

# Relationships and Sex Education Policy

## Furneux Pelham C of E Primary School



Roots to grow,  
Wings to soar

**Approved by:** CPW Committee

**Date:** March 2024

**Next review due by:** May 2025

## **Roots to grow, Wings to soar.**

Through our Relationships and Sex Education, pupils will deepen their understanding of the world around them. They will place great value upon people and their differences through the development of their understanding of the wider world. They will treat God's gifts with love and care.

**“Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.” Matthew 13:31-32**

This policy feeds into our curriculum drivers of Celebrating Diversity and Broadening Horizons.

### **Legal Requirements**

It is a statutory requirement for primary schools to deliver Relationships Education (sections 34 and 35 of the Children and Social Work Act 2017). The Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

### **Introduction**

The DfE's Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (July 2019) states that Relationships Education in primary school should focus upon 'teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults'. In addition, pupils learn about what a relationship is, what friendship is, what family means and who the people are who can support them. Pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. This also includes establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical contact.

Relationships and Sex education is part of the Personal, Social and Health Education (PSHE) curriculum in our school and is taught as an integral part of these lessons. While we use sex and relationship education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

### **Aims**

“This compulsory subject has been introduced to help to keep children safe; prepare them for the world in which they are growing up, including the laws as they relate to relationships, sex and health; to help foster respect for others and for difference.” Damien Hinds, 2019, Statement from the Secretary of State for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance

Our RSE teaching sits within our Personal, Social and Health Education (PSHE) curriculum. 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 aim to ensure that relationships education is at the core of RSE and is the vehicle through which teaching sex education will be delivered, that RSE should address and challenge irresponsible messages from the media and that, within a whole school approach, RSE will be age-appropriate and be provided according to children's level of understanding.

### **Context**

We teach sex and relationship education in the context of the school's Christian aims and values framework. While relationships and sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values that underpin all our work in school. In particular, we teach relationships and sex education in the belief that:

- Relationships and sex education should be taught in the context of marriage, partnership and family life (in whichever form they take);
- Relationships education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own, and others', bodies;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control.
- Young people, whatever their developing sexuality, need to feel that RSE is relevant to them and is sensitive to their needs.
- We live in a world in which there is a diverse range of ways in which people live their lives and build partnerships and families.

### **Teaching and Learning**

At Furneux Pelham School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in the 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 teach RSE through different aspects of the curriculum. Whilst we carry out the main RSE teaching in our PSHE curriculum, we also teach some Sex Education through other subject areas (for example, science).

In the appendices, can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage. Teaching of other aspects of Sex Education is set within our school's Science programme of study.

In every year group in the school, 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.

Within National Curriculum Science Key Stage 1, the children learn that animals, including humans, have offspring that grow into adults. They are introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Key Stage 2, 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 – this learning begins in Year 3. Learning about puberty is also covered as part of the PSHE curriculum.

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.

We offer the opportunity to our teachers to attend RSE training and look positively at any local initiatives that support us in providing the best RSE teaching programme that we can devise.

In our termly letters, we correspond with parents and carers of children in each year group to explain what we will be covering in PSHE lessons (including reference to RSE). Parents, at this time, are offered the opportunity to preview the materials the school uses in its teaching, prior to it being taught.

## **Roles and Responsibilities**

### **The Governing Body**

The governing body has delegated the approval of this policy to the Curriculum and Pupil Welfare Committee.

### **The Headteacher**

The headteacher is responsible for ensuring that staff and parents are informed about our RSE policy and that RSE is taught consistently across the school. The Headteacher liaises with external agencies regarding the school sex and relationship education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.
- Manages requests to withdraw pupils from non-statutory components of RSE.

### **The School's Staff**

All staff who teach this subject are responsible for:

- Delivering RSE in a sensitive way.

- Modelling positive attitudes to RSE.
- Monitoring progress in RSE.
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE Class teachers are responsible for teaching RSE at Furneux Pelham School.

