Understand that we have different special people; • Name key people outside of families that care for them.	• Who's in your family? • How are our families the same? • How are our families different? • Who are your special people that you like to spend time with, outside school? *(Some are grandparents or other relatives, some are family friends, some are pets).* • Does everyone have the same special people - e.g. did everyone say grandparents? *(No - because not everyone has the same number or type of relatives, friends, pets etc.)*	Look in detail at the page 'Who do you spend time with?' (page 7) from the book ***All About Me*** *from SCARF resources.* **Whole Class:** Discuss people who are important covering, home and families and school. Ask the children to give reasons and scribe them. Evidence pupil voice in PSED folder. 	same, different, help, family, special people
FPC1, FPC2, CF1, CF2, CF3, RKR5, BS1, BS5, BS7, GW9	Who can help me?	• Talk about when they might feel unsafe or unhappy; • Name the people who will help them; • Notice when a friend is in need at school and help them.	• Who does Harold like to spend time with? • Who else might he like to spend time with that we can't see on this page? • Who do you like to spend time with - at school, at home? • Who helps us? • Who can we go to if we need help with something - at school, at home? • How we can be kind and helpful friends? • Who can you talk to if you don't feel safe? Safeguarding	Read the story ***A Superhero Like You By Dr Ranj Singh***   **Whole Class:** Using the *My helping 5* activity sheet, teacher discuss and scribe the names of 5 people they could turn to for help, and write reasons why in speech bubbles. Evidence worksheet and pupil voice in PSED folder.	friends, help, family
FPC6, GW3, GW4, GW6, GW9, PHF4, HP3	My feelings	• Describe different emotions; • Explore how we feel at certain times or events; • Identify ways to change feelings and calm down.	Discuss the characters' feelings. • What could they do to help themselves? • Who could they turn to for help?	**Whole Class:** Read the story **Elmer** and discuss emotions. Show the children emotions photos and get them to name each emotion and give an example when they felt this way. Evidence pupil voice in PSED folder. 	sad, feelings, emojis, happy

KEY: Safeguarding Online Safety Financial Education

FPC6, CF1, CF2, CF3, CF4, CF5, CF7, RKR3, RKR5, RKR6, GW3, GW4, GW6, GW9	My feelings (2)	• Identify events that can make a person feel sad; • Suggest ways in which they can help a friend who is sad; • Choose ways to help themselves when they feel sad.	• What sort of things make you feel happy? • Put your hand up if you've ever felt sad. Why? • If you saw someone looking sad or upset in the playground what could you do to help them? • If you were feeling upset about something, who could you talk to about it? At home? At school? • What are trusted adults? Safeguarding • Have you ever been lonely? How did it make you feel? • How can we help someone when they are lonely?	Read **The Crossodile by Rachel Morrisroe**  **Whole Class:** Read *Sam's letter* and ask the children:  Dear Children, I wonder if you can help me? I go to a school not far from you and I have lots of fun with my best friend Ben. Last week Ben told me that his dad has a new job and he has to move far away. He will be leaving in a few days' time. Can you think of anything I can do to cheer myself up? I heard that you are very kind children with good ideas so I hope you can help me. Love from Sam • How do you think Sam is feeling? (Upset, sad, fed up, lonely etc.) • Have you ever felt sad? • What might make someone feel sad? Discuss how to cheer up a sad friend and scribe children's answers Evidence pupil voice in PSED folder.	sad, kind, feelings, happy, helpful, worried, confused, frustrated, angry, uncomfortable, trust, safe

KEY: Safeguarding Online Safety Financial Education

RECEPTION					
DfE Statutory	Lesson title	SCARF Lesson Plan Learning Outcomes	Focus Questions	Lesson content and Task	Vocabulary
Valuing Difference					
Overarching learning intentions across this unit Children will be able to: • Be sensitive towards others and celebrate what makes each person unique; • Recognise that we can have things in common with others; • Use speaking and listening skills to learn about the lives of their peers; • Know the importance of showing care and kindness towards others; • Demonstrate skills in building friendships and cooperation.					
RKR1, RKR8	I'm special, you're special	• Describe their own positive attributes; • Share their likes and dislikes; • Listen to and respect the ideas of others.	• What makes you special?	Introduce Harold the giraffe, using the picture on the IWB resource  Listen to Harold's song (Audio track on SCARF) Audio track: I'm Special Encourage the children to sing along with Harold, especially in the chorus: ***I'm special. You're special.*** ***There's no-one quite like me.*** ***I'm special. You're special.*** ***Clap if you agree. (Clap, clap).*** **Continuous provision:** Have photos of the children's faces printed out, laminated and cut into three strips. Children to build their faces and their friends' faces by putting the correct strips together. Evidence photographs in PSED folder.	special, favourite, dislikes, likes

KEY: Safeguarding Online Safety Financial Education

CF1, CF2, CF3, CF4, CF5, FPC1, FPC2, FPC3, FPC4, FPC5, RKR1, RKR4, RKR5, RKR8, GW3	Same and different	• Recognise the similarities and differences amongst their peers; • Discuss why differences should be celebrated; • Retell a story.	• What things are the same about us? *(e.g. how we look, things we like to do).* • What things are different about us? *(e.g. how we look, things we like to do).* • What's good about not all being the same? • What are compliments and affirmations? Why do we give them? How do they make us feel? • What can you say that is kind about someone else, and yourself?	Read ***Harold Shares his Scarf*** *from SCARF resources.* With a partner tell them something kind about them. Teacher to model first with another adult.  **Whole class**: Ask the children to re-tell the story using images from the story ***Harold Shares his Scarf.*** Evidence photographs and pupil voice in PSED folder.	same, different, kind, unkind, compliment, affirmation
FPC1, FPC2, FPC3, FPC4, RKR5	Same and different families	• Talk about their family, customs and traditions; • Listen to others talk about their experiences; • Compare their own experiences with those of others.	• Does every family have to have a mum and dad? • Does every family have children? • Are we (the class) a family? • What other families can there be? *Children to bring n family photograph:* • Can you spot any similarities and differences? • What is special about your family?	Read the book **'The great Big book of families' by Mary Hoffma.**  **Whole class**: Children to bring in a photograph of their family and discuss similarities and differences. Evidence photographs and discussion in PSED folder.	same, different, family

