



Scheme of work for Coteford Junior School based on Coram Scarf. First Aid based on St John's Ambulance.



DfE topics and related codes:

Relationships Education Families and people who care for me Caring friendships Respectful, kind relationships Online safety and awareness Being safe	Code FPC CF RKR OSA BS	Health Education General wellbeing Wellbeing online Physical health and fitness Healthy eating Drugs, alcohol, tobacco and vaping Health protection and prevention Personal safety Basic first aid Developing bodies	Code GW WO PHF HE DATV HP PS BFA DB
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DfE Statutory Guidance Categories: Relationships Education (Primary)

By the end of primary school pupils should know:

Families and people who care for me (FPC)	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, 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 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
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Caring friendships (CF)	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships (RKR)	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. The importance of self-respect and how this links to their own happiness. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

	6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, and destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness (OSA)	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

	6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe (BS)	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

General wellbeing
(GW)

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online (WO)	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical health and fitness (PHF)	1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.

	3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating (HE)	1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping (DATV)	1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention (HP)	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety (PS)	1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid (BFA)	1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies (DB)	1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

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DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
WO5, WO7, WO9, OSA6	As a rule	• Explain why we have rules; • Explore why rules are different for different age groups, in particular for internet-based activities; • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules.
CF3, CF4, RKR6	Looking after our special people	• Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people.
CF2, CF5, CF7, RKRI, RKRII	How can we solve this problem?	• Rehearse and demonstrate simple strategies for resolving given conflict situations.
CF1, CF3, CF4, CF5, CF6, CF7, RKR3, RKR6, RKRII	Friends are special	• Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future, skills for making up again.
RKRI, RKR2, RKR3	'Thanks'	• Express opinions and listen to those of others; • Consider others' points of view; • Practice explaining the thinking behind their ideas and opinions.
BSI, PSI	Dan's dare	• Explain what a dare is; • Understand that no-one has the right to force them to do a dare;

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		Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
Post-ASSESSMENT		
	Valuing Difference	
RKR1, RKR3	Respect and challenge	- Reflect on listening skills; - Give examples of respectful language; - Give examples of how to challenge another's viewpoint, respectfully.
FPC1, FPC3, FPC4, FPC6, RKR10, RKR11	Family and friends	- Recognise that there are many different types of family; - Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
GW1, RKR8	My community	- Define the term 'community'; - Identify the different communities that they belong to; - Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
FPC3, RKR1, RKR2, RKR5	Our friends and neighbours	- Explain that people living in the UK have different origins; - Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; - Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.
FPC3, RKR1, RKR2, RKR6,	Let's celebrate our differences	Recognise the factors that make people similar to and

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RKR9, OSA1, OSA4, OSA5, OSA6, GW7, WO8		- different from each other; - Recognise that repeated name calling is a form of bullying; - Suggest strategies for dealing with name calling (including talking to a trusted adult).
CF4, RKR1, RKR2, RKR3, RKR5, RKR6, RKR7, RKR9, RKR10, RKR11, OSA1, OSA4, OSA5, OSA6, GW7, WO8	Zeb	- Understand and explain some of the reasons why different people are bullied; - Explore why people have prejudiced views and understand what this is.
Post-ASSESSMENT		
	Keeping safe	
BS1, BS4, BS5, BS6, BS7, DB2	Safe or unsafe?	- Identify situations which are safe or unsafe; - Identify people who can help if a situation is unsafe; - Suggest strategies for keeping safe.
BS4, PSI	Danger or risk?	- Define the words danger and risk and explain the difference between the two; - Demonstrate strategies for dealing with a risky situation.
BS5, PSI, PS2	The Risk Robot	- Identify risk factors in given situations; - Suggest ways of reducing or managing those risks.
OSA2, OSA3, OSA4, OSA5, WO1, WO3, WO4, WO5, WO6, WO7, WO9, WO11	Super Searcher	- Evaluate the validity of statements relating to online safety; - Recognise potential risks associated with browsing online; - Give examples of strategies for safe browsing online; - To think about screen usage and understand that online gaming can be addictive.

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HE4, DATVI	Help or harm?	• Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
HE4, DATVI	Alcohol and cigarettes: the facts	• Identify some key risks from and effects of cigarettes and alcohol; • Know that most people choose not to smoke cigarettes; (Social Norms message) • Define the word 'drug' and understand that nicotine and alcohol are both drugs.
Post-ASSESSMENT		
	Rights and Respect	
BS7	Helping each other to stay safe	• Identify key people who are responsible for them to stay safe and healthy; • Suggest ways they can help these people.
WO7, WO9	Recount task	• Understand the difference between 'fact' and 'opinion'; • Understand how an event can be perceived from different viewpoints; • Plan, draft and publish a recount using the appropriate language.
GW1, RKR8	Our helpful volunteers	• Define what a volunteer is; • Identify people who are volunteers in the school community; • Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.

