

Scarf PHSE Term 3



Learning Objective: I can develop my understanding of keeping safe.

<p>W E E k 1</p>	<p>Learning Outcomes Children will be able to:</p> <ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they're ill; • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; • Explain simple issues of safety and responsibility about medicines and their use. 	<p>Key Vocabulary sleep medicines safety</p>	<p>Lesson Summary In this lesson, children learn about sleep, medicines, and safety. They explore why sleep is important for keeping our bodies and minds healthy, understand that medicines should only be taken when given by a trusted adult, and discuss ways to keep themselves safe at home and school.</p>
<p>Harold's Picnic - Harold's picnic</p>			

W E E k 2	Learning Outcomes Children will be able to: <ul style="list-style-type: none"> Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. 	Key Vocabulary safe unsafe feelings worried	Lesson Summary Children learn about feeling safe and unsafe in different situations. They explore how their bodies warn them when something doesn't feel right, think about ways to keep themselves safe, and identify trusted adults they can turn to for help.
How safe would you feel? - How safe would you feel?			
W E E K 3	Learning Outcomes Children will be able to: <ul style="list-style-type: none"> Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. 	Key Vocabulary safe unsafe feelings getting help	Lesson Summary This lesson teaches children how to keep themselves safe by thinking about different situations and choosing the right response: Yes, No, I'll Ask, or I'll Tell. After discussing what makes people feel safe or unsafe and who can help us, the class listens to a story about Harold and decides which response he should use at different points. Children then draw or write their own examples of when they might say each phrase. The lesson ends with a circle-time activity where children move seats whenever their response matches Harold's in the story.
What should Harold say? - What should Harold say?			

W E E k 4	Learning Outcomes Children will be able to: <ul style="list-style-type: none"> • Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; • Identify the types of touch they like and do not like; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. 	Key Vocabulary feelings touch	Lesson Summary This lesson teaches children that their body belongs to them and it's OK to say "I don't like that" when touch feels uncomfortable or unwanted. They learn how to recognise signs that someone doesn't want to be touched, how to assertively say No, and are reminded of the NSPCC Underwear Rule. Children look at photos to spot body language that shows discomfort, discuss what the people might be feeling, and decide what to do. They then identify five trusted people they can tell if they ever feel worried or unsafe. The lesson ends by reminding children to speak up—and keep telling—until someone helps.
I don't like that. - I don't like that!			
W E E k 5	Learning Outcomes Children will be able to: <ul style="list-style-type: none"> • Recognise that some touches are not fun and can hurt or be upsetting; • Know that they can ask someone to stop touching them; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. 	Key Vocabulary touch hurt	Lesson Summary This lesson helps children understand that sometimes people mean to be kind or playful, but the touch can still feel uncomfortable or hurt. Children decide whether different types of touch are "fun or not fun," talk about why they might be hard to speak up about, and practise phrases to assertively say they don't

			like something. They also learn to recognise the physical signs of feeling uncomfortable and are reminded to tell a trusted adult if something hurts or doesn't feel right—and to keep telling until someone listens. The lesson ends with creating a list of trusted adults they can talk to.
Fun or not fun? Fun or not?			
W E E k 6	<p>Learning Outcomes</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. 	<p>Key Vocabulary</p> <p>surprise secret safe unsafe tell</p>	<p>Lesson Summary</p> <p>This lesson teaches children the difference between happy surprises and unhappy secrets, and that they should <i>never</i> keep an adult's secret that makes them feel uncomfortable or worried. Children talk about special people in their lives, share examples of surprises, and learn that unsafe secrets should always be told to a trusted adult—and they must keep trying until someone listens. Through role play, they practise speaking up even when an adult is busy, using scenarios about unsafe in-person and online secrets. The class then completes an activity sheet and finishes by reviewing who they can talk to</p>

			when they feel unsure or unsafe.
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Should I tell? - Should I tell?



Learning Objective: I can develop my understanding of rights and respect.