KEY: Safeguarding Online Safety Financial Education

FPC3, FPC4, RKR7, RKR5	Same and different homes	• Recognise the similarities and differences between their home and those of others; • Talk about what makes their home feel special and safe; • Be sensitive towards others.	• What different kinds of houses are there? • Which is your favourite? • What do you like about them? • What things make them different? • What things make them the same? My home is... My home feels... My home smells... My home has...	Read the book **Dr Seuss story 'Come over to my house.'** **Whole class**: Ask the children to think about how they feel when they are home. What does it smell like?, Is there anywhere especially comfy? What do they like to do when they are at home? Evidence pupil voice in PSED folder.	same, different, home
CF2, CF3, CF4, FPC2, FPC3, FPC5, RKR1, RKR3, RKR4	~~Kind and caring (1)~~ I am caring	• Suggest ways in which we can be kind towards others; • Demonstrate skills in cooperation with others.	• What kind things did Harold say? • How do you think the kind words helped? • What kind actions did Harold also do, as well as saying kind things? *(He shared his scarf - emphasise that kindness is often more about what we do, rather than what we say.)* • What are friendship values? *(being kind, caring, helpful)* • What do we do if we upset someone? *[apologise/say sorry, get help from an adult if needed].* • What could we do if we see someone on their own?	Read again ***Harold Shares his Scarf*** *from SCARF resources.* Share SCARF *Friendship scenario pictures* **Whole class**: Using a class toy explain to the children that this toy has been left out by the other toys and they have been saying unkind things to him/her. Ask the children to think of how they could make the toy feel better and how they could help the other toys to be kinder. In a circle, the children can pass the toy around and tell it something kind. Alternatively, they could suggest something to help the other toys be kinder. Evidence pupil voice in PSED folder.	kind, kindness, trust, apologise, lonely

KEY: Safeguarding Online Safety Financial Education

CF1, CF2, CF3, CF4, CF5, FPC1, FPC2, FPC3, FPC4, FPC5, RKR1, RKR3, RKR6	~~Kind and caring (2)~~ I am a friend	• Show friendly behaviour towards a peer; • Build relationships with others.	• What are friendship values? *(being kind, caring, helpful)* At appropriate times during the day/week, check progress with the children, asking: • Did you enjoy playing with someone new? • What helped you to get on with your new friend? • What did you do to make it fun?	Read book **Daft Bat by Jean Willis and Tony Ross**  Across the week give out 'Being a good friend' badge/ sticker   ***Order link for stickers:*** *https://www.primaryteaching.co.uk/products/im-a-good-friend-alien-stickers-32mm?_pos=1&_sid=068fb60be&_ss=r* Discussion about friends. Teacher to model simple sentence about their friend using sentence stem. ***My friend is*** *Lindsey.* ***My friend is*** *kind.* ***My friend is*** *special.* ***My friend*** *helps me.* **Whole class:** Working with a small group, explain to the children that this is a listening game. They will make different movements depending on how many claps they hear. Decide together what movement everyone should make when they hear either one clap, two or three claps. Play the cooperation clapping game	friendship, kindness, new friend, trust, caring, apologise, lonely

KEY: Safeguarding Online Safety Financial Education

RECEPTION					
DfE Statutory	Lesson title	SCARF Lesson Plan Learning Outcomes	Focus Questions	Lesson content and Task	Vocabulary
Keeping Safe					
Overarching learning intentions across this unit: Children will be able to: • Talk about how to keep their bodies healthy and safe; • Name ways to stay safe around medicines; • Know how to stay safe in their home, classroom and outside; • Know age-appropriate ways to stay safe online; • Name adults in their lives and those in their community who keep them safe.					
HP2, HP4, HP5, GW4	What's safe to go onto my body	• Name things that keep their bodies safe; • Name things that keep their bodies clean and protected; • Think about how to recognise things that might not be safe.	• When we get up in the morning, what goes onto our body? (clothes) • When we play outside (coat, scarf, hat etc.) • If we hurt ourselves when playing (plaster, cream) • At night time (pyjamas, slippers) • Which things feel good? • Which things feel unpleasant? • Which things are ok - and why? • Which things are not so good - and why?	Share the 'What goes on my body' resource sheet from SCARF  Discuss how this changes during times of the day according to what happens • Waking, washing (soap, water) • Getting dressed (clothes - school clothes, warm clothes for going to school) • At school (aprons, paint, glue, sand, dressing up clothes etc.) • Lunchtime (food and drinks - spills and messy eating) • Playtimes (warm clothes - hats, scarves) • At bedtime (nightclothes, bedding) **Whole class**: Draw around one of the children on sugar paper and get the children to draw and label what goes onto their body. Evidence photographs and pupil voice in PSED folder.	keep clean, keep safe

KEY: Safeguarding Online Safety Financial Education

PHF1, PHF4, HE2, HE4, DATV1	Keeping myself safe - what's safe to go into my body (including medicines)	• Make safe decisions about items they don't recognise; • Talk about what our bodies need to stay well; • Name the safe ways to store medicine and who can give it to children (adults).	• What goes into our body? • Who puts it there? • What about if we're ill/poorly? • Where do you think things go when we swallow them? *(Into our stomach/tummy then into our blood and all around our body, from our head to our toes, including into our brain and our heart.)* • Who here has ever felt poorly or ill? • What sort of things can make us feel better when we're not very well? (Rest, sleep, water, fresh air, healthy food, a cuddle, sometimes medicine. • If you had some medicine at home, who would normally look after it? *(Parent or carer)* • Why does an adult need to look after medicine for a child? *(Because medicines can be harmful if they're not used properly)* • Where would a parent or carer get the medicine from? *(A doctor might prescribe or it could be purchased from a pharmacy/chemist or possibly from another shop such as a supermarket).*	On IWB share **Hold on Harold** story from SCARF  **Whole class**: Using a story sack to help recap the story ***Hold on Harold!*** Look at the different things in the story sack (empty medicine containers; bottle of colourful but unknown liquid). Review the safety issues with the children. Evidence pupil voice in PSED folder. **Continuous provision:** Role play hospital	cuddle, doctor, grown up, water, food, fresh air, sleep, medicine, chemist

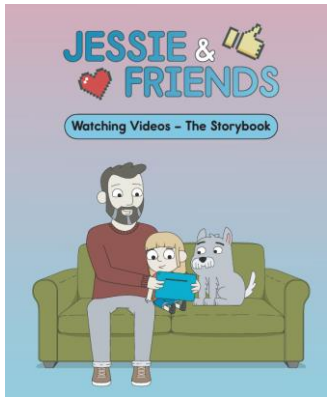
KEY: Safeguarding Online Safety Financial Education

FPC1, HP2, PS1, PS2	Safe indoors and outdoors	• Name some hazards and ways to stay safe inside; • Name some hazards and ways to stay safe outside; • Show how to care for the safety of others.	• Who helps to keep us safe? • How can we help ourselves to keep safe? • What things could be unsafe in the classroom? *(water, slippery surfaces, doors opening when not expected etc.)* • What about at home? *(Electric sockets, fires, cooker, pans on top of the cooker, hot drinks, stairs, garden ponds, blind cords etc.)* • What about outside - in the playground or in the park? *(playground equipment - slides, roundabouts, swings, water, poisonous plants etc.)* • *What* makes things safe or unsafe? *(Being aware of them and how we use them).*	Read the story **Harold the Safety detective** from SCARF resources Harold the Safety Detective  In this book we see Harold looking at a lot of different, everyday things, inside and outside, to investigate (find out) whether they are safe or unsafe, and how to make sure we can keep safe around these things. In the kitchen • Kettle of boiling water (talk also about hot drinks, too). • Cooker with a pan (note that the handle is not turned inwards; this would make it safer). • Electric socket (discuss keeping fingers away from these - risk of an electric shock). • Matches (risk of fire). **In the bathroom** • Deep water in the bath (care must be taken not to slip in the bath and fall in the water - this could cause injury and risk of drowning). • Hot water (care is needed around hot water taps as water can be very hot from these and can burn). • Slippery surface (wet tiles can cause slips and falls). **Outside in the countryside** • Poisonous plant (Foxglove). • Stinging nettles • Barbed wire • Broken glass **Whole class**: Create a class A3 size *Hold on Harold* safety poster 'Staying Safe in Reception' for the various areas of the classroom e.g. water – do not drink the water. Designing and making – how to be safe with scissors. Evidence poster in PSED folder.	safe, unsafe, detective

