



Hartlebury Church of England (Voluntary Controlled) Primary School

PSHE (Personal, Social, Health and Economic) **& RSHE (Relationship, Sex and Health Education) Policy**

Ratified by Governing Body: November 2021

Next review date: November 2024

Overview

Our PSHE programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Hartlebury CofE Primary School, preparing them for the opportunities, responsibilities and experiences of later life. We follow a programme of study called SCARF which meets all DfE requirements for statutory Relationships and Health Education and is mapped to the PSHE Association programmes of study.

Our programme of Study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils.

Relationships and Health Education will be statutory in primary schools, from September 2020, and Relationships, Sex and Health Education will be statutory in secondary schools.

“For Church schools, RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.”

(Church of England Education Office Response to a Call for Evidence on RSE Curriculum p1)

Relationship and health education will be taught as part of our PSHE curriculum.

As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. However, as part of their PSHE education, pupils in Year 6 will receive stand-alone sex education lessons.

Intent – the purpose of PSH/RSHE

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

Implementation - How PSHE education, including Relationships Education, is provided and who is responsible for this:

At Hartlebury we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice in considered and fed into the planned programme.

Our PSHE subject lead, Anneka Hall, works in conjunction with teaching staff in each year group and the phase leads and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Progress Assessment.

Implementation - What is being taught:

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe;
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

In addition, PSHE is developed through whole-school activities and events:

- Our school council; the representatives from each class meet regularly to discuss school matters.
- We offer two residential visits in Key Stage 2: Years 3 and 4 visit Pioneer and Years 5 and 6 visits Arete/ATE, where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.
- Themed weeks; our children take part in themed weeks, whole school and Trust events.
- Visiting speakers.
- Bikeability and road safety.
- Swimming lessons.
- A variety of clubs.

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment.

Implementation - How PSHE education, including Relationships Education, is taught:

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on the school website.

Support is provided to children experiencing difficulties on a one-to-one basis, via our Mental Health First Aiders.

Impact - How PSHE education is monitored, evaluated and assessed

We monitor and assess learning within PSHE/RSHE at Hartlebury Primary School by using Scarf Progress:

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

Teaching PSHE to children with special needs

All pupils, regardless of their needs must be part of PSHE & RS&HE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are gifted and talented or have learning difficulties. When teaching PSHE we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE targets.

For gifted and talented pupils, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Equality and Diversity

At Hartlebury CofE Primary School, PSHE education is accessible to every pupil. Teaching will consider the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010.

Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own family's values in regards to relationships and sex alongside the information they receive at school.

Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead Anneka Hall.

Policy Review

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

This policy should be read in conjunction with the following:

- Safeguarding/Child Protection policy
- Confidentiality policy
- Anti-bullying policy
- Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2019)

Useful resources/Appendix

Please find below:

- long term plan for the whole school
- DfE Statutory Guidance Categories
- Medium Term Plans for KS1/2

Year/Half-termly unit	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body <u>healthy</u> – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying behaviour Bystander Gender stereotyping	Understanding emotional needs Staying safe online Drugs, norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

DfE Statutory Guidance Categories: Relationships Education (Primary)

By the end of primary school pupils should know:

Families and people who care for me (FPC)	<ol style="list-style-type: none"> 1. that families are important for children growing up because they can give love, security and stability. 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships (CF)	<ol style="list-style-type: none"> 1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships (RR)	<ol style="list-style-type: none"> 1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 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. 6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships (OR)	<ol style="list-style-type: none"> 1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online.
Being safe (BS)	<ol style="list-style-type: none"> 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard, 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources.

DfE Statutory Guidance Categories: Physical Health and Mental Wellbeing (Primary)

By the end of primary school pupils should know:

Mental Wellbeing (MW)	<ol style="list-style-type: none"> 1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 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. 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. 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on 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). 10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms (ISH)	<ol style="list-style-type: none"> 1. that for most people the internet is an integral part of life and has many benefits. 2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 4. why social media, some computer games and online gaming, for example, are age restricted. 5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online
Physical health and fitness (PHF)	<ol style="list-style-type: none"> 1. the characteristics and mental and physical benefits of an active lifestyle. 2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating (HE)	<ol style="list-style-type: none"> 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco (DAT)	<ol style="list-style-type: none"> 1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention (HP)	<ol style="list-style-type: none"> 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid (BFA)	<ol style="list-style-type: none"> 1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	<ol style="list-style-type: none"> 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2, RR3	Why we have classroom rules	<ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these.
BS5, MW2, MW3, MW4, MW7	Thinking about feelings	<ul style="list-style-type: none"> Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)
MW1, MW2, MW4, MW7	Our feelings	<ul style="list-style-type: none"> Identify a range of feelings; Identify how feelings might make us behave; Suggest strategies for someone experiencing 'not so good' feelings to manage these.
MW2, MW3, MW6, MW7	Feelings and bodies	<ul style="list-style-type: none"> Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt.
FPC3, FPC4	Our special people balloons	<ul style="list-style-type: none"> Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us.
CF1, CF2, CF3	Good friends	<ul style="list-style-type: none"> Identify simple qualities of friendship; Suggest simple strategies for making up.
RR1, CF2, CF4, CF5	How are you listening?	<ul style="list-style-type: none"> Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.
	Valuing Difference	
FPC3, FPC4, RR1, RR2	Same or different?	<ul style="list-style-type: none"> Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences.
CF2, CF3, CF4, RR5, RR6, MW8	Unkind, tease or bully?	<ul style="list-style-type: none"> Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare.
RR3, RR5, BS1	Harold's school rules	<ul style="list-style-type: none"> Explain some of their school rules and how those rules help to keep everybody safe.
FPC1, FPC2, FPC3, FPC4, MW6	Who are our special people?	<ul style="list-style-type: none"> Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them.
CF2, CF3, CF4, RR2, RR3	It's not fair!	<ul style="list-style-type: none"> Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.
	Keeping Myself Safe	
PHF1, PHF3, HP3, HP4	Healthy me	<ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle.



DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
HP3	Super sleep	<ul style="list-style-type: none"> Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep.
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help?	<ul style="list-style-type: none"> Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe.
MW2	Harold loses Geoffrey	<ul style="list-style-type: none"> Recognise the range of feelings that are associated with loss.
DAT1	What could Harold do?	<ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use.
FPC6, RR8, BS1, BS2, BS5, BS7, BS8	Good or bad touches?	<ul style="list-style-type: none"> Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help.
RR8, OR1-5, BS1, 2, 6, ISH 1, 3, 5, 7	Sharing pictures	<ul style="list-style-type: none"> Start thinking about how to stay safe online, including safety around sharing images; Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.
	Rights and Responsibilities	
HP4, HP5	Harold's wash and brush up	<ul style="list-style-type: none"> Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Around and about the school	<ul style="list-style-type: none"> Identify what they like about the school environment; Recognise who cares for and looks after the school environment.
RR5	Taking care of something	<ul style="list-style-type: none"> Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's money	<ul style="list-style-type: none"> Explain where people get money from; List some of the things that money may be spent on in a family home.
Wider PSHE curriculum (not covered by DfE statutory requirements)	How should we look after our money?	<ul style="list-style-type: none"> Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it).
BFA1, BFA2	Basic first aid	See link to external resources for further information.
	Being My Best	
HE1, HE2, HE3	I can eat a rainbow	<ul style="list-style-type: none"> Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
HE1, HE2, HE3	Eat well	<ul style="list-style-type: none"> •Recognise that they may have different tastes in food to others; •Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; •Recognise which foods we need to eat more of and which we need to eat less of to be healthy.
HP5	Catch it! Bin it! Kill it!	<ul style="list-style-type: none"> •Understand how diseases can spread; •Recognise and use simple strategies for preventing the spread of diseases.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold learns to ride his bike	<ul style="list-style-type: none"> •Recognise that learning a new skill requires practice and the opportunity to fail, safely; •Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
CF2, CF5, RR1, RR3, RR5	Pass on the praise!	<ul style="list-style-type: none"> •Demonstrate attentive listening skills; •Suggest simple strategies for resolving conflict situations; •Give and receive positive feedback, and experience how this makes them feel.
CF2, CF4, RR2, RR3, RR5	Harold has a bad day	<ul style="list-style-type: none"> •Recognise how a person's behaviour (including their own) can affect other people.
	Growing and Changing	
PHF4	Inside my wonderful body!	<ul style="list-style-type: none"> •Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); •Understand and explain the simple bodily processes associated with them.
FPC2, CAB1	Taking care of a baby	<ul style="list-style-type: none"> •Understand some of the tasks required to look after a baby; •Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
CAB1	Then and now	<ul style="list-style-type: none"> •Identify things they could do as a baby, a toddler and can do now; •Identify the people who help/helped them at those different stages.
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help?(2)	<ul style="list-style-type: none"> •Explain the difference between teasing and bullying; •Give examples of what they can do if they experience or witness bullying; •Say who they could get help from in a bullying situation.
FPC6, CF4, RR8, BS1, BS2, BS4, BS5, BS6, BS7, BS8,	Surprises and secrets	<ul style="list-style-type: none"> •Explain the difference between a secret and a nice surprise; •Identify situations as being secrets or surprises; •Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
BS3, BS7	Keeping privates private	<ul style="list-style-type: none"> •Identify parts of the body that are private; •Describe ways in which private parts can be kept private; •Identify people they can talk to about their private parts.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2	Our ideal classroom (1)	<ul style="list-style-type: none"> •Suggest actions that will contribute positively to the life of the classroom; •Make and undertake pledges based on those actions.
RR3	Our ideal classroom (2)	<ul style="list-style-type: none"> •The conventions of courtesy and manners.
MW2, MW3	How are you feeling today?	<ul style="list-style-type: none"> •Use a range of words to describe feelings; •Recognise that people have different ways of expressing their feelings; •Identify helpful ways of responding to other's feelings.
RR5, RR6	Bullying or teasing?	<ul style="list-style-type: none"> •Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; •Identify situations as to whether they are incidents of teasing or bullying.
RR5, RR6	Don't do that!	<ul style="list-style-type: none"> •Understand and describe strategies for dealing with bullying; •Rehearse and demonstrate some of these strategies.
RR5, RR6,	Types of bullying	<ul style="list-style-type: none"> •Explain the difference between bullying and isolated unkind behaviour; •Recognise that there are different types of bullying and unkind behaviour; •Understand that bullying and unkind behaviour are both unacceptable ways of behaving.
CF1, CF2, CF3	Being a good friend	<ul style="list-style-type: none"> •Recognise that friendship is a special kind of relationship; •Identify some of the ways that good friends care for each other.
MW2, MW9	Let's all be happy	<ul style="list-style-type: none"> •Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); •Explain where someone could get help if they were being upset by someone else's behaviour.
	Valuing Difference	
RR1, RR2	What makes us who we are?	<ul style="list-style-type: none"> •Identify some of the physical and non-physical differences and similarities between people; •Know and use words and phrases that show respect for other people.
RR2	How do we make others feel?	<ul style="list-style-type: none"> •Recognise and explain how a person's behaviour can affect other people.
FPC1, FPC2, FPC3, FPC4	My special people	<ul style="list-style-type: none"> •Identify people who are special to them; •Explain some of the ways those people are special to them.
CF3, MW7	When someone is feeling left out	<ul style="list-style-type: none"> •Explain how it feels to be part of a group; •Explain how it feels to be left out from a group; •Identify groups they are part of; •Suggest and use strategies for helping someone who is feeling left out.
CF3, RR2, RR3, MW3	An act of kindness	<ul style="list-style-type: none"> •Recognise and describe acts of kindness and unkindness; •Explain how these impact on other people's feelings; •Suggest kind words and actions they can show to others; •Show acts of kindness to others in school.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
CF4, CF5	Solve the problem	<ul style="list-style-type: none"> • Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
	Keeping Myself Safe	
MW3, MW5, DAT1,	Harold's picnic	<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.
BS1, BS3, BS5	How safe would you feel?	<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.
BS1, BS3, BS4	What should Harold say?	<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.
BS4, MW2	I don't like that!	<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.
BS1, BS3, BS5	Fun or not?	<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.
BS1, BS2, BS3, BS5	Should I tell?	<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.
BS1, BS2, BS3, BS4, MW2	Some secrets should never be kept	<ul style="list-style-type: none"> • Identify how inappropriate touch can make someone feel • Understand that there are unsafe secrets and secrets that are nice surprises • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Rights and Responsibilities	
CF5, RR3, RR5, RR6	Getting on with others	<ul style="list-style-type: none"> • Describe and record strategies for getting on with others in the classroom.
MW3, MW4	When I feel like erupting	<ul style="list-style-type: none"> • Explain, and be able to use, strategies for dealing with impulsive behaviour.
BS6, BS7, BS8	Feeling safe	<ul style="list-style-type: none"> • Identify special people in the school and community who can keep them safe; • Know how to ask for help.
Wider PSHE curriculum (not covered by DfE statutory requirements)	How can we look after our environment?	<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 they all have a responsibility for helping to look after the school environment.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold saves for something special	<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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold goes camping	<ul style="list-style-type: none"> • Recognise that money can be spent on items which are essential or non-essential; • Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.
OR 1-5 BS 1, 2, 6 ISH 1, 2, 3, 5, 7	Playing games	<ul style="list-style-type: none"> • Know the importance of keeping personal information private, when online and only talking to people they know in real life; • Know that they can tell an adult they trust if anything happens that makes them worried.
	Being My Best	
Wider PSHE curriculum (not covered by DfE statutory requirements)	You can do it!	<ul style="list-style-type: none"> • Explain the stages of the learning line showing an understanding of the learning process; • Suggest phrases and words of encouragement to give someone who is learning something new; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.
MW3, PHF2, HE1	My day	<ul style="list-style-type: none"> • Understand and give examples of things they can choose themselves and things that others choose for them; • Explain things that they like and dislike, and understand that they have choices about these things; • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
HP5, HP6	Harold's postcard – helping us to keep clean and healthy	<ul style="list-style-type: none"> • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses.
HP4	Harold's bathroom	<ul style="list-style-type: none"> • Explain the importance of good dental hygiene; • Describe simple dental hygiene routines.
PHF1, HE1, HP3	My body needs...	<ul style="list-style-type: none"> • Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and sleep are important to health.

Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements: **Year 2**

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Wider PSHE curriculum (not covered by DfE statutory requirements)	What does my body do?	<ul style="list-style-type: none"> Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood.
	Growing and Changing	
CF3	A helping hand	<ul style="list-style-type: none"> Demonstrate simple ways of giving positive feedback to others.
MW2	Sam moves house	<ul style="list-style-type: none"> Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
CAB1	Haven't you grown?	<ul style="list-style-type: none"> Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages.
BS2	My Body, your body	<ul style="list-style-type: none"> Identify which parts of our body are private Explain that our genitals help us make babies when we are older Understand that we mostly have the same body parts but how they look is different from person to person.
BS2	Respecting privacy	<ul style="list-style-type: none"> Explain what privacy means Know that you are not allowed to touch someone's private belongings without their permission Give examples of different types of private information.
BFA1, BFA2	Basic first aid	See link to external resources for further information.

Mapping SCARF plans and related learning outcomes to the

DfE Relationships and Health Education Requirements: **Year 3**

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
ISH4	As a rule	<ul style="list-style-type: none"> Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules.
MW2, MW3, MW4	My special pet	<ul style="list-style-type: none"> Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a way of dealing with the situation.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Tangram team challenge	<ul style="list-style-type: none"> Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone to achieve success.
CF1, CF2	Looking after our special people	<ul style="list-style-type: none"> Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people.
CF3, CF4, RR1	How can we solve this problem?	<ul style="list-style-type: none"> Rehearse and demonstrate simple strategies for resolving given conflict situations.
BS1	Dan's dare	<ul style="list-style-type: none"> Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
RR1, RR2, RR3	<u>Thanks</u>	<ul style="list-style-type: none"> Express opinions and listen to those of others; Consider others' points of view; Practice explaining the thinking behind their ideas and opinions.
CF1, CF2, CF4, CF5, RR3	Friends are special	<ul style="list-style-type: none"> Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.
	Valuing Difference	
FPC1, FPC3, FPC4, FPC6, RR7	Family and friends	<ul style="list-style-type: none"> Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
MW5	My community	<ul style="list-style-type: none"> Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
RR1, RR3	Respect and challenge	<ul style="list-style-type: none"> Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
RR1	Our friends and neighbours	<ul style="list-style-type: none"> • Explain that people living in the UK have different origins; • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; • Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.
FPC3, RR1, RR2, RR6, OR2, MW8, ISH5	Let's celebrate our differences	<ul style="list-style-type: none"> • Recognise the factors that make people similar to and different from each other; • Recognise that repeated name calling is a form of bullying; • Suggest strategies for dealing with name calling (including talking to a trusted adult).
RR1, RR2, RR3, RR5, RR6, RR7, OR2, MW8, ISH5	Zeb	<ul style="list-style-type: none"> • Understand and explain some of the reasons why different people are bullied; • Explore why people have prejudiced views and understand what this is.
Keeping Myself Safe		
BS1, BS4, BS5, BS6, BS7, BS8	Safe or unsafe?	<ul style="list-style-type: none"> • Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe.
BS4	Danger or risk?	<ul style="list-style-type: none"> • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation.
BS2, BS5	The Risk Robot	<ul style="list-style-type: none"> • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks.
HE3, DAT1	Alcohol and cigarettes: the facts	<ul style="list-style-type: none"> • Identify some key risks from and effects of cigarettes and alcohol; • Know that most people choose not to smoke cigarettes; (Social Norms message) • Define the word 'drug' and understand that nicotine and alcohol are both drugs.
OR3, OR4, OR5, HE1, HE3, HE6	Super Searcher	<ul style="list-style-type: none"> • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give examples of strategies for safe browsing online.
OR1, OR2, OR3, OR4, OR5, BS1, BS4, BS5, MW3, MW4, ISH3, ISH5, ISH7	None of your business!	<ul style="list-style-type: none"> • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
OR5, BS1, BS6, ISH2, ISH6	Raisin Challenge (1)	<ul style="list-style-type: none"> • Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions.
HE3, DAT1	Help or harm?	<ul style="list-style-type: none"> • Understand that medicines are drugs and suggest ways that they can be helpful or harmful.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Rights and Responsibilities	
MW5	Our helpful volunteers	<ul style="list-style-type: none"> • Define what a volunteer is; • Identify people who are volunteers in the school community; • Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
BS8	Helping each other to stay safe	<ul style="list-style-type: none"> • Identify key people who are responsible for them to stay safe and healthy; • Suggest ways they can help these people.
OR4, ISH6	Recount task	<ul style="list-style-type: none"> • Understand the difference between 'fact' and 'opinion'; • Understand how an event can be perceived from different viewpoints; • Plan, draft and publish a recount using the appropriate language.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's environment project	<ul style="list-style-type: none"> • Define what is meant by the environment; • Evaluate and explain different methods of looking after the school environment; • Devise methods of promoting their priority method.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Can Harold afford it?	<ul style="list-style-type: none"> • Understand the terms 'income', 'saving' and 'spending'; • Recognise that there are times we can buy items we want and times when we need to save for them; • Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.); • Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.).
Wider PSHE curriculum (not covered by DfE statutory requirements)	Earning money	<ul style="list-style-type: none"> • Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.).
Being My Best		
HE1, HE2, HE3	Derek cooks dinner!	<ul style="list-style-type: none"> • Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal.
HP5, HP6	Poorly Harold	<ul style="list-style-type: none"> • Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness.
RR1, RR2, RR3	For or against?	<ul style="list-style-type: none"> • Develop skills in discussion and debating an issue; • Demonstrate their understanding of health and wellbeing issues that are relevant to them;

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
		<ul style="list-style-type: none"> •Empathise with different viewpoints; •Make recommendations, based on their research.
OR1	I am fantastic!	<ul style="list-style-type: none"> •Identify their achievements and areas of development; •Recognise that people may say kind things to help us feel good about ourselves; •Explain why some groups of people are not represented as much on television/in the media.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Getting on with your nerves!	Demonstrate how working together in a collaborative manner can help everyone to achieve success;
Wider PSHE curriculum (not covered by DfE statutory requirements)	Body team work	<ul style="list-style-type: none"> •Understand and explain how the brain sends and receives messages through the nerves. •Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); •Describe how food, water and air get into the body and blood.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Top talents	<ul style="list-style-type: none"> •Explain some of the different talents and skills that people have and how skills are developed; •Recognise their own skills and those of other children in the class.
	Growing and Changing	
CF1, CF2, CF5, OR2	Relationship Tree	<ul style="list-style-type: none"> •Identify different types of relationships; •Recognise who they have positive healthy relationships with.
BS3, BS7	Body space	<ul style="list-style-type: none"> •Understand what is meant by the term body space (or personal space); •Identify when it is appropriate or inappropriate to allow someone into their body space; •Rehearse strategies for when someone is inappropriately in their body space.
BS2	Secret or surprise	<ul style="list-style-type: none"> •Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; •Recognise how different surprises and secrets might make them feel; •Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
BFA1, BFA2	Basic first aid	See link to external resources for further information