Staff will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Staff will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context. Opportunities for discussion and asking questions will arise outside of direct teaching, as topics covered in RSE Education will be covered in other areas of curriculum, for example when reading the diverse range of books available in our school. Teachers will respond to such questions and lead such discussions as and when they arise.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

### **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **The role of parents**

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's relationships and sex relationship education policy and practice;
- Answer any questions that parents may have about the relationships and sex education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationship and sex education in the school;
- Consult with parents when reviewing the school policy and making modifications to it as necessary.

### **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 headteacher 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. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. This will support parents in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about their own family's values in regards to relationships and sex alongside the information they receive at school.

### **The role of other members of the community**

We encourage other members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals.

### **Inclusion and Accessibility to all Pupils**

RSE must be accessible for all pupils. SCARF lesson plans for RSE are flexible and allow for teachers, who are skilled in adapting curriculum content, to meet the needs of all children and to adjust their content in order to meet the learning outcomes. This is particularly important when planning to teach pupils with special educational needs and disabilities. High-quality teaching is differentiated and personalised to ensure accessibility and we are mindful of the 'preparing for adulthood' outcomes, as set out in the SEND code of practice.

The school recognises that pupils with SEND may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable. Staff understand that certain aspects of SEND may make a pupil more vulnerable to abuse and, in this context, will take care to ensure that, in a manner commensurate with their understanding, pupils are supported to build greater resilience.

Our school ensures that the RSE elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 5-10% of pupils will go on to define themselves as lesbian, gay, bi-sexual, transgender or queer (LGBTQ). It is possible that some pupils will also have LGBTQ parents/carers, brothers or sisters, other family members and/or friends. Our RSE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, our school is required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

## Use of external organisations and materials

In addition to Coram SCARF, there are materials that we use to deliver key parts of the Relationships and Sex Education curriculum, particularly in topics that are responsive to pupil needs as they arise, e.g. teaching about alopecia or Tourette's Syndrome linked to a specific cohort. In addition to this, we may organise visits from external agencies who deliver learning to our pupils. We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

As part of our use of external agencies and materials, we will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use are age-appropriate, in line with pupils' developmental stage and that they comply with this policy, the [Teachers' Standards](#), the [Equality Act 2010](#), the [Human Rights Act 1998](#) and the [Education Act 1996](#).
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on what the presenter is going to say and their position on the issues to be discussed.
- Ask to see in advance any materials that the agency may use.
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.
- Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers. We **won't**, under any circumstances:
- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the material itself is not extreme.

## Confidentiality

Teachers of sex and relationship education lessons conduct their teaching in a sensitive manner. If a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will refer to the Designated Senior Person (DSP) or deputy DSP. The DSP, or deputy DSP, will deal with this matter in line with safeguarding procedures.

## Monitoring arrangements

The delivery of RSE is monitored by the school's Senior Leadership Team through, for example, planning scrutinies, learning walks and lesson observations. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

At every review, the policy will be approved by the staff and governing body and parents or carers will be consulted prior to approval.

## **Appendix 1 – A Summary of the SCARF Approach to RSE Teaching**

### **Relationships and Sex Education**

Relationships Education in primary schools should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. At Coram Life Education we believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership, and safeguarding. Although we refer to our resources as our Relationship Education programme, they also include elements of Health Education as well as non-statutory sex education. Therefore we often refer to this as RSE: Relationships and Sex Education.

Our Relationships and Sex Education resources help children and young people to be safe, healthy and happy, both as they grow, and in their future lives. These lessons help to meet safeguarding, and emotional wellbeing requirements, as well as ensuring that schools cover the requirements of the DfE RSHE guidance.

### **A comprehensive set of age-appropriate lesson plans within SCARF online**

SCARF RSE-specific lessons are designed to cover key skills, attitudes and values children need to explore in order to develop healthy relationships with their peers. Children also learn how to keep themselves safe and to ask for help when they need it.

**4-5 year-olds:** being the same and different, our special people, different families, different homes, our feelings, being unique and special, being kind, caring and friendly, keeping safe, keeping healthy, resilience, life stages and growing from young to old.

**5-6 year olds:** explores themes around families and their special people, the importance of respecting others including those that are different from us, recognising that genitals are private and their correct names; develops understanding of the difference between surprises and secrets (good or bad secrets) and when not to keep bad adult secrets; helps develop judgement of what kind of physical contact is acceptable or unacceptable and how to respond to this (including who to tell and how to tell them).