KEY: Safeguarding Online Safety Financial Education

RKR2, RKR11, BS1, BS2, BS3, BS4, BS5, BS6, BS7	Listening to my feelings	• Name the adults who they can ask for help from, and will keep them safe; • Recognise the feelings they have when they are unsafe; • Talk about keeping themselves safe, safe touches and consent.	• How do we keep safe? *(Listen to the rules, e.g. don't play on a building site, look and listen before crossing the road).* • How do we know when something isn't safe? *(Adult tells us, it doesn't look safe e.g. sharp knife).* • What if no one has told us that something's not safe? How might our body tell us that something isn't safe? *(Hurts us, makes us scared, funny feelings in our tummy, don't want to do it anymore, feel nervous).* • What can we do if we don't feel safe? *(Tell a trusted adult, move away from the danger.)*	Watch Video Safe touches https://www.youtube.com/watch?v=uWCjscPzEFw **Whole class:** On the floor have 3 emoji faces. • Happy (smiley face) - safe • Sad (sad face) - not safe • Not sure (straight-lipped face) Read the 15 scenarios below and place them underneath the faces. *1. crossing a busy road* *2. playing in the garden* *3. climbing high up in a tree* *4. walking along the top of a high wall* *5. cycling along a pavement* *6. playing a board game with Grandma* *7. getting lost in the supermarket* *8. swimming/jumping in at the deep end* *9. playing football in the park with the big children* *10. putting your shoes on* *11.playing at the skate park with the big children* *12. watching telly on the sofa* *13. travelling in the back of the car with your seatbelt on* *14. playing with your friends in the sandpit* *15. having a bath (perhaps with a brother or sister) with your mum/dad/special person there at the same time, keeping an eye on you.* Evidence photographs and pupil voice in PSED folder.	safe, tummy feelings, unsafe,

KEY: Safeguarding Online Safety Financial Education

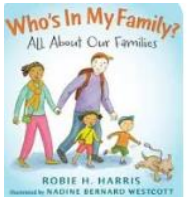
CF5, FPC1, FPC2, OSA3, OSA4, OSA5, OSA6, WO1, WO4, WO8, WO11	Keeping safe online Online Safety	• Share ideas about activities that are safe to do on electronic devices (including not to talk to any strangers online.); • What to do and who to talk to if they feel unsafe online; • Think about the healthy amount of time to spend on devices.	• What do you like doing in your spare time? • Are you in any clubs? • Do you play any sports? • What devices do you have at home? • Do you have a TV in your room? • Do you have a mobile phone? • Do you watch videos or play games online? • How do you stay safe on the internet? Online Safety • What do you do if you see or hear something that upsets you on the internet? • Why is it important to have a balanced screen usage? *Advice and guidance from Health Professionals for Safer Screens:* *Children aged 2– 5 years should have no more than thirty minutes screen time a day outside of school. Screen time refers to the amount of time spent using digital devices such as smartphones, tablets, computers, laptops, games consoles and television. Watching lots of short videos is being linked to concentration difficulties in children.*	Read the story **Chicken Clicking by Jean Willis and Tony Ross**  Watch Video Jessie and Friends episode 1: watching videos https://www.ceopeducation.co.uk/parents/jessie-and-friends-videos/ PDF Book Jessie and Friends  **Discussion:** Do you watch videos or play games online? Make a list of what games/ videos the children enjoy online Discuss how lots of games have an age raging and some are not suitable for younger children. **Adult led activity:** In groups write some rules for the classroom to go near the computer/ technology /iPad area about keeping safe when online or watching videos and about sharing child-friendly search engines. Evidence pupil voice in PSED folder.	safe, tell, worried, adult, trust, screen usage

KEY: Safeguarding Online Safety Financial Education

FCP2, FCP4, FCP6, BS4, BS5, BS6, PS1, PS2	People who help to keep me safe Safeguarding	• Name the people in their lives who help to keep them safe; • Name people in their community who help to keep them safe; • Talk about ways to keep themselves safe in their environment.	• Who are trusted adults? *(parents, teachers, police, nurses/doctors, firefighters,)* • How do you find an adult you can trust? • How do they make you feel when you are sad or hurt? • Do they scare you? • Can you talk to them about anything without feeling worried? • Do you feel close to them? • Have they helped you with something before? • Can you name some people in your life like this?	Read the story **Elephants in the Custard by Samuel Langley-Swain**  SCARF Who uses this to help keep us safe?  Using the *People who help keep me safe* Teacher resource from SCARF, show the class the pictures of the different uniforms or equipment. Ask children to guess who they belong to and how these people can help keep them safe **Whole class:** Arrange a visit from one of the emergency services to come to talk to the children - e.g. police officer, firefighter. Evidence photographs, questions and pupil voice in PSED folder.	safe, tell, worried, adult, trust, address

RECEPTION

KEY: Safeguarding Online Safety Financial Education

DfE Statutory	Lesson title	SCARF Lesson Plan Learning Outcomes	Focus Questions	Lesson content and Task	Vocabulary
Rights and Respect					
Overarching learning intentions across this unit: Children will be able to: • Understand that they can make a difference; • Identify how they can care for their home, school and special people; • Talk about similarities and differences between themselves; • Demonstrate building relationships with friends.					
FPC1, FPC2, FPC3, FPC4, RKR5	Looking after my special people	• Name the special people in their lives; • Understand that our special people can be different to those of others.	• Who are the people in your family? • Who looks after your family? • How can we look after our families? • How can you look after your family members' feelings? • Why might they be feeling like that? • Can we make a list of all the different ways we can help family members? • Do they have to be big things? • What's the smallest way we can look after one another?	Read the Book **Who's in my family? by Robbie H Harris**  Share some photographs of different types of families. Discuss how families are special. Share some photographs of when family members may need looking after, For example a family member/caregiver who is: ill in bed, crying, appears cross/angry, feeding a baby, using crutches, looking for something that's lost. **Adult led activity:** Ask the children to draw a picture of the people in their family, including themselves. Evidence the children's drawings in individual Topic books / Art sketch books.	family, look after, help each other, be alone