W E E k 7	Learning Outcomes Children will be able to: Describe and record strategies for getting on with others in the classroom.	Key Vocabulary responsibility help share take turns listen	Lesson Summary This lesson helps children think about what everyone needs in school to do their best—such as a calm environment, the right equipment, feeling safe, and supportive people around them. After listening to a story about Derek’s art project, children identify what <i>they</i> need to succeed and what <i>they</i> can do to help others succeed. The class then creates a shared list of respectful actions like sharing, taking turns, listening, and helping others, which is displayed to
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			remind everyone how to get on well together.
Getting on with others. - Getting on with others			
W E E k 8	Learning Outcomes Children will be able to: <ul style="list-style-type: none"> Explain, and be able to use, strategies for dealing with impulsive behaviour. 	Key Vocabulary feelings control erupt Resources needed Book 'My mouth is a volcano' by Julia Cook	Lesson Summary This lesson helps children manage impulses to speak or react immediately, inspired by the book <i>My Mouth is a Volcano</i> . Children discuss how erupting with words can affect others and explore strategies to control their responses. Using a writing frame, they record ways to manage these feelings at school and at home, then share and display their strategies so they can refer to them when needed.
When I feel like erupting. - When I feel like erupting			
W E E K 9	Learning Outcomes Children will be able to: <ul style="list-style-type: none"> Identify special people in the school and community who can help to keep them safe; Know how to ask for help. 	Key Vocabulary safe unsafe uniform ask for help	Lesson Summary This lesson helps children understand what it means to feel safe and recognise when they might be at risk. They discuss places and situations where they feel safe, explore how their bodies signal danger, and identify

			adults who can help in different scenarios. Through role-play, children practise getting attention, asking for help, and explaining why they need it. The lesson can be extended by encouraging children to discuss special people who keep them safe at home and learn key personal information.
Feeling safe. - Feeling safe			
W E E k 10	Learning Outcomes Children will be able to: <ul style="list-style-type: none"> • Think about the benefits and the risks of the internet; • Recognise ways to stay safe online; • Know that talking to strangers online is a risk; • Understand that we should never share personal information online. 	Key Vocabulary gamer personal information internet risk Resources A copy of the CEOP storybook 'Playing Games' (see link to online version in lesson plan) to read to the children	Lesson Summary This lesson teaches Year 2 children about online safety using the CEOP Jessie & Friends Episode 3: <i>Playing Games</i> animation and storybook. Children explore the benefits and risks of the internet, learn that not everything online is true, and discuss how to stay safe. They watch the animation, which shows friends being tricked by an unknown gamer, and read the storybook to reinforce key safety points, including keeping personal information private and only talking to people they know in real life. The lesson concludes by reviewing the main safety messages and reminding children to think carefully

			and talk to a trusted adult if worried.
Playing games. - Playing games			
W E E k 11	Learning Outcomes Children will be able to: <ul style="list-style-type: none"> • Understand that people have choices about what they do with their money; • Know that money can be saved for a use at a future time; • Explain how they might feel when they spend money on different things. 	Key Vocabulary money spending saving	Lesson Summary This lesson introduces Year 2 children to money, spending, and saving. Children discuss what money is, where it comes from, and how we use it. Through the story <i>Harold Saves for Something Special</i> , they explore the idea of saving for a bigger goal versus spending on smaller items. Activities include deciding whether to spend or save, reflecting on feelings associated with spending and saving, and drawing items they might buy for themselves or others. The lesson concludes with a circle-time activity encouraging thoughtful and kind choices about spending.
Harold saves for something special. - Harold saves for something special			

W E E k 12	Learning Outcomes Children will be able to: <ul style="list-style-type: none"> • Identify what they like about the school environment; • Identify any problems with the school environment (e.g. things needing repair); • Make suggestions for improving the school environment; • Recognise that it's everyone's job - including all adults and children - to respect and therefore help to look after the school environment. 	Key Vocabulary environment responsibility Resources needed Art materials for drawing/painting to record their observations of the environment	Lesson Summary This lesson encourages Year 2 children to think about looking after their environment. They explore the school indoors and outdoors, noting what they like and identifying problems, then discuss causes and potential solutions. Children draw or write about a problem area and their suggested improvement, sharing their ideas with the class. The lesson highlights prioritising improvements, understanding limitations, and using pupil voice to influence change. Children are reminded that they can make a positive impact daily by keeping their classroom and school environment tidy and respectful.
How can we look after the environment? - How can we look after our environment?			