**6-7 year-olds:** looks at the process of growing from young to old and how people's needs change; explores the opportunities and responsibilities that increasing independence can bring, recognising that they share a responsibility for keeping themselves and others safe.

**7-8 year-olds:** introduces themes about change, including menstruation and bereavement, healthy and unhealthy relationships (friendships), how images in the media do not always reflect reality and the impact of this on people's thoughts and feelings; the nature and consequences of discrimination; the importance of protecting personal information online; understanding risk and building resilience; making informed choices; resisting pressure and recognising when and how to ask for help.

**8-9 year-olds:** builds on the themes covered in previous years, looking more closely at body changes as they approach and move through puberty including: menstruation and human reproduction; conflicting emotions; what positively and negatively affects their physical, mental and emotional health; understanding good and not-so-good feelings; recognising and challenging stereotypes; consequences of their actions; pressures to behave in an unacceptable, unhealthy or risky way and that marriage is a commitment freely entered into by both people.

**9-10 year-olds:** builds on the themes covered previously and in greater depth, looking more closely at: body changes and feelings during puberty; how their changing feelings can affect those they live with; what makes relationships unhealthy; exploring risky behaviour in more detail; different types of bullying including homophobic and transphobic; how to keep their personal information private online (and why this is important), and how to use social media safely.

**10-11 year-olds:** builds on and reinforces all the themes of the previous years, with new content built into the lesson plans looking at: body image and the media; forced marriage; female genital mutilation (FGM); sexual intercourse; HIV; and managing pressure online.

## Appendix 2 - DfE Statutory Guidance Categories: Relationships Education (Primary)

### By the end of primary school pupils should know:

<b>Families and people who care for me (FPC)</b>	<ol style="list-style-type: none"> <li>1. that families are important for children growing up because they can give love, security and stability.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>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.</li> </ol>
<b>Caring friendships (CF)</b>	<ol style="list-style-type: none"> <li>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>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.</li> <li>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.</li> </ol>
<b>Respectful relationships (RR)</b>	<ol style="list-style-type: none"> <li>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.</li> <li>2. practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>3. the conventions of courtesy and manners.</li> <li>4. the importance of self-respect and how this links to their own happiness.</li> <li>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.</li> <li>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.</li> <li>7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>8. the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ol>
<b>Online relationships (OR)</b>	<ol style="list-style-type: none"> <li>1. that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>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.</li> <li>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>5. how information and data is shared and used online.</li> </ol>
<b>Being safe (BS)</b>	<ol style="list-style-type: none"> <li>1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>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.</li> <li>3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>5. how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>6. how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>8. where to get advice e.g. family, school and/or other sources.</li> </ol>

## Appendix 3:

### SCARF plans and the DfE Relationships and Health Education Requirements

This document maps the SCARF lesson plans for Y1 to 6 to the DfE statutory requirements for both Relationships and Health Education (RSHE). Lessons that are not part of the DfE's statutory guidance are included because they ensure a comprehensive PSHE programme.

Reception plans' mapping is at the end of the appendix and will be updated once the new EYFS framework is released.

#### How the mapping works

The left hand column has coded DfE topics and end-of-primary statements that are covered in whole or part by the SCARF

lesson plans, which are listed in the middle column.

Rows with no codes indicate lesson plans that cover subjects which are *not* DfE requirements but which are included to ensure a complete PSHE programme, including SMSC and British Values.

In the SCARF lesson plan column, '**half-termly unit**' refers to the suggested groups of lessons that the SCARF curriculum has

been organised into; Furneux Pelham follows this ready-planned, comprehensive PSHE and wellbeing curriculum.