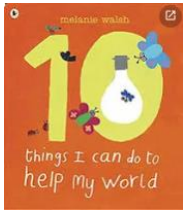
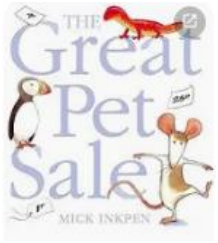
KEY: Safeguarding Online Safety Financial Education

CF1, CF2, CF3, RKR1, RKR4, RKR6, RKR7	Looking after my friends Safeguarding	• Talk about why friends are important and how they help us; • Identify ways to care for a friend in need; • Identify ways to help others in their community.	• When might someone need help from a friend? • Can you tell your friend how you would like them to help you? • How can we help members of the community? • Which people might sometimes need care from strangers? • Why might people need help from others? • Who are trusted adults?	Read the book **Mr Men, Little Miss- Friendship by Roger Hargreeves**  In pairs ask the children to talk to each other saying ways in which they can look after each other or their friends in their class. You may want to discuss at this point that if they feel unsafe or uncomfortable about what a friend has asked they can say no. Remind children we are all different, and like different things. If we don't like a game, or don't want to play something, we can say no in a polite way, e.g. no thank you/not right now thanks/I'm not keen on that game, please could we play something else? Explain that a kind friend is respectful of different ideas [respect is how we can make each other feel happy and safe]. Show the children some pictures of the community and discuss how they could help each one. (as people in hospital, the elderly, homeless people, people with physical disabilities, abandoned animals, a pregnant woman, a parent/carer with a baby) Have a safety talk if we're with a trusted adult, we can help to do these things together. Safeguarding Discuss raising money for charities, visiting hospices/care homes, collecting food donations, sending cards, helping people cross the road/carry their bags/giving up a seat to someone on the train or bus **Whole class**: Create a mind map of how we can help different members of the community. Evidence mind map in PSED folder.	friends, help, look after, be alone, uncomfortable, lonely, stranger

KEY: Safeguarding Online Safety Financial Education

RKR6, RKR7	Being helpful at home and caring for our classroom	• Identify ways in which they help at home; • Recognise the importance of taking care of a shared environment; • Name ways in which they can look after their learning environment.	• Do you have jobs at home? • Do the grown-ups in your home have a specific job (in the home)? • What jobs do we have in the classroom? • What might happen if we didn't take care of our home/garden/classroom? *During child-led learning remind and prompt children to think about whether they're being caring towards their environment.* • *Are you being caring?* • *Have you done your job today?* • *How have you helped look after our classroom?* • *Remember to think about others who will want to use the…*	Begin your focus on caring for our environment by thinking about how the children can help to look after their homes and classroom. **Whole class**: Create a list of ways in which they can help at home and in class. • Keeping their bedroom/classroom tidy • Helping at tidy time • Respecting belongings of others or shared resources in the classroom, caring for toys etc. • Looking after the garden, taking care of plants, weeding, washing out the water and sand toys • Helping with washing up • Helping take care of pets or younger siblings • Letting a teacher(s) know if resources are lost or broken. Evidence pupil voice in PSED folder. **Continuous provision:** Set up some classroom monitors or jobs and children design the badges or lanyards for the roles.	responsibility, helpful, working together, caring
RKR7, GW1	Caring for our world	• Think about what makes the world special and beautiful; • Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less; • Talk about what can happen to living things if the world is not cared for.	• What is special about our outside world? • How do you care for our world? • Can we make our world a better place? • Why is water so precious? • Who/what needs water?	Across the week explore caring for our world through videos and stories.  **Day 1** Read the story ***George Saves the world by Lunchtime. By Jo Readman*** **Day 2** Watch Video Conservation '**The touring Teacher**' https://www.youtube.com/watch?v=YeOaH_inDnw **Day 3** Watch Video '**Save Our World**' www.youtube.com/watch?v=bn8R_XqjjI0	environment, litter, electricity, pollution, recycling

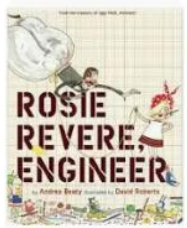
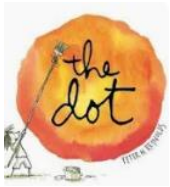
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				Day 4 **'A Whale's Tale'** by CBC Kids about pollution in the ocean https://www.youtube.com/watch?v=tVMe8baPGDA **Day 5** Read the story **10 things I Can Do To Help My World by Melanie Walsh**  **Adult led activity:** Discuss caring for birds in the local area. In small groups make bird seed/fat balls and hang them from trees in school environment. Evidence photographs in PSED folder. **Continuous provision:** Litter picking during outdoor learning	
WO6	Looking after money (1): recognising, spending, using Financial Education	• Recognise coins and other items relating to money; • Identify the uses of money; • Begin to understand that money can be kept safely in a bank as digital money. • Recognise that adults can use devices like phones to pay for things. • Think about the risks related to online gaming.	• What have you heard about money? • Where do we have money? • What does it look like? • Can you find the numbers hiding on the coins? • How do people/our parents/carers/ grown-ups get money? • What do we do with money? • Why do we need money? • How much does it cost? • Is it a lot of money? • Do you have enough money to buy that? • How does money make you feel? • When you were in the shop, how did it feel if you didn't have enough money to buy something you wanted? • What is digital money? • What is online gaming?	On a tray, place different pictures/items all relating to money. These can include: coins, notes, debit/credit cards, till, price tags/labels, receipts, purses/wallets, shopping trolley/basket, piggy bank, ATM, chip and pin machine. Read the story ***The Great Pet Sale* by Mick Inkpen**  **Continuous provision:** Create a role play shop/stall. Give each child a purse/ wallet and ask them to spend their money to buy items. Evidence photographs and pupil voice in PSED folder.	money, buy, shop, cost, pay, online gaming, digital money

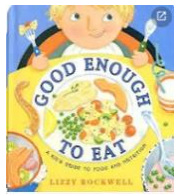
KEY: Safeguarding Online Safety Financial Education

Wider PSHE curriculum (not covered by DfE statutory requirements)	Looking after money (2): saving money and keeping it safe Financial Education	• Talk about why it's important to keep money safe; • Identify ways to save money; • Talk about why we save money. • Begin to understand that money can be kept safely in a bank as digital money; • Recognise that adults can use devices like phones to pay for things.	• Why is that the safest? • Why is that not safe? • Why can't she/he just keep it in the bowl? • What might happen if the money isn't safe? • Do you (or your family) use any of these at home? • Do we need to keep money safe? • Why do we need to keep money safe? • How do people keep money safe?	On a tray, show examples of where to keep money and include some that wouldn't be very safe e.g. money box, lockable box, purse/ wallet picture of a bank, debit card, bowl, under the bed. As a class order them in terms of safety. Read the story **Save It! (Moneybunny) by Cinders McLeod** and discuss why and how we can save money.  **Whole class**: Discuss 'class bank' and why we save money. Evidence pupil voice and discussion in PSED folder. **Continuous provision:** Set up a mini bank where children can pretend to pay in their money to keep it safe.	money, save, safe place, digital money