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
CF2, CF3, MW3, MW6, MW7	An email from Harold!	<ul style="list-style-type: none"> •Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; •Explain how different words can express the intensity of feelings.
CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, HE3	Ok or not ok? (1)	<ul style="list-style-type: none"> •Explain what we mean by a 'positive, healthy relationship'; •Describe some of the qualities that they admire in others.
CF2, CF4, CF5, RR1, RR4, RR5, OR1, OR2, HE3	Ok or not ok? (2)	<ul style="list-style-type: none"> •Recognise that there are times when they might need to say 'no' to a friend; •Describe appropriate assertive strategies for saying 'no' to a friend.
RR2	Human machines	<ul style="list-style-type: none"> •Demonstrate strategies for working on a collaborative task; •Define successful qualities of teamwork and collaboration.
MW1, MW2, MW3, MW4	Different feelings	<ul style="list-style-type: none"> •Identify a wide range of feelings; •Recognise that different people can have different feelings in the same situation; •Explain how feelings can be linked to physical state.
MW3, MW4	When feelings change	<ul style="list-style-type: none"> •Demonstrate a range of feelings through their facial expressions and body language; •Recognise that their feelings might change towards someone or something once they have further information.
RR1, RR6, MW8, ISH5	Under pressure	<ul style="list-style-type: none"> •Give examples of strategies to respond to being bullied, including what people can do and say; •Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.
	Valuing Difference	
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, OR2, OR4	Can you sort it?	<ul style="list-style-type: none"> •Define the terms 'negotiation' and 'compromise'; •Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
CF5, RR8, BS1, BS3, BS5, MW4	Islands	<ul style="list-style-type: none"> •Understand that they have the right to protect their personal body space; •Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; •Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
FPC1, FPC2, CF1, CF2, RR1	Friend or acquaintance?	<ul style="list-style-type: none"> •Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); •Give examples of features of these different types of relationships, including how they influence what is shared.
FPC3, CF4, CF5, RR1, RR2, RR3, RR5, RR6, BS1	What would I do?	<ul style="list-style-type: none"> •List some of the ways that people are different to each other (including differences of race, gender, religion); •Recognise potential consequences of aggressive behaviour; •Suggest strategies for dealing with someone who is behaving aggressively.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
FPC3, CF3, RR1, RR2, RR5	The people we share our world with	<ul style="list-style-type: none"> List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of showing respect to others' differences.
RR7, OR5, ISH2, ISH5, ISH6	That is such a stereotype!	<ul style="list-style-type: none"> Understand and identify stereotypes, including those promoted in the media.
	Keeping Myself Safe	
OR4, BS4, BS5, ISH2, PHF3, HE3, DAT1, HP2	Danger, risk or hazard?	<ul style="list-style-type: none"> Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk.
OR3, OR5, ISH3, ISH5	Picture Wise	<ul style="list-style-type: none"> Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent.
CF5, RR4, RR6, OR2, BS1, BS6, MW4	How dare you!	<ul style="list-style-type: none"> Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares.
DAT1, HP5	Medicines: check the label	<ul style="list-style-type: none"> Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
CF3, CF5, RR4, RR6, OR3, DAT1	Keeping ourselves safe	<ul style="list-style-type: none"> Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk.
OR5, BS1, ISH2, ISH6	Raisin Challenge (2)	<ul style="list-style-type: none"> Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.
	Rights and Responsibilities	
BS6, BS7, BS8, PHF4	Who helps us stay healthy and safe?	<ul style="list-style-type: none"> Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Wider PSHE curriculum (not covered by DfE statutory requirements)	It's your right	<ul style="list-style-type: none"> Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these.
RR3, RR5, OR2, OR3, BS2	How do we make a difference?	<ul style="list-style-type: none"> Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process.
RR3, OR4, OR5, ISH2, ISH6, ISH7	In the news!	<ul style="list-style-type: none"> Define the word influence; Recognise that reports in the media can influence the way they think about an topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
RR5, RR6, BS7	Safety in numbers	<ul style="list-style-type: none"> Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Logo quiz	<ul style="list-style-type: none"> Understand some of the ways that various national and international environmental organisations work to help take care of the environment; Understand and explain the value of this work.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's expenses	<ul style="list-style-type: none"> Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home; Prioritise items of expenditure in the home from most essential to least essential.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Why pay taxes?	<ul style="list-style-type: none"> Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential.
	Being My Best	
RR1, RR2, RR4	What makes me ME! (formerly Diversity World)	<ul style="list-style-type: none"> Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
CF2, RR1, OR4	Making choices	<ul style="list-style-type: none"> Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
PHF1, PHF2, HE1, HE2, HE3, HP3	SCARF Hotel (formerly Diversity World Hotel)	<ul style="list-style-type: none"> Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's Seven Rs	<ul style="list-style-type: none"> Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios.
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (1)	<ul style="list-style-type: none"> Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community.
BFA1, BFA2	Basic first aid	See link to external resources for further information
	Growing and Changing	
MW2, MW3, MW9	Moving house	<ul style="list-style-type: none"> 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.
FPC1, FPC2, FPC4, CF5, RR2, MW3, MW4, CAB1	My feelings are all over the place!	<ul style="list-style-type: none"> Name some positive and negative feelings; Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise.
BS7, CAB1	All change!	<ul style="list-style-type: none"> Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens.
RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3	Secret or surprise?	<ul style="list-style-type: none"> Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