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Wider PSHE curriculum (not covered by DfE statutory requirements)	Can Harold afford it?	• Understand the terms 'income', 'saving' and 'spending'; • Recognise that there are times we can buy items we want and times when we need to save for them; • Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.); • Understand the financial risks related to online gaming.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Earning money	• Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's environment project	• Define what is meant by the environment; • Evaluate and explain different methods of looking after the school environment; • Devise methods of promoting their priority method.
Post-ASSESSMENT		
	Being My Best	
HE1, HE2, HE3, HE4	Derek cooks dinner!	• Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy

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		balanced meal.
HP5	Poorly Harold	• Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness.
RKR1, RKR2, RKR3	For or against?	• Develop skills in discussion and debating an issue; • Demonstrate their understanding of health and wellbeing issues that are relevant to them; • Empathise with different viewpoints; • Make recommendations, based on their research.
OSA2	I am fantastic!	• Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel good about ourselves; • Explain why some groups of people are not represented as much on television/in the media.
Post-ASSESSMENT		
	Growing and Changing	
CF1, CF4, CF6, OSA1	Relationship Tree	• Identify different types of relationships; • Recognise who they have positive healthy relationships with.
BS3, BS6, DB2	Body space	• Understand what is meant by the term body space (or personal space);

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		• Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space.
RKR2, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1, BS4, BS5, BS6, GW4, GW5, WO1, WO2, WO3, WO4, WO8, WO9, WO11	None of your business!	• Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs; • Understand that people online may not always be who they say they are, and to learn how to stay safe by checking with a trusted adult before communicating with others; • Understand that they should not share images of others without their permission; • Think carefully before sharing any information about themselves; • Understand that once something is posted online it is very hard to remove or delete it.
RKR8, BS1, BS2, BS3, BS4, BS5, BS6, GW3, GW4, DB2	Secret or surprise	• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make

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		them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
BS3, DB1, DB2, DB3 (Year 1 Content Recap. Part 1 of the lesson)	My body, your body	• Identify which parts of our body are private; • Understand that we mostly have the same body parts but how they look is different from person to person.
BFA1, BFA2	Basic first aid Calling for Help Basic Life Support	https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2/
Post-ASSESSMENT		

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DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RKR2	Human machines	• Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration.
CF2, CF4, CF5, CF6, CF7, RKR1, RKR2, RKR3, RKR5, RKR6, RKR11, GW4	Ok or not ok? (1)	• Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others.
CF4, CF5, CF6, CF7, RKR1, RKR4, RKR5, RKR6, RKR11, OSA1, OSA2, GW4	Ok or not ok? (2)	• Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend.
CF2, CF3, CF4, RKR8, GW1, GW4, GW6	An email from Harold!	• Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings.
GW2, GW3, GW4, GW5	Different feelings	• Identify a wide range of feelings; • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state.
CF4, RKR1, RKR6, RKR9, OSA5, OSA6, GW7, WO8	Under pressure	• Give examples of strategies to respond to being bullied, including what people can do and say;

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		• Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from; • To understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult.
Post-ASSESSMENT		
	Valuing difference	
CF1, CF2, CF3, CF4, CF5, CF6, CF7, RKR1, RKR2, RKR3, RKR5, RKR6, RKR11, WO9, OSA1	Can you sort it?	• Define the terms 'negotiation' and 'compromise'; • Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
FPC3, CF4, CF5, CF6, CF7, RKR1, RKR2, RKR3, RKR5, RKR6, RKR7, RKR9, RKR11, OSA1, OSA4, OSA6, BSI	What would I do?	• List some of the ways that people are different to each other (including differences of race, gender, religion); • Recognise potential consequences of aggressive behaviour; • Suggest strategies for dealing with someone who is behaving aggressively; • Understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult; • Understand they should not share images of other people online without their permission.
CF2, CF4, FPC3, RKR1, RKR2, RKR4, RKR5	The people we share our world with	• List some of the ways in which people are different to each other (including ethnicity, religious beliefs, customs and festivals); • Define the word respect and demonstrate ways of showing

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		respect to others' differences.
RKR10, RKR11, OSA5, OSA6, WO3, WO8, WO9	That is such a stereotype!	• Understand and identify stereotypes, including those promoted in the media.
FPC1, FPC2, CF1, CF3, CF4, RKR1	Friend or acquaintance?	• Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); • Give examples of features of these different types of relationships, including how they influence what is shared.
CF6, RKR8, GW5, BS1, BS3, BS5, DB2	Islands	• Understand that they have the right to protect their personal body space; • Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; • Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
Post-ASSESSMENT		
	Keeping Safe	
PHF3, WO3, WO9, BS4, BS5, HE4, PS1, PS2, HP2, DATVI	Danger, risk or hazard?	• Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; • Identify situations which are either dangerous, risky or hazardous; • Suggest simple strategies for managing risk.