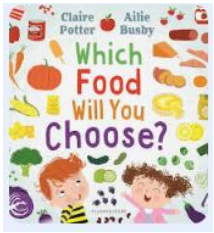
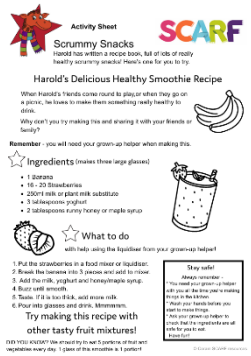
KEY: Safeguarding Online Safety Financial Education

RECEPTION					
DfE Statutory	Lesson title	SCARF Lesson Plan Learning Outcomes	Focus Questions	Lesson content and Task	Vocabulary
Being My Best					
Overarching learning intentions across this unit: Children will be able to: • Feel resilient and confident in their learning; • Name and discuss different types of feelings and emotions; • Learn and use strategies or skills in approaching challenges; • Understand that they can make healthy choices; • Name and recognise how healthy choices can keep us well.					
CF2, RKR3, RKR8, GW3,GW 4, GW5, GW9	Bouncing back when things go wrong	• Share an experience where they haven't achieved their goal; • Develop their confidence and resilience towards having a growth mindset; • Name a strategy to overcome a hurdle.	• Rosie is shy - what does that mean? Why might she be shy? • Why does Rosie hide her snake hat invention after she shows it to her Uncle Fred? • How does Rosie feel when her Aunt suggests trying again? • Let's think about: "The only true failure can come if you quit!" (Clarify the meaning of quit.) • What do we think Aunt Rose means?	Read the story ***Rosie Revere, Engineer* by Andrea Beaty** and discuss.  Discuss '**Feelings Five-A-Day wheel**' and ask children to work out whether Rosie does something for each piece. **Whole class:** Ask the children to think of when they have shown resilience. Evidence pupil voice in PSED folder.  **Continuous provision:** Play Jenga to develop resilience Colour the wellness wheel	encourage, bounce back, try again
CF3, RKR8, GW3, GW4	Yes, I can!	• Share an experience where they haven't achieved their goal. • Develop their confidence and resilience towards having a growth mindset. • Name a strategy to overcome a hurdle.	• Early on in the book, how did Vashti feel at the end of the art class? (Ensure children understand that Vashti doesn't believe she can draw and that she is only capable of drawing a dot.) • Later, how did Vashti feel when her teacher put her drawing in the gold frame? • At the end of the book, What did Vashti do to help others say "Yes I can!"? • What can we do to be resilient? • Who can help us to be resilient? • How we can help each other to be positive and resilient?	Explain that sometimes, someone might say "I can't…" but today we're going to practice saying "I can try…" or "I'm going to try…"  Read ***The Dot* by Peter H. Reynolds** to the children. Talk about the word 'YET'. Explain that even though they can't do it now, if they keep trying/ get help, then eventually they will. Practise saying, "I can't do…Yet!" Explain this thing is like a goal – something we're aiming for. **Whole class:** Children share a goal that they would like to achieve for the end of the year/term. Evidence pupil voice in PSED folder.	friends, help, goals, positive, resilient, yet

KEY: Safeguarding Online Safety Financial Education

HE1, HE2, HE3, HE4, HP4	Healthy eating	• Name and choose healthy foods and drink; • Understand there are some foods that are a "just sometimes" food or drink (eating in moderation); • Explain the jobs of different food groups.	• Why do we eat food? *(To stay alive, to grow, to be stronger, to get energy, to strengthen bones, when hungry, it tastes nice, when told to etc.)* • What foods do we eat? *(Explore a range of different foods.)* • When do we get to choose what we eat? *(e.g. with school dinners if there is a choice, sometimes at home we're asked to choose.)* • Why do we need to eat different kinds of foods? *(They do different jobs inside our body.)* • What might happen to our teeth if we eat too many sugary foods? (*We might get tooth decay.*) • What is tooth decay? (*Sugar germs that stay on the teeth and cause holes in the teeth. Dentists may have to give us a filling to stop the hole from getting bigger and hurting.*) • What can we do to stop tooth decay? (*Eat less sugary foods, clean our teeth twice a day.*) • How long should we clean our teeth for? (*2 minutes.*)	Across the week explore healthy eating through stories and discussions. Day 1- Read and discuss the story **Good Enough to Eat: A Kid's Guide to Food and Nutrition by Lizzy Rockwell**   Day 2- Introduce the children to the Eatwell Guide - from SCARF resources Look at each food group in turn and ask them to think about why some sections of the Eatwell Guide's plate are bigger than others (these are designed to represent the proportion of different foods we should aim to eat each day to keep healthy). Next, get the children to think about the different jobs that these different foods do for our body and get the children to learn these kinaesthetic hooks: • 'Cereal (rice, pasta, bread - sometimes known as carbohydrates etc.) gives us **energy**' – wave arms in the air. • 'Proteins (beans, meat, fish etc.) help our **muscles grow**' – feel muscles in one arm. • 'Milk and dairy foods (cheese, yoghurt etc.) make our **bones and teeth stronger**' – show a toothy smile. • 'Vegetables and fruit make us **healthy all over**' – draw a big circle in the air to represent the body feeling healthy all over. Day 3- Read and discuss '**Harold's Healthy Breakfast**'  Explain that one of the things Harold the giraffe loves is a healthy breakfast: What sort of things do you think Harold likes to have for breakfast? What sort of things do you like to have for breakfast? Evidence pupil voice in PSED folder.	food, fruit, vegetables, energy, grow, healthy, dairy, tooth decay

KEY: Safeguarding Online Safety Financial Education

				Day 4- Read and discuss the story ***'Which Food Will You Choose?' By Claire Potter*** Discussion on oral health: • What might happen to our teeth if we eat too many sugary foods? • What is tooth decay? • What can we do to stop tooth decay? • How long should we clean our teeth for? Evidence pupil voice in PSED folder.   Day 5- Harold's snack shop Ask the children what healthy snacks they think Harold would have in his 'Scrummy Snack Shop'. In groups, children make the healthy snack, using Harold's recipes to make a 'healthy smoothie' Evidence photographs and pupil voice in PSED folder. **Continuous provision:** Set up a healthy café role play area	

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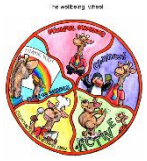
<table>
<tr>
<td>GW1, GW2, PHF1, PHF2, PHF4</td>
<td>My healthy mind</td>
<td>

Feel resilient and confident in their learning.
Name and discuss different types of feelings and emotions.
Learn and use strategies or skills in approaching challenges.
Understand that they can make healthy choices.
Name and recognise how healthy choices can keep us well.

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What can we do or try if we feel good?
What might we do to make us feel good?
We know what our body is but who can tell us what our mind is?
Have you heard about mental health?
What might it mean to have a healthy mind?
What could we do to help our minds be healthy?
Which activities did you enjoy?
How did the activity make you feel?
How might this help you to be your best?

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Wellbeing week with a different activity each day.