FPC3, FPC4, FPC5, CF1, CF2, CF4, CF5, RR1	Together	<ul style="list-style-type: none"> Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
RR1, RR2, RR6, RR7, OR2, OR3, OR4, OR5, BS1, ISH2, ISH3, ISH5, ISH6	Is it true?	<ul style="list-style-type: none"> Understand that the information we see online either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference sex, gender identity, gender expression and sexual orientation.
CF1, CF2, CF3, CF5	It could happen to anyone	<ul style="list-style-type: none"> Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way.
	Keeping Myself Safe	
DAT1	'Thinking' about habits	<ul style="list-style-type: none"> Explain what a habit is, giving examples; Describe why and how a habit can be hard to change.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jay's dilemma	<ul style="list-style-type: none"> Recognise that there are positive and negative risks; Explain how to weigh up risk factors when making a decision; Describe some of the possible outcomes of taking a risk.
RR6, OR1, OR2, OR3, OR5, MW8, ISH5	Spot bullying	<ul style="list-style-type: none"> Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying.
CF5, RR2, RR4, RR5, RR8, BS1, BS2	Ella's diary dilemma	<ul style="list-style-type: none"> Define what is meant by a dare; Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare.
CF5	Decision Dilemmas	<ul style="list-style-type: none"> Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation.
OR1, OR2, OR3, OR4, BS1, BS4, ISH3, ISH5, ISH7	Play, Like, Share	<ul style="list-style-type: none"> Reflect on what information they share offline and online; Recognise that people aren't always who they say they are online; Know how to protect personal information online.
DAT1	Drugs: true or false?	<ul style="list-style-type: none"> Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines; Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
HE3, DAT1	Know the norms (formerly Tell Mark II)	<ul style="list-style-type: none"> Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
ISH6, DAT1, BS1	Smoking: what is normal?	<ul style="list-style-type: none"> Understand the actual norms around smoking and the reasons for common misperceptions of these.
	Would you risk it?	<ul style="list-style-type: none"> Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Rights and Responsibilities	
ISH6, PHF2, PHF3, HE1	What's the story?	<ul style="list-style-type: none"> Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing.
OR4, ISH6	Fact or opinion?	<ul style="list-style-type: none"> Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Rights, responsibilities and duties	<ul style="list-style-type: none"> Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out.
MW5	Mo makes a difference	<ul style="list-style-type: none"> Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Spending wisely	<ul style="list-style-type: none"> State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Lend us a fiver!	<ul style="list-style-type: none"> Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Local councils	<ul style="list-style-type: none"> Explain some of the areas that local councils have responsibility for; Understand that local Councillors are elected to represent their local community.
	Being My Best	
DAT1	Getting fit	<ul style="list-style-type: none"> Know two harmful effects each of smoking/drinking alcohol. Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Understand the actual norms around smoking and the reasons for common misperceptions of these.
Wider PSHE curriculum (not covered by DfE statutory requirements)	It all adds up!	<ul style="list-style-type: none"> Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Different skills	<ul style="list-style-type: none"> Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community	<ul style="list-style-type: none"> State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community.
BS1	Independence and responsibility	<ul style="list-style-type: none"> Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people.
ISH4	Star qualities	<ul style="list-style-type: none"> Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have.
BFA1, BFA2	Basic first aid	See link to external resources for further information
	Growing and Changing	
MW2, MW3, MW4	How are they feeling?	<ul style="list-style-type: none"> Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience.
RR5, BS1, BS3, BS4, BS5, BS7, BS8	Taking notice of our feelings	<ul style="list-style-type: none"> Identify people who can be trusted; Describe strategies for dealing with situations in which they would feel uncomfortable.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Dear Hetty	<ul style="list-style-type: none"> Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like.
BS7, CAB1	Changing bodies and feelings	<ul style="list-style-type: none"> Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.
BS3, CAB1, CAB2	Growing up and changing bodies	<ul style="list-style-type: none"> Identify some products that they may need during puberty and why; Know what menstruation is and why it happens.
FPC2, FPC4, RR1, RR2, RR3, RR4, CAB1	Help, I'm a teenager...get me out of here!	<ul style="list-style-type: none"> Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
BS2, BS4, BS5, BS6, BS7, BS8	Dear Ash	<ul style="list-style-type: none"> Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.
RR1, RR6, RR7	Stop, start stereotypes	<ul style="list-style-type: none"> Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Working together	<ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Let's negotiate	<ul style="list-style-type: none"> • Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task.
CF2, CF3, CF4, CF5	Solve the friendship problem	<ul style="list-style-type: none"> • Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
CF5, RR2, RR4, RR5, RR8	Assertiveness Skills	<ul style="list-style-type: none"> • List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
RR1, RR2, RR4, RR5, RR6, BS6	Behave yourself	<ul style="list-style-type: none"> • Recognise and empathise with patterns of behaviour in peer-group dynamics; • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
FPC2, FPC1, FPC2, CF3, MW1, MW2, MW3, MW4, CAB1	Dan's day	<ul style="list-style-type: none"> • Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others.
FPC3, FPC4, FPC5, FPC6, RR1, RR5, RR8, BS3, BS4, BS5, BS7	Don't force me	<ul style="list-style-type: none"> • Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry, depending on whether their parents agree.
RR5, RR6, BS1, BS2, BS3, BS4, BS5, BS6, BS7, BS8	Acting Appropriately	<ul style="list-style-type: none"> • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal.
RR8, OR2, OR3, OR4, OR5, BS1, BS2, BS4, ISH1, ISH3, ISH4, ISH5, ISH7	It's a puzzle	<ul style="list-style-type: none"> • Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology.
	Valuing Difference	
CF2, RR1, RR6, BS1, MW3	Ok to be different	<ul style="list-style-type: none"> • Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers.