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CF6, RKR4, RKR6, RKR9, OSA1, GW5, BS1, BS7	How dare you!	• Define what is meant by the word 'dare'; • Identify from given scenarios which are dares and which are not; • Suggest strategies for managing dares.
CF2, CF6, RKR1, RKR4, RKR6, RKR9, OSA3, OSA4, OSA6, PS2, DATVI	Keeping ourselves safe	• Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk.
OSA3, OSA4, OSA5, OSA6, WO4, WO7, WO8, WO9	Picture Wise	• Identify images that are safe/unsafe to share online; • Know and explain strategies for safe online sharing; • Understand and explain the implications of sharing images online without consent.
HP5, DATVI	Medicines: check the label	• Understand that medicines are drugs; • Explain safety issues for medicine use; • Suggest alternatives to taking a medicine when unwell; • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
HE4, DATVI	Know the norms (formerly Tell Mark II) (OPTIONAL)	• Understand some of the key risks and effects of smoking and drinking alcohol; • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
OSA1, OSA3, OSA4, OSA5, OSA6, WO4, BS1	Traffic lights (OPTIONAL)	• Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology;

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		• Exercise caution when sharing information about themselves; • Understand the importance of privacy and location settings to protect information online; • Know that a trusted adult can help them if they see something online which makes them feel uncomfortable, worried or scared.
Post-ASSESSMENT		
	Rights and respect	
GW9, PHF4, BS6, BS7, DB2	Who helps us stay healthy and safe?	• Explain how different people in the school and local community help them stay healthy and safe; • Define what is meant by 'being responsible'; • Describe the various responsibilities of those who help them stay healthy and safe; • Suggest ways they can help the people who keep them healthy and safe.
RKR3, RKR5, OSA1, OSA3, OSA4, OSA6, WO1, WO3, WO4, WO5, WO6, WO8, BS2	How do we make a difference?	• Understand the reason we have rules; • Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); • Recognise that everyone can make a difference within a democratic process; • Understand the risks relating to online gaming and that gaming can become addictive.
RKR3, OSA5, OSA6, WO3, WO7, WO9, WO11	In the news!	• Define the word influence; • Recognise that reports in the media can influence the way

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		- they think about an topic; - Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
RKR5, RKR6, RKR9, BS6, DB2	Safety in numbers	- Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; - Recognise that they can play a role in influencing outcomes of situations by their actions.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's expenses (OPTIONAL)	- Define the terms 'income' and 'expenditure'; - List some of the items and services of expenditure in the school and in the home; - Prioritise items of expenditure in the home from most essential to least essential.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Why pay taxes?	- Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; - Understand how a payslip is laid out showing both pay and deductions; - Prioritise public services from most essential to least essential.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Logo quiz (OPTIONAL)	- Understand some of the ways that various national and international environmental organisations work to help take care of the environment; - Understand and explain the value of this work.
Post-ASSESSMENT		
	Being My Best	

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RKRI, RKR2, RKR4	What makes me ME! (formerly Diversity World)	• Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
CF4, RKRI, RKR6, WO9, HE2	Making choices	• Give examples of choices they make for themselves and choices others make for them; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently; • Understand that making healthy choices around food is important for their wellbeing
PHF1, PHF2, WO3, HP3, HE1, HE2, HE3, HE4	SCARF hotel (formerly Diversity World Hotel)	• Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate); • Understand the importance of a healthy relationship with food • Understand the importance of good quality sleep and take practical steps for improving sleep.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's Seven Rs	• Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); • Suggest ways the Seven Rs recycling methods can be applied to different scenarios.

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Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (I)	- Define what is meant by the word 'community'; - Suggest ways in which different people support the school community; - Identify qualities and attributes of people who support the school community.
BFA1, BFA2	Basic first aid	See link to external resources for further information
RKR8, GW1	Volunteering is cool (OPTIONAL)	- Define what a volunteer is; - Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.
Post-ASSESSMENT		
	Growing and Changing	
GW3, GW4, GW9	Moving house	- Describe some of the changes that happen to people during their lives; - Explain how the Learning Line can be used as a tool to help them manage change more easily; - Suggest people who may be able to help them deal with change.
FPC1, FPC2, FPC4, CF6, RKR2, GW4, GW5, DB1	My feelings are all over the place!	- Name some positive and negative feelings; - Suggest reasons why young people sometimes fall out with their parents; - Take part in a role play practising how to compromise.
BS6, DB1, DB2, DB3	My Body, Your Body	- Identify parts of the body that males and females have in common and those that are different; - Know the correct terminology for their genitalia;