Day 1-
Share the wellbeing wheel from SCARF resources and discuss the 5 sections

<table>
<tr><td>1. Be active</td><td>2. Give to others</td><td>3. Mindfulness</td><td>4. Be creative</td><td>5. Connect with others</td></tr>
</table>
If the children aren't sure about these then give examples:
1. Be active - things that help us to keep physically fit, such as walking, running, exercise, playground games etc.
2. Give to others - not just gifts, but things like time, kindness, a helping hand etc.
3. Mindfulness - all about being calm and being in the moment. Includes activities such as quietly sitting with a book, slow breathing practise, taking notice of things around us, including nature, the weather etc.
4. Be creative - any creative activity, for example singing, painting, dancing, model-making, mark-making etc.
5. Connect with others - this can be people at home and in the wider family and people at school or other groups that children take part in.

Day 2- (be active)
Read the book Stretch (Mindfulness for Kids) by Autumn Publishing

Practice some Yoga moves Cosmic Yoga
https://www.youtube.com/watch?v=LhYtcadR9nw
Evidence photographs and pupil voice in PSED folder.

Day 3- (give to others)
Spa day- Provide a hand lotion for the children to use (check allergies first) They can sit calmly and enjoy the sensory experience giving their friend a hand massage.
Evidence photographs and pupil voice in PSED folder.

Day 4- (Mindfulness)
Provide some comfortable cushions for the children to sit on whilst listening to some calming music. Encourage them to sit/lie with their eyes closed.
Evidence photographs and pupil voice in PSED folder.

Day 5- (connecting)
Play a game with friends to interact and take turns

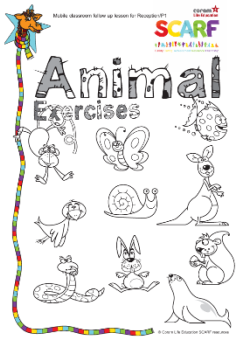




Jenga
Connect 4
Pop up Pirate
Hungry Hippo

Evidence photographs and pupil voice in PSED folder.
</td>
<td>food, sleep, exercise, energy, grow, healthy, wash</td>
</tr>
</table>

KEY: Safeguarding Online Safety Financial Education

PHF1, PHF2, HE1, HP3, HP4, HP5	Move your body	• Describe the changes in their body during exercise and what is happening to their body; • Explain how exercise can help us stay well - physically and mentally; • Name some ways to keep their body fit and well.	• What sort of things can we do to help us stay healthy? *(Wash our hands before eating; clean our teeth and brush our hair; eat lots of different healthy foods; do exercise and have a good night's sleep. You may like to mime each of these actions as you discuss them and get the children to join in.)* • What are the different ways we can exercise? *(Swimming, riding a bike, running about, doing PE etc.)* • What sort of foods are healthy for our body? *(Our body needs lots of different foods to work properly and be healthy - cereals and starchy foods to give us extra energy, dairy foods for our bones and teeth, protein foods to help our muscles and body grow and fruit and vegetables to make us glow with health).* • Why do we all need a good night's sleep? *(To help our body rest and grow.)* • Why is it important for us to wash our hands before we touch and eat our food? *(So we don't get dirt and germs on the food which could make us feel poorly.)* • Why do we need to exercise?' *(e.g. to keep strong, help our muscles and bones to get stronger (exercise helps to build bone density), strengthen our heart, which is made of muscle, feel happier (exercise releases feel-good chemicals in our brain) be social, have fun).*	Recap all the things that we can do to keep our body healthy. 'Let's think of some different ways to exercise.' (Make sure that the list includes things children can do without specialist equipment or skills - e.g. running, jumping, walking briskly, playing hopscotch etc.) **Whole class:** In the PE hall, using the sheet *Animal Exercise Activity sheet*, point to one of the animal pictures and ask the children to name the animal. Ask *'How does it move?' 'Let's move around the space like this animal.'* '*What happens to our bodies when we exercise?'* Discuss the answers to this question with the children, ensuring their understanding that while exercising they are making their muscles work hard, including their heart (which is made of muscle), so that they work more efficiently. The heart then pumps more blood around our bodies giving us more energy. Evidence photographs and pupil voice in PSED folder.		muscles, exercise, heart

KEY: Safeguarding Online Safety Financial Education

<table>
<tr>
<td>HP3, HP4, HP5</td>
<td>A good night's sleep</td>
<td>

Understand why our body needs sleep;
Talk about their own bedtime routine;
Suggest ways to have a calm evening and bedtime routine.

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What are all the things we need or like to do before we go to bed and sleep? (Get into our pyjamas; clean our teeth; go the toilet and wash our hands; have a bedtime story; cuddle up with a soft toy and lie down to go to sleep).
Who helps us to get ready for bed?
What are we able to do for ourselves? (Developing independence).
How many times a day should we brush our teeth? (At least twice a day – once in the morning before school and last thing at night before bedtime).
Why is it important to wash our hands after going to the toilet or before touching food? (To wash anyway any dirt or germs that might make someone feel poorly).
Why is it important for us all to have a good night's sleep? (Because the body rests, gets more energy and grows during sleep. NB: it is recommended that on average children aged 4- 5 years of age should get about 11 to 11.5 hours of sleep every night. See link to NHS advice for how much sleep children need at different ages - in Resources needed area.)
What helps you go to sleep at night-time?

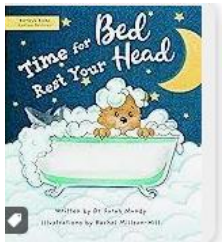
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Show the children a wash bag containing soap, toothbrush, toothpaste, shampoo, brush/ comb and asked what they are used for and why.

Discuss key questions that explore the routines of getting ready for bed

Take each item out of the wash bag one at a time and ask the children what it is used for and how it is used. Get the children to mime along with you how you use each item, asking questions that explore the importance of each activity.

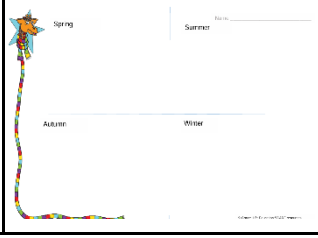
Finish with a circle, passing a bedtime-type object around - e.g. a small teddy - and each child says what helps them to get to sleep.
<table>
<tr>
<td>Routine and comfort
My bedtime story
My teddy
My blanket
My mummy or daddy tucking me in
A cuddle
My pillow
My pyjamas</td>
<td>Environment
My night light
Darkness
Quiet
My bedroom
Soft music
White noise / rain sounds</td>
<td>Feelings and reassurance
When I feel safe
When someone stays with me
When the door is open
When my pet sleeps near me</td>
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</table>