#### DfE topics and related codes:

<b>Relationships Education</b>	<b>Code</b>
Families and people who care for me	<b>FPC</b>
Caring friendships	<b>CF</b>
Respectful relationships	<b>RR</b>
Online relationships	<b>OR</b>
Being safe	<b>BS</b>

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

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

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

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

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"> <li>•Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>•Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul>
<b>Keeping Myself Safe</b>		
MW3, MW5, DAT1,	Harold's picnic	<ul style="list-style-type: none"> <li>•Understand that medicines can sometimes make people feel better when they're ill;</li> <li>•Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>•Explain simple issues of safety and responsibility about medicines and their use.</li> </ul>
BS1, BS3, BS5	How safe would you feel?	<ul style="list-style-type: none"> <li>•Identify situations in which they would feel safe or unsafe;</li> <li>•Suggest actions for dealing with unsafe situations including who they could ask for help.</li> </ul>
BS1, BS3, BS4	What should Harold say?	<ul style="list-style-type: none"> <li>•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.</li> </ul>
BS4, MW2	I don't like that!	<ul style="list-style-type: none"> <li>•Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>•Identify the types of touch they like and do not like;</li> <li>•Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul>
BS1, BS3, BS5	Fun or not?	<ul style="list-style-type: none"> <li>•Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>•Know that they can ask someone to stop touching them;</li> <li>•Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul>
BS1, BS2, BS3, BS5	Should I tell?	<ul style="list-style-type: none"> <li>•Identify safe secrets (including surprises) and unsafe secrets;</li> <li>•Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> </ul>
BS1, BS2, BS3, BS4, MW2	Some secrets should never be kept	<ul style="list-style-type: none"> <li>•Identify how inappropriate touch can make someone feel</li> <li>•Understand that there are unsafe secrets and secrets that are nice surprises</li> <li>•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.</li> </ul>

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	<b>Rights and Responsibilities</b>	
CF5, RR3, RR5, RR6	Getting on with others	•Describe and record strategies for getting on with others in the classroom.
MW3, MW4	When I feel like erupting	•Explain, and be able to use, strategies for dealing with impulsive behaviour.
BS6, BS7, BS8	Feeling safe	•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?	•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	•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	•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	•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.
	<b>Being My Best</b>	
Wider PSHE curriculum (not covered by DfE statutory requirements)	You can do it!	•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	•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	•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	•Explain the importance of good dental hygiene; •Describe simple dental hygiene routines.
PHF1, HE1, HP3	My body needs...	•Understand that the body gets energy from food, water and oxygen; •Recognise that exercise and sleep are important to health.