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DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
RR1, RR5, RR6, OR2	We have more in common than not	<ul style="list-style-type: none"> • Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering support to someone who has been bullied.
RR1, RR2, RR3, RR5	Respecting differences	<ul style="list-style-type: none"> • Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
RR1, RR2, RR5	Tolerance and respect for others	<ul style="list-style-type: none"> • Understand and explain the term prejudice; • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
FPC1, FPC4, CF1, CF2, CF3, CF4, CF5, MW6	Advertising friendships!	<ul style="list-style-type: none"> • Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
RR1, RR2, RR6, RR7, ISH2, ISH6	Boys will be boys? Challenging gender stereotypes	<ul style="list-style-type: none"> • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people.
	Keeping Myself Safe	
RR8, OR2, OR3, OR4, BS1, ISH4, ISH5	Thinking before you click!	<ul style="list-style-type: none"> • Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Understand and describe the ease with which something posted online can spread.
OR3, OR5, ISH3	Traffic lights	<ul style="list-style-type: none"> • Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology.
OR1, OR3, OR5, BS1, BS2, BS3, BS5, BS7, ISH3, ISH5, ISH7	To share or not to share?	<ul style="list-style-type: none"> • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online.
MW1, MW3, MW4, MW5, MW6, MW7, MW9, MW10, HE3, DAT1	Rat Park	<ul style="list-style-type: none"> • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
HE3, DAT1	What sort of drug is...?	<ul style="list-style-type: none"> • Explain how drugs can be categorised into different groups depending on their medical and legal context; • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
HE3, DAT1	Drugs: it's the law!	<ul style="list-style-type: none"> Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country.
HE3, DAT1	Alcohol: what is normal?	<ul style="list-style-type: none"> Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol.
CF3, CF5, RR1, RR4, MW4, MW6, MW7, HE3	Joe's story (part 1)	<ul style="list-style-type: none"> Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; Explain how these emotional needs impact on people's behaviour; Suggest positive ways that people can get their emotional need met.
FPC1, CF1, CF2, CF3, CF4, RR5, OR1	Joe's story (part 2)	<ul style="list-style-type: none"> Understand that with independence comes responsibility Explain how these emotional needs impact on people's behaviour; Suggest positive ways that people can get their emotional needs met.
	Rights and Responsibilities	
RR7, ISH6	Two sides to every story	<ul style="list-style-type: none"> Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it.
RR8, OR1, MW1, ISH4, ISH6	Fakebook Friends	<ul style="list-style-type: none"> Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives.
Wider PSHE curriculum (not covered by DfE statutory requirements)	What's it worth?	<ul style="list-style-type: none"> Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term interest.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jobs and taxes	<ul style="list-style-type: none"> Recognise and explain that different jobs have different levels of pay and the factors that influence this; Explain the different types of tax (income tax and VAT) which help to fund public services; Evaluate the different public services and compare their value.
MW5	Action stations!	<ul style="list-style-type: none"> Explain what we mean by the terms voluntary, community and pressure (action) group; Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Wider PSHE curriculum (not covered by DfE statutory requirements)	Project Pitch (parts 1 & 2)	<ul style="list-style-type: none"> That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment Continue to develop the skills to exercise these responsibilities.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Happy shoppers	<ul style="list-style-type: none"> Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 1 – Elections	<ul style="list-style-type: none"> Why and how rules and laws that protect them and others are made and enforced, Why different rules are needed in different situations and how to take part in making and changing rules. Begin to understand the way in which democracy in Britain works.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 2 – How (most) laws are made	<ul style="list-style-type: none"> Why and how rules and laws that protect them and others are made and enforced Why different rules are needed in different situations and how to take part in making and changing rules.
	Being My Best	
MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6, BFA1, BFA2	Five Ways to Wellbeing project	<ul style="list-style-type: none"> Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
Wider PSHE curriculum (not covered by DfE statutory requirements)	This will be your life!	<ul style="list-style-type: none"> Identify aspirational goals; Describe the actions needed to set and achieve these.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Our recommendations	<ul style="list-style-type: none"> Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.
CF2, CF3, CF5, RR1, RR4, RR6, BS1, BS5, DAT1	What's the risk? (1)	<ul style="list-style-type: none"> Identify risk factors in a given situation (involving alcohol); Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
FPC1, OR1, OR3, BS1, BS2, BS4, ISH6, CAB1	What's the risk? (2)	<ul style="list-style-type: none"> Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.
BFA1, BFA2	Basic first aid	See link to external resources for further information