Read the book Time for Bed - Rest Your Head by Sarah Mundy

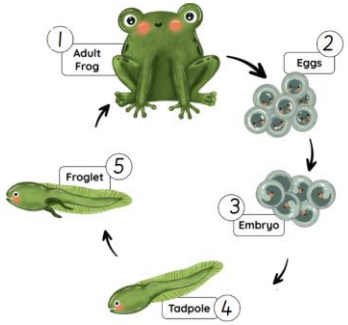


Adult led activity:
Order photographs of bedtime routine. (cut and stick activity)
Add the children's work to individual Topic books
</td>
<td>sleep, routine, calm</td>
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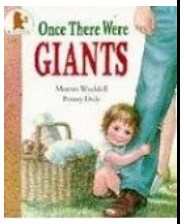
KEY: Safeguarding Online Safety Financial Education

RECEPTION					
DfE Statutory	Lesson title	SCARF Lesson Plan Learning Outcomes	Focus Questions	Lesson content and Task	Vocabulary
Growing and Changing					
Overarching learning intentions across this unit: Children will be able to: • Understand that there are changes in nature and humans; • Name the different stages in childhood and growing up; • Understand that marriage and civil partnerships are a lifelong promise made by two grown-ups; • Understand that babies are made by a man and a woman; • Understand that some children are adopted; • Use the correct vocabulary when naming the different parts of the body; • Know how to keep themselves safe.					
DB1	Seasons	• Name the different seasons and describe their differences; • Explain the changes that occur as seasons change; • Talk about how they have grown in resilience.	• What are seasons? • Can someone tell us what happens in the spring? Summer? Autumn? Winter? • When it gets to winter the end of winter, what happens next?	Read a book about seasons, ***Tree: Seasons Come, Seasons Go* by Patricia Hegarty**  Seasons create a cycle throughout the year and this happens because sometimes the earth tips towards the sun, so we're a bit nearer to the sun. This means we get warmer weather and things grow better. Gradually the earth tips the other way, so it's a bit further away from the sun. Then the weather gets colder and things like plants die or don't grow very much, if at all. That's why we have different seasons. Go round the class and ask the children to say which season is their favourite and why they like it best. **Adult led activity:** Using the *Seasons* Activity sheet from SCARF ask the children to draw an object (or objects) in each square that represents that season, e.g. lambs in spring, ice cream in summer, brown leaves in Autumn and snowman in winter.  Evidence the children's work in individual Topic books	seasons, summer, spring, winter, autumn, cycle

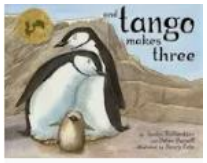
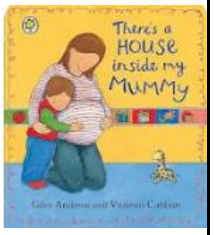
KEY: Safeguarding Online Safety Financial Education

DB1, DB2	Life stages - plants, animals, humans	• To understand that animals and humans change in appearance over time; • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals); • Make observations and ask questions about living things.	• What happens at the beginning of the cycle? *(egg/seed comes from a mother or adult plant)* • What happens next *(it grows and changes)* • Does it keep on growing? *(If using a frog or butterfly)* • Does it change its name? *(Yes. Tadpole now a frog. Caterpillar now a butterfly)* • What does it do once it stops growing? (Flies away/jumps away/leaves its home) • Why do you think that happens? *(Hungry/needs food/to meet friends/meet another frog or butterfly to make more frogs or butterflies and then the cycle begins again.)* • Ask the children if they can name any other animals that this might happen to. Can they name the baby? E.g. lamb to sheep, puppy to dog, calf to cow, piglet to pig.	Read and discuss the story **The Growing Story by Ruth Krauss**  Watch a range of short growing videos and discuss each: • Watch video Bean Time-Lapse - 25 days https://www.youtube.com/watch?v=w77zPAtVTuI • Watch video How a caterpillar becomes a butterfly https://www.youtube.com/watch?v=G3VMl-EY2DM • Watch video tadpole to frog https://www.youtube.com/watch?v=7NhA9SHunKs **Adult led activity:** Order/draw a life cycle of a frog. Name each picture/stage and label  Evidence the children's work in individual Topic books	egg, change, grow, growing, life cycles, seed, baby, old, young

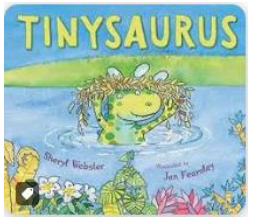
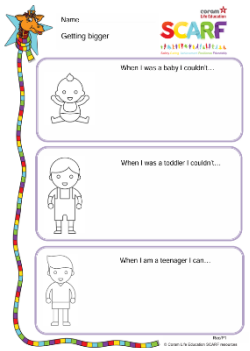
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FPC2, FPC4, FPC5, CF6, RKR5, RKR6, DB1, DB2	Life stages: Human life- Who will I be?	• Retell a story and respond to questions about it. • Use the language and describe the different life stages of: baby, child, teenager, adult, older age. • Talk about marriage and civil partnerships – what they are and why people might choose them. • Talk about their own experience of growing up.	• What happened to the girl in the story? (She got bigger and grew up). • Who were the giants in the story? *(All the adults – mum, dad, Uncle Tom and her siblings Jill and John).* • Why were they called giants? *(They were so much bigger than the baby).* • What sorts of things did the baby do? *(Throw porridge/crawl/cry).* • What did she learn to do before she went to school? *(Walk and talk, manage her feelings so she didn't cry when her mum left her at school).* • What happened next? *(She got taller than her mum and nearly as tall as her Uncle Tom, she and her brother hit each other. NB: Key point here - explain that when someone grows up with siblings (brothers and sisters) they have to learn to get on and live with each other. This means they learn how to work things out when they are annoyed with each other without hitting each other. Hitting people, even people in your family, is not ok).* • What happened after school? *(She got a job, left home, lived on her own for a while, met Don, got married and had a baby).* • Does everyone live their life in that order? What do other people do? *(Some people have a baby first then marry or have a civil partnership. Marriage or civil partnership is like a promise between two grown-up people who love each other and want to be a family and take care of each other for life. They might have a celebration, e.g. a wedding or ceremony, with family and friends – a special day to celebrate their love. People might wear smart clothes, go to a special building which might be decorated with flowers; they might eat special food like a big cake. People might take photos, dance to music and play together. Some people get married or have a civil partnership but don't have children. Some people never marry or have a civil partnership. Some people are unable to work because of an illness or disability).* • Who is a giant at the end of the story? *(The woman who has a baby at the end).* • How does she become a giant? *(Because she has grown up).* • What has helped her grow up? *(Food, sleep, love and care).*	Read the story and ask key questions throughout. **'Once there were giants' by Martin Waddel**  Share the SCARF photo resource 'Wedding and civil partnership ceremonies' and discuss  On the IWB use the coloured version of the Human life cycle (Female and Male Life stages) teacher resource from SCARF and discuss the different stages and label them using interactive tool. *(baby, child, teenager, adult, old age)*   **Adult led activity**: Using the black and white line drawings of the human life cycle, from SCARF but printed and cut up in advance, children sort the different life stages into the correct order from young to old, then stick them onto paper. Labels can be added by more able children using keywords as follows: • Baby • Child • Teenager • Adult • Old age Add the children's work to individual Topic books	adoption, adult, baby, child, teenager, old age, marriage, civil partnership, wedding, ceremony, celebration