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

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

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

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

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"> <li>•Empathise with different viewpoints;</li> <li>•Make recommendations, based on their research.</li> </ul>
OR1	I am fantastic!	<ul style="list-style-type: none"> <li>•Identify their achievements and areas of development;</li> <li>•Recognise that people may say kind things to help us feel good about ourselves;</li> <li>•Explain why some groups of people are not represented as much on television/in the media.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Getting on with your nerves!	<ul style="list-style-type: none"> <li>•Demonstrate how working together in a collaborative manner can help everyone to achieve success;</li> <li>•Understand and explain how the brain sends and receives messages through the nerves.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Body team work	<ul style="list-style-type: none"> <li>•Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain);</li> <li>•Describe how food, water and air get into the body and blood.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Top talents	<ul style="list-style-type: none"> <li>•Explain some of the different talents and skills that people have and how skills are developed;</li> <li>•Recognise their own skills and those of other children in the class.</li> </ul>
	<b>Growing and Changing</b>	
CF1, CF2, CF5, OR2	Relationship Tree	<ul style="list-style-type: none"> <li>•Identify different types of relationships;</li> <li>•Recognise who they have positive healthy relationships with.</li> </ul>
BS3, BS7	Body space	<ul style="list-style-type: none"> <li>•Understand what is meant by the term body space (or personal space);</li> <li>•Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>•Rehearse strategies for when someone is inappropriately in their body space.</li> </ul>
BS2	Secret or surprise	<ul style="list-style-type: none"> <li>•Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>•Recognise how different surprises and secrets might make them feel;</li> <li>•Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>
BS7, CAB1, CAB2	My changing body	<ul style="list-style-type: none"> <li>•Recognise that babies come from the joining of an egg and sperm;</li> <li>•Explain what happens when an egg doesn't meet a sperm;</li> <li>•Understand that for girls, periods are a normal part of puberty.</li> </ul>
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
	<b>Me and My Relationships</b>	
CF2, CF3, MW3, MW6, MW7	An email from Harold!	<ul style="list-style-type: none"> <li>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>Explain how different words can express the intensity of feelings.</li> </ul>
CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, HE3	Ok or not ok? (1)	<ul style="list-style-type: none"> <li>Explain what we mean by a 'positive, healthy relationship';</li> <li>Describe some of the qualities that they admire in others.</li> </ul>
CF2, CF4, CF5, RR1, RR4, RR5, OR1, OR2, HE3	Ok or not ok? (2)	<ul style="list-style-type: none"> <li>Recognise that there are times when they might need to say 'no' to a friend;</li> <li>Describe appropriate assertive strategies for saying 'no' to a friend.</li> </ul>
RR2	Human machines	<ul style="list-style-type: none"> <li>Demonstrate strategies for working on a collaborative task;</li> <li>Define successful qualities of teamwork and collaboration.</li> </ul>
MW1, MW2, MW3, MW4	Different feelings	<ul style="list-style-type: none"> <li>Identify a wide range of feelings;</li> <li>Recognise that different people can have different feelings in the same situation;</li> <li>Explain how feelings can be linked to physical state.</li> </ul>
MW3, MW4	When feelings change	<ul style="list-style-type: none"> <li>Demonstrate a range of feelings through their facial expressions and body language;</li> <li>Recognise that their feelings might change towards someone or something once they have further information.</li> </ul>
RR1, RR6, MW8, ISH5	Under pressure	<ul style="list-style-type: none"> <li>Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul>
	<b>Valuing Difference</b>	
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, OR2, OR4	Can you sort it?	<ul style="list-style-type: none"> <li>Define the terms 'negotiation' and 'compromise';</li> <li>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> </ul>
CF5, RR8, BS1, BS3, BS5, MW4	Islands	<ul style="list-style-type: none"> <li>Understand that they have the right to protect their personal body space;</li> <li>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> </ul>
FPC1, FPC2, CF1, CF2, RR1	Friend or acquaintance?	<ul style="list-style-type: none"> <li>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>Give examples of features of these different types of relationships, including how they influence what is shared.</li> </ul>
FPC3, CF4, CF5, RR1, RR2, RR3, RR5, RR6, BS1	What would I do?	<ul style="list-style-type: none"> <li>List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>Recognise potential consequences of aggressive behaviour;</li> <li>Suggest strategies for dealing with someone who is behaving aggressively.</li> </ul>

