Moving house

Year: Y4

Subjects and Issues

Feelings Growth mindset
Mental wellbeing and mental health Resilience
Change Emotional health Emotions
Managing change

Teachers need to be aware of and sensitive to events that have occurred in the children's lives and modify content appropriately.

Please ensure that you have read the 'Creating a Safe Environment' on the Getting Started page of SCARF before starting this lesson, reinforcing the need to depersonalise contributions, so as not to share personal information in class.

Introduction

Begin by describing something that has changed, a new pair of shoes that are taking some getting used to; a new pair of glasses that really improve sight; a new book that has started in an exciting way.

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

Draw out that sometimes changes are chosen and that these are often positive changes, for example when we go to choose a new pair of shoes.

However, some changes can be more challenging and are sometimes changes we do not choose but happen anyway such as: moving to a different area; a family member dies; a new brother or sister is born; a friend leaves school; parents split up; parents have a new partner etc.

Activity

Arrange class in a circle to play this warm-up game.

Change places across the circle/with someone if you have:

- Moved house in the last year.
- Changed school since starting in Reception
- Had a younger sister or brother born
- Changed your library/reading book in the last week
- Had a new pair of shoes in the last month
- Other…

Talk with a partner about how you felt when you got a new pair of shoes/coat

Share together (excited, happy, felt more grown up etc.)

Talk with a partner about how you felt when you experienced a change that wasn't your choice e.g. moved house/got a new brother/sister.

Share ideas (upset to leave, excited, worried about losing friends etc.)

Read the story with the children.

- Why do you think Sam was upset when he learned he was moving to his grandma's?
- What did Sam think he would miss?
- What do you think Sam missed the most when he left?
- What kinds of feelings did Sam experience when he started his new school?
- How did the people there help him?

Share the learning line with the class - this can be displayed on the IWB (see Resources needed area).

With the pupils, match each stage of the learning line with the way Sam progressed in his knowledge of the school.

Explain how we sometimes go through a bit of a 'dip' when changes occur in our lives but soon become familiar with new places and people and learn new things that help us settle into our new situation.

- What can help a person to make a change more easily?

NB: it's worth talking here about how skills and progress in any aspect of life mostly 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 or ability, in growing that skill. This links to the Growth Mindset theory.

Children can now complete a learning line of their own with something they have done, it could be learning how to use a new piece of technology or software; starting a new skill such as riding a horse or learning to swim etc. They can be creative about the line that they draw, using words and/or drawings to show the different stages of their learning journey.

Summing up

Children share their learning lines with the class. Praise their work.

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?

More information about Growth Mindset can be found on the Getting Started page of the SCARF website.

Adapting lessons for learners with additional needs

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:

- Describe some of the changes that happen to people during their lives;
- Explain how the Learning Line can be used as a tool to help them manage change more easily;
- Suggest people who may be able to help them deal with change.

Key Vocabulary

learning line
practice

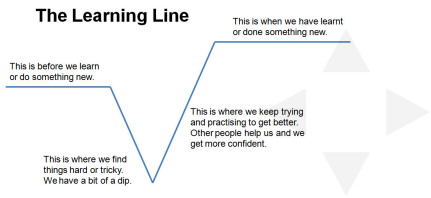
Story sheet

Sam moves house

SCARF

Sam moves house - Story sheet 1 copy for teacher to read out, or enough copies for children to read along with teacher (whichever is preferred).

Whiteboards



Learning Line Y4

DfE Relationships Education and Health Education statutory requirements

- Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

DfE Relationships Education and Health Education statutory requirements (2025)

- General wellbeing 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- General wellbeing 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- General wellbeing 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

PSHE Association Learning Opportunities

- H17 . To recognise that feelings can change over time and range in intensity.
- H23 . About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.
- H29 . About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.
- R7 . To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.