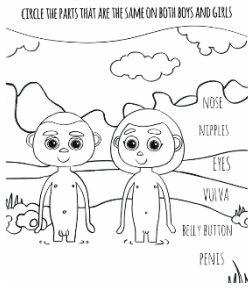
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FPC1, FPC2, FPC3, FPC5, RKR5, DB1, DB2	Where do babies come from?	• Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. • Understand that every family is different. • Talk about similarities and differences between themselves and others.	• Where do babies come from? *("Babies grow inside a mummy's tummy" "A baby grows inside its mummy before it is born" "All babies need care and love to grow")* • What do they do in the woman's tummy? *[grow/move/feed]* • When do they come out? *[Usually after nine months when they are able to survive outside the womb. Babies born before then need lots of looking after by nurses and doctors.]* • What do they need when they are out? *[milk/breastfeeding from mother's breast/bottle feeding/ warmth/ clothes/ cuddles/love]* *School made the decision to NOT teach this aspect of RSE in reception • How did they get there? [A type of seed, called an egg from a woman and a type of seed, called a sperm, from a man..]	Share suggested ground rules/ class agreement, **'Rock agreement'** from SCARF.  Read books about babies, ***There's a House Inside my Mummy* by Giles Andrae and Vanessa Cabban***   and ***And Tango Makes Three by Peter Parnell and Justin Richardson*** with its theme of caring and the role of family, rather than just the science aspects of human reproduction. So now we know that babies come from a woman's tummy. Sometimes the baby comes from its birth mummy and daddy, as in this case (described above). Sometimes another person is their mummy or daddy or special person. Some people might say they have a tummy mummy and then a mummy and/or daddy who will be their parent/s who will bring them up. This is called adoption or surrogacy; it's one of the many reasons why sometimes children look like their parents and sometimes they don't. **Continuous Provision:** Using the matching pair's cards, from SCARF. Laminate a set and children can work in pairs or small groups to match up the baby animal with its adult equivalent. Evidence photographs and pupil voice in PSED folder. 	surrogacy, adoption, pregnancy, breastfeeding, love, family, care, baby, tummy, donated same-sex parents, one-parent families, breasts *School made the decision to NOT use these RSE words in reception as not age appropriate sperm/eggs, womb.

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FPC3, PHF2, HE1, HE2, DB1, DB2, DB3	Getting bigger	• Talk about how they have changed as they have grown. • Explain the differences between babies, children, and adults. • Understand that we are all unique.	• How much have you changed since you were a baby? *(A lot, look different, can do more things, are taller.)* • How do you know you have grown? *(Could use props such as baby clothes to help stimulate discussion e.g. need bigger shoes; now sleep in a bigger bed not a cot. Have different clothes from when you were a baby.)* • Which parts have grown? *(Body, legs, arms, head, fingers, toes, teeth - getting/soon to get wobbly, losing baby teeth.)* • What has helped us to grow? *(Eating food that gives us energy and the right vitamins and minerals to help us grow; getting rest and sleep - our bodies grow when we're asleep.)* • What can you do now that you couldn't do as a baby? *(Can reach cupboards without help/footstool, can open doors, can walk everywhere, play football, ride a bike, bounce on a trampoline, swing on a swing without help, climb a climbing frame, swim/play in the swimming pool with your feet touching the bottom - stress that this should only be done when safely supervised.)*	Read a story about getting bigger, such as ***Tinysaurus by Sheryl Webster***  Discuss key questions in detail. Explain the importance of a healthy relationship with food Explain to the children that we don't just grow straight from babies into adults. That there are a couple of stages first. Can they remember what they are? (Child and teenager.) Give the children different photos of babies, children, and adults and ask them to point out what they can see that the people have in common, e.g. do they all have blonde hair? Blue eyes? Explain that sometimes we don't have the same looks as our family. Sometimes this is because we may have some parts of us that came from our grandparents, e.g. the messages that our body got which told it to have red hair made have come from our grandparents, rather than our own mum or dad. That is because our own parents' bodies carry messages that came from their mum or dad - and sometimes these get passed on to us. Sometimes we don't look the same as our parents because other people helped make us and so we will have messages from their bodies instead. This might be because we are adopted or our parents had help from other people to make us. **Adult led activity:**  Using the Activity sheet *Getting Bigger* from SCARF children can write one new thing they can do now that they couldn't do when they were a baby and when they were a toddler, and one new thing they might be able to do in the future, as a teenager. Evidence the children's individual work in Topic books	surrogacy, adoption, IVF, grow, adult, baby, child, teenager, messages (DNA/Genes), families of different beliefs

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RKR3, RKR10, BS2, BS3, DB1, DB2	Me and my body - girls and boys	• Name parts of the body (including reproductive parts) using the correct vocabulary. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe.	• What parts of the body do we sing about? • Are there any parts of the body that we missed? *(Arms, hands, fingers, anything else? What parts of the body are between the shoulders and knees? ….chest, tummy…)* • What about our private parts? • Can anyone tell us the correct words for our private parts? *(Penis/testicles, vagina/vulva, bum/anus) - see puberty glossary in the Relationships Education resources section to understand how these parts differ.)* • Why are girls' bodies and boys' bodies different? *(Because one day, if we want to, girls can have a baby)* • Acknowledge there is another part of the body that both girls and boys have in the chest area. Does anyone know what they're called? *(Nipples - they help a baby to drink milk from its mother's breasts. Boys and girls have nipples but only females grow breasts when they're older. Some babies are breastfed, some babies are bottle fed.)*	Start by singing the song and do the actions to *Head, Shoulders, Knees and Toes*, together. Discuss key questions in detail. Explain that there are parts of the body that are private and that we wouldn't touch as part of the song, but they are very important too. Show them the NSPCC PANTS **Book** ***Pantosaurus*** https://www.youtube.com/watch?v=Yr_HYY-5fgY  Pantosaurus Song https://www.youtube.com/watch?v=-lL07JOGU5o  **Adult led activity:** Using the picture of girls' and boys' bodies with the title 'Circle the parts that are the same on both boys and girls', get the children to complete the activity and colour the pictures, and adult scribe/label the names of the body parts they can name. (found in Amaze Jnr colouring book) Evidence of individual work in Topic books/ PSED folder. **This worksheet is to be shared with parents prior to the unit being taught, so they are aware of what the children will see. Parents cannot withdraw from a Reception worksheet showing/labelling private parts if it is age-appropriate safeguarding/RSHE* **Reception:** body awareness + safety + simple naming *Under the new DfE RSHE guidance (from Sept 2026), schools are expected to use accurate anatomical names for body parts in primary — including Reception where appropriate*	testicles, vagina, vulva, penis, nipples, breasts, anus, breastfeeding, private parts, privacy, my body is mine (body autonomy) dolls and cars are for everyone (gender stereotyping) *School made the decision to NOT use these RSE words in reception as not age appropriate sperm/eggs, womb,