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

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

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PHF1, PHF2, HE1, HE2, HE3, HP3	SCARF Hotel (formerly Diversity World Hotel)	<ul style="list-style-type: none"> <li>•Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li> <li>•Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's Seven Rs	<ul style="list-style-type: none"> <li>•Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>•Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (1)	<ul style="list-style-type: none"> <li>•Define what is meant by the word 'community';</li> <li>•Suggest ways in which different people support the school community;</li> <li>•Identify qualities and attributes of people who support the school community.</li> </ul>
BFA1, BFA2	Basic first aid	See link to external resources for further information
	<b>Growing and Changing</b>	
MW2, MW3, MW9	Moving house	<ul style="list-style-type: none"> <li>•Describe some of the changes that happen to people during their lives;</li> <li>•Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>•Suggest people who may be able to help them deal with change.</li> </ul>
FPC1, FPC2, FPC4, CF5, RR2, MW3, MW4, CAB1	My feelings are all over the place!	<ul style="list-style-type: none"> <li>•Name some positive and negative feelings;</li> <li>•Suggest reasons why young people sometimes fall out with their parents;</li> <li>•Take part in a role play practising how to compromise.</li> </ul>
BS7, CAB1	All change!	<ul style="list-style-type: none"> <li>•Identify parts of the body that males and females have in common and those that are different;</li> <li>•Know the correct terminology for their genitalia;</li> <li>•Understand and explain why puberty happens.</li> </ul>
CAB1, CAB2	Period positive	<ul style="list-style-type: none"> <li>•Recognise that babies come from the joining of an egg and sperm;</li> <li>•Explain what happens when an egg doesn't meet a sperm;</li> <li>•Understand that periods are a normal part of puberty for girls;</li> <li>•Identify some of the ways they can cope better with periods.</li> </ul>
RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3	Secret or surprise?	<ul style="list-style-type: none"> <li>•Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>•Recognise how different surprises and secrets might make them feel;</li> <li>•Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>
FPC3, FPC4, FPC5, CF1, CF2, CF4, CF5, RR1	Together	<ul style="list-style-type: none"> <li>•Recognise that marriage includes same sex and opposite sex partners;</li> <li>•Know the legal age for marriage in England or Scotland;</li> <li>•Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	<b>Me and My Relationships</b>	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Collaboration Challenge!	<ul style="list-style-type: none"> <li>•Explain what collaboration means;</li> <li>•Give examples of how they have worked collaboratively;</li> <li>•Describe the attributes needed to work collaboratively.</li> </ul>
CF2, CF3	Give and take	<ul style="list-style-type: none"> <li>•Explain what is meant by the terms negotiation and compromise;</li> <li>•Describe strategies for resolving difficult issues or situations.</li> </ul>
CF1, CF2, CF3, CF4, MW1, MW2, MW3	How good a friend are you?	<ul style="list-style-type: none"> <li>•Demonstrate how to respond to a wide range of feelings in others;</li> <li>•Give examples of some key qualities of friendship;</li> <li>•Reflect on their own friendship qualities.</li> </ul>
CF2, CF3, CF4, CF5, RR3, RR4, RR5	Relationship cake recipe	<ul style="list-style-type: none"> <li>•Identify what things make a relationship unhealthy;</li> <li>•Identify who they could talk to if they needed help.</li> </ul>
CF2, CF3, CF5, RR1	Being assertive	<ul style="list-style-type: none"> <li>•Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>•Understand and rehearse assertiveness skills.</li> </ul>
MW2, MW3, MW4, MW9, MW10	Our emotional needs	<ul style="list-style-type: none"> <li>•Recognise basic emotional needs, understand that they change according to circumstance;</li> <li>•Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> </ul>
OR2, OR3, MW8	Communication	<ul style="list-style-type: none"> <li>•Understand that online communication can be misinterpreted;</li> <li>•Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li> </ul>
	<b>Valuing Difference</b>	
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5	Qualities of friendship	<ul style="list-style-type: none"> <li>•Define some key qualities of friendship;</li> <li>•Describe ways of making a friendship last;</li> <li>•Explain why friendships sometimes end.</li> </ul>
RR1, RR2, RR4, RR5	Kind conversations	<ul style="list-style-type: none"> <li>•Rehearse active listening skills;</li> <li>•Demonstrate respectfulness in responding to others;</li> <li>•Respond appropriately to others.</li> </ul>
RR1, RR2, RR3, RR4, RR5, RR6, RR7	Happy being me	<ul style="list-style-type: none"> <li>•Recognise some of the feelings associated with feeling excluded or ‘left out’;</li> <li>•Give examples of ways in which people behave when they discriminate against others who are different from them;</li> <li>•Understand the importance of respecting others, even when they are different from themselves.</li> </ul>
FPC3, CF3, RR1, RR2, RR4, RR5	The land of the Red People	<ul style="list-style-type: none"> <li>•Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>•Describe the benefits of living in a diverse society;</li> <li>•Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul>

