Taking notice of our feelings

Year: Y5

Subjects and Issues

Bullying Emotional needs Feelings Respect Safeguarding Support networks Trust Consent Relationships education Keeping safe Unwanted touch Inappropriate touch

NB: the initial activity requires a large space (e.g. hall or classroom with furniture moved to side) and either PE mats or similar so that children can lie comfortably.

Introduction

Have music playing as the children come in. In a quiet voice, ask them to find a space to lie down and make themselves comfortable. Focus on staying calm and relaxed and try to ignore as much fussing as you can. Ask the children to close their eyes and to feel their body sinking into the floor. Ask them to tense every muscle, face, hands, feet, legs, arms then release repeat 3 times and ask them to feel the ground supporting them as they sink into it. Ask them to think about their breathing, not trying to change it, just feeling it. Ask them to think of a time when they felt happy and relaxed and to imagine themselves in that place, to think about what sounds they can hear, what they can feel and just enjoy that lovely feeling of being happy and relaxed and peaceful.

Allow 3 minutes or so of this relaxation time then ask pupils to start to be more aware of the sounds around them then to gentle wiggle their fingers and toes, to open their eyes and then carefully sit up.

Ask them to share how they felt. Ask them to describe the physical changes that they noticed (soft limbs,

slower breathing etc.)

Explain that our body can give us lots of clues about how our mind is feeling (butterflies, sweaty palms, heart racing) It's really helpful if we can notice these signals so that we can do something to help our mind and body cope better.

Activity 1 - Who we trust

On the whiteboard, draw a target, made of 4 concentric circles. In the middle circle write 'me'. Add the following 3 categories one at a time and before moving on to the next one ask the children to give examples of people for each

- The next circle out from the centre write 'close friends and family'. Take answers for this category.
- The next circle is 'people we know the names of' this might be friends who are not close friends, people in other classes, neighbours... again, take and accept any answer even 'Justin Bieber'!
- The final circle is 'People we recognise but we don't know their names.' This might be shopkeepers, bus drivers, neighbours.' Take their examples of these.

Next, ask them to think about 'trust'.

Check their understanding of the word then ask the pupils 'who are the people you trust?' These are likely to be the people in the first circle.

'So there are things we might say to people we trust that we wouldn't say to others even though we might like them.'

What should we do if someone makes us feel unsafe? (Tell someone you trust.)

What if someone was made to feel unsafe by someone they trusted? (Tell someone else they trust, another family member or someone at school.)

Whose responsibility/fault is it if we feel unhappy or uncomfortable about someone else's behaviour towards us? (No-one has the right to make us feel unhappy or uncomfortable.)

How can we stop unwanted touch or attention? (Tell the person to stop or tell someone we trust.)

What can we do if no one will listen? (Find someone else – remember it is not ok for someone to hurt you or make you feel uncomfortable)

Activity 2 - Excuse me!

Ask for a volunteer. Explain that in the game, they'll have to stand in front of a person, look them in the eye and and say,'excuse me!' then wait for the response. If the first person they speak to turns away then they should move on to another person and do the same thing.

After explaining this, ask them to leave the room for a few minutes so they can't hear what's going on. Here's what you need to tell the class now:

Ask class for a number between 4 and 8 - e.g. 6. Tell the pupils that the volunteer will return to the classroom, stand in front of someone and say, 'excuse me'. The number that was chosen is the number of children who will ***ignore*** *them (in this example, 6) by turning away from the volunteer.*

You, the teacher, will count out loud. As the number chosen in this example is 6, the first 5 people will ignore the person saying 'excuse me' by turning away (with you counting out loud). The 6th person doesn't ignore the volunteer, they politely say, 'Yes?' Everyone should cheer at this point. Continue round the whole class until everyone has been asked, (each 6th person turning and politely saying, 'Yes?')

Bring the volunteer back into the class and play the game.

After each celebration, ask the volunteers how they felt when they were ignored. Praise them for their resilience and explain that we might not always be listened to the first time but that we should keep going until someone listens, which they will.

Repeat with a new volunteer and a new number. The game may take a few attempts to get it going fluidly.

Mistakes and laughter are all part of the demonstration of resilience.

This game can be played at other times during the week (e.g. last few minutes of a lesson) to give more children a chance at practising getting someone's attention and to reinforce the key message.

Summing up

It is worth reinforcing the Underwear Rule even if covered previously

The underwear rule is a simple, effective technique for embedding this learning, using the acronym PANTS:

Privates are private

Always remember your body belongs to you

No means no

Talk about secrets that upset you

Speak up, someone can help

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:

- Identify people who can be trusted;
- Understand what kinds of touch are acceptable or unacceptable;

- Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.

Key Vocabulary

trust
resilience
unwanted attention
unwanted touch

Resources needed

NSPCC Underwear Rule

Large, quiet space with relaxing music (e.g. hall or classroom with furniture moved to side). PE mats if floor space is hard. Dimmed lighting / blinds down.

DfE Relationships Education and Health Education statutory requirements

- Relationships Education Respectful relationships 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- Relationships Education Being safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- Relationships Education Being safe 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- Relationships Education Being safe 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.
- Relationships Education Being safe 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Relationships Education Being safe 8. Where to get advice e.g. family, school and/or other sources.

DfE Relationships Education and Health Education statutory requirements (2025)

- Being Safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- Being Safe 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- Being Safe 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- Being Safe 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- Being Safe 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- Being Safe 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
- Developing bodies 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum,

nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

- Respectful, kind relationships 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

PSHE Association Learning Opportunities

- R8 . To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.
- R9 . How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.
- R25 . Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.
- R28 . How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.
- R29 . Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).