A helping hand

Year: Y2

Subjects and Issues

Caring Cooperation Respect
Support networks Teamwork Communication
Relationships

Introduction

Circle Time – set up the ground rules in your usual way, e.g. one person speaks at a time, pass an object and only speak when holding it etc.

Explain that we are going to think about giving support to others and feedback which is helpful. You may need to give an example of each.

Begin with this starter " I gave support to……. when…… ….." and then go around the circle.

"I got feedback when ……."

"It felt good because ……."

"I didn't like it because ….."

Ask how can we give feedback which is helpful and kind? Take some answers.

Activity

Using the simple obstacle course that has been set up, children work in pairs to go around it. One wears a blindfold and the other helps the blindfolded one to navigate the course safely. They then swap over.

Summing up

Whole class give feedback covering:

- What was supportive?
- What helped?

- What didn't help?
- How did the blindfolded person feel?
- How might you do it differently if you did it again?

Adapting lessons for learners with additional needs

Teachers will need to consider the individual needs of children in their class to ensure that the activities are inclusive. Advice from specialist teachers or the school SENDco may be helpful. Examples might include:

- Consider specific physical needs. In cases where physical disability is prohibitive, children could be blindfolded and given instructions on how to draw a mystery picture instead of moving around; other adaptations may also be required.

Our additional Signposting and Support page provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

Learning Outcomes

Children will be able to:

- Demonstrate simple ways of giving positive feedback to others.

Key Vocabulary

help
support
supportive

Resources needed

Objects to set up a simple obstacle course either indoors or out (depending on weather). Ideally, this should be set up in advance. It needs to be an easy obstacle course either in the hall or outside

DfE Relationships Education and Health Education statutory requirements

- Relationships Education Caring friendships 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

DfE Relationships Education and Health Education statutory requirements (2025)

- Caring friendships 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.