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

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

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

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

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

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

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"> <li>• That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</li> <li>• Continue to develop the skills to exercise these responsibilities.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Happy shoppers	<ul style="list-style-type: none"> <li>• Explain what is meant by living in an environmentally sustainable way;</li> <li>• Suggest actions that could be taken to live in a more environmentally sustainable way.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 1 – Elections	<ul style="list-style-type: none"> <li>• Why and how rules and laws that protect them and others are made and enforced,</li> <li>• Why different rules are needed in different situations and how to take part in making and changing rules.</li> <li>• Begin to understand the way in which democracy in Britain works.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 2 – How (most) laws are made	<ul style="list-style-type: none"> <li>• Why and how rules and laws that protect them and others are made and enforced</li> <li>• Why different rules are needed in different situations and how to take part in making and changing rules.</li> </ul>
	<b>Being My Best</b>	
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"> <li>• Explain what the five ways to wellbeing are;</li> <li>• Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	This will be your life!	<ul style="list-style-type: none"> <li>• Identify aspirational goals;</li> <li>• Describe the actions needed to set and achieve these.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Our recommendations	<ul style="list-style-type: none"> <li>• Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</li> </ul>
CF2, CF3, CF5, RR1, RR4, RR6, BS1, BS5, DAT1	What's the risk? (1)	<ul style="list-style-type: none"> <li>• Identify risk factors in a given situation (involving alcohol);</li> <li>• Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>• Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> </ul>
FPC1, OR1, OR3, BS1, BS2, BS4, ISH6, CAB1	What's the risk? (2)	<ul style="list-style-type: none"> <li>• Identify risk factors in a given situation;</li> <li>• Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>• Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.</li> </ul>
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
	<b>Growing and Changing</b>	
FPC2, FPC6, MW2, MW4, MW6, MW9	Helpful or unhelpful? Managing change	<ul style="list-style-type: none"> <li>•Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>•Suggest positive strategies for dealing with change;</li> <li>•Identify people who can support someone who is dealing with a challenging time of change.</li> </ul>
RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CAB1	I look great!	<ul style="list-style-type: none"> <li>•Understand that fame can be short-lived;</li> <li>•Recognise that photos can be changed to match society's view of perfect;</li> <li>•Identify qualities that people have, as well as their looks.</li> </ul>
RR1, RR4, RR7, OR1, ISH2, ISH5	Media manipulation	<ul style="list-style-type: none"> <li>•Define what is meant by the term stereotype;</li> <li>•Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>•Recognise that people fall into a wide range of what is seen as normal;</li> <li>•Challenge stereotypical gender portrayals of people.</li> </ul>
OR1, OR3, OR4, OR5, OR6, BS3, BS4, BS5	Pressure online	<ul style="list-style-type: none"> <li>•Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>•Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>•Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> </ul>
RR1, BS7, CAB1, CAB2	Is this normal?	<ul style="list-style-type: none"> <li>•Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>•Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>•Understand what FGM is and that it is an illegal practice in this country;</li> <li>•Know where someone could get support if they were concerned about their own or another person's safety.</li> </ul>
BS2, BS4, BS5, BS6, BS7, BS8	Dear Ash	<ul style="list-style-type: none"> <li>•Explain the difference between a safe and an unsafe secret;</li> <li>•Identify situations where someone might need to break a confidence in order to keep someone safe.</li> </ul>
FPC3, FPC4, BS3, BS6, BS7, BS8, CAB1, CAB2	Making babies	<ul style="list-style-type: none"> <li>•Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>•Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li> <li>•Know the legal age of consent and what it means.</li> </ul>
HP5	What is HIV?	<ul style="list-style-type: none"> <li>•Explain how HIV affects the body's immune system;</li> <li>•Understand that HIV is difficult to transmit;</li> <li>•Know how a person can protect themselves from HIV</li> </ul>

Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements: **Reception**  
**These fields will be updated once the new EYFS framework is published.**

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	Learning Outcomes (TBA when new EYFS framework published)
	<b>Me and My Relationships</b>	
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)	
	<b>Valuing Difference</b>	
RR1, RR4 CF1, CF2, CF3 RR1, RR5 BS6 MW3	I'm special, you're special 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	Kind and caring (2)	

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	Learning Outcomes (TBA when new EYFS framework published)
RR1,RR2, RR3		
	<b>Keeping Myself Safe</b>	
MW3 HP4, HP5 BS5	What’s safe to go onto my body	
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	
	<b>Rights and Responsibilities</b>	
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	
	<b>Being My Best</b>	
MW2, MW3 CF2 RR2	Bouncing back when things go wrong	
MW2, MW3 CF2	Yes, I can!	
HE1	Healthy eating (1)	
HE1	Healthy eating (2)	

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	Learning Outcomes (TBA when new EYFS framework published)
PH2 HE1, HP3, HP4, HP5	Move your body	
HP3, HP4, HP5	A good night's sleep	
<b>Growing and Changing</b>		
CAB1	Seasons	
CAB1	Life stages – plants, animals, humans	
FPC2, FPC3, FPC4, FPC5 CAB1 BS3	Life stages: Human life stage – who will I be?	
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	