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Growing and Changing	
FPC2, FPC6, MW2, MW4, MW6, MW9	Helpful or unhelpful? Managing change	<ul style="list-style-type: none"> •Recognise some of the changes they have experienced and their emotional responses to those changes; •Suggest positive strategies for dealing with change; •Identify people who can support someone who is dealing with a challenging time of change.
RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CAB1	I look great!	<ul style="list-style-type: none"> •Understand that fame can be short-lived; •Recognise that photos can be changed to match society's view of perfect; •Identify qualities that people have, as well as their looks.
RR1, RR4, RR7, OR1, ISH2, ISH5	Media manipulation	<ul style="list-style-type: none"> •Define what is meant by the term stereotype; •Recognise how the media can sometimes reinforce gender stereotypes; •Recognise that people fall into a wide range of what is seen as normal; •Challenge stereotypical gender portrayals of people.
OR1, OR3, OR4, OR5, OR6, BS3, BS4, BS5	Pressure online	<ul style="list-style-type: none"> •Understand the risks of sharing images online and how these are hard to control, once shared; •Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; •Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
RR1, BS7, CAB1, CAB2	Is this normal?	<ul style="list-style-type: none"> •Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; •Suggest strategies that would help someone who felt challenged by the changes in puberty; •Know where someone could get support if they were concerned about their own or another person's safety.
BS2, BS4, BS5, BS6, BS7, BS8	Dear Ash	<ul style="list-style-type: none"> •Explain the difference between a safe and an unsafe secret; •Identify situations where someone might need to break a confidence in order to keep someone safe.
FPC3, FPC4, BS3, BS6, BS7, BS8, CAB1, CAB2	Making babies	<ul style="list-style-type: none"> •Identify the changes that happen through puberty to allow sexual reproduction to occur; •Know a variety of ways in which the sperm can fertilise the egg to create a baby; •Know the legal age of consent and what it means.

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DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	Learning Outcomes (TBA when new EYFS framework published)
	Me and My Relationships	
FPC1, FPC3 RR1, RR4, RR5 CF1	All about me	
RR1, RR3	What makes me special	
FPC1, FPC2, FPC3 CF1 RR1	Me and my special people	
FPC2, FPC4, FPC6 CF1, CF2, CF3, CF5 BS5, BS8 MW9	Who can help me?	
MW2, MW3, MW6, MW7 CF5 FPC6	My feelings	
MW2, MW3, MW6, MW7 CF2, CF5 FPC6	My feelings (2)	
	Valuing Difference	
RR1, RR4	I'm special, you're special	
CF1, CF2, CF3 RR1, RR5 BS6 MW3	Same and different	
FPC1, FPC2, FPC3, FPC4 RR1	Same and different families	
RR1	Same and different homes	
CF2, CF3 RR2, RR3	Kind and caring (1)	
CF1, CF2, CF3 RR1, RR2, RR3	Kind and caring (2)	
	Keeping Myself Safe	
MW3 HP4, HP5 BS5	What's safe to go onto my body	

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	Learning Outcomes (TBA when new EYFS framework published)
HE3, HP3 PH4 DAT1	Keeping Myself Safe – What's safe to go into my body (including medicines)	
FPC1 BS5	Safe indoors and outdoors	
BS3, BS5, BS6, BS7 RR8	Listening to my feelings (1)	
OR3 BS2, BS5, BS6	Keeping safe online	
FPC2, FPC6 BS4, BS5 BS6, BS8	People who help to keep me safe	
	Rights and Responsibilities	
FPC1, FPC2, FPC3, FPC4	Looking after my special people	
CF1, CF2, CF3, RR1, RR8 BS6	Looking after my friends	
RR2, RR3	Being helpful at home and caring for our classroom	
RR3	Caring for our world	
	Looking after money (1): recognising, spending, using	
	Looking after money (2): saving money and keeping it safe	
	Being My Best	
MW2, MW3 CF2 RR2	Bouncing back when things go wrong	
MW2, MW3 CF2	Yes, I can!	
HE1	Healthy eating (1)	
HE1	Healthy eating (2)	
PH2	Move your body	
HE1, HP3, HP4, HP5		
HP3, HP4, HP5	A good night's sleep	
	Growing and Changing	
CAB1	Seasons	
CAB1	Life stages – plants, animals, humans	
FPC2, FPC3, FPC4, FPC5 CAB1 BS3	Life stages: Human life stage – who will I be?	

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DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	Learning Outcomes (TBA when new EYFS framework published)
FPC1, FPC3, FPC4 RR1 CAB1	Where do babies come from?	
FPC1, FPC3, FPC4 RR1 CAB1 HE1, HP3	Getting bigger	
BS2, BS3, BS7, RR8, RR7	Me and my body – girls and boys	