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RKR8, GW3, GW4, BS1, BS2, BS3, BS4, BS5, BS6, DB2	Secret or surprise?	• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
FPC3, FPC4, FPC5, CF1, CF4, CF5, CF6, CF7, RKRI, RKRII	Together	• Understand that marriage or civil partnership is a commitment to be entered into freely and not against someone's will; • Recognise that marriage or civil partnership includes same sex and opposite sex partners; • Know the legal age for marriage or civil partnership in England or Scotland; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
BFA1, BFA2	Basic first aid Asthma Bleeding Allergies	https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2/
Post-ASSESSMENT		

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DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Collaboration Challenge!	● Explain what collaboration means; ● Give examples of how they have worked collaboratively; ● Describe the attributes needed to work collaboratively.
CF2, CF3, CF4	Give and take	● Explain what is meant by the terms negotiation and compromise; ● Describe strategies for resolving difficult issues or situations.
OSA1, OSA3, OSA4, OSA5, OSA6, GW7, WO2, WO4	Communication (OPTIONAL)	● Understand that online communication can be misinterpreted; ● Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
CF1, CF2, CF3, CF4, CF5, CF7, RKR11, GW2, GW3, GW4	How good a friend are you?	● Demonstrate how to respond to a wide range of feelings in others; ● Give examples of some key qualities of friendship; ● Reflect on their own friendship qualities.
CF2, CF3, CF4, CF5, CF6, CF7, RKR3, RKR4, RKR5, RKR11	Relationship cake recipe	● Identify what things make a relationship unhealthy; ● Identify who they could talk to if they needed help.
GW3, GW4, GW5,	Our emotional needs	● Recognise basic emotional needs, understand that they

YEAR 5		
GW9, GW10		change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
CF2, CF3, CF4, CF6, RKR1	Being assertive	- Identify characteristics of passive, aggressive and assertive behaviours; - Understand and rehearse assertiveness skills.
Post-ASSESSMENT		
	Valuing Difference	
CF1, CF2, CF3, CF4, CF5, CF6, CF7, RKR1, RKR2, RKR3, RKR4, RKR5, RKR11	Qualities of friendship	- Define some key qualities of friendship; - Describe ways of making a friendship last; Explain why friendships sometimes end.
RKR1, RKR2, RKR4, RKR5	Kind conversations	- Rehearse active listening skills; - Demonstrate respectfulness in responding to others; - Respond appropriately to others.
RKR1, RKR2, RKR3, RKR4, RKR5, RKR6, RKR9, RKR10, RKR11	Happy being me	- Recognise some of the feelings associated with feeling excluded or 'left out'; - Give examples of ways in which people behave when they discriminate against others who are different from them; - Understand the importance of respecting others, even when they are different from themselves.
FPC3, CF2, RKR1, RKR2, RKR4, RKR5	The land of the Red People	- Identify and describe the different groups that make up their school/wider community/other parts of the UK; - Describe the benefits of living in a diverse society;

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		Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
RKR1, RKR2, RKR6, RKR9, RKR10, OSA1, OSA3, OSA4, OSA5, OSA6, BSI, WO3, WO4, WO7, WO8, WO9	Is it true?	- Understand that the information we see online either text or images, is not always true or accurate; - Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;
RKR1, RKR6, RKR9, RKR10, RKR11, OSA1, OSA6, WO4, WO8	Stop, start stereotypes	- Recognise that some people can get bullied because of the way they express their gender; - Give examples of how bullying behaviours can be stopped. - Understand what online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.
Post-ASSESSMENT		
	Keeping Safe	
RKR5, RKR6, RKR9, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, GW7, WO8	Spot bullying	- Demonstrate strategies to deal with both face-to-face and online bullying; - Demonstrate strategies and skills for supporting others who are bullied; - Recognise and describe the difference between online and face-to-face bullying.
OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BSI, BS4, WO1, WO2, WO3, WO4, WO7, WO8, WO9, WO10, WO11	Play, Like, Share I	- Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; - Recognise that people aren't always who they appear to be online and explain risks of being friends online with a

YEAR 5		
		person they have not met face-to-face; • Know how to protect personal information online; • Recognise disrespectful behaviour online and know how to respond to it; • Understand that online relationships are unlikely to be as good as in-person relationships.
OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1, BS4, WO1, WO2, WO3, WO4, WO7, WO8, WO9, WO10, WO11	Play, like, Share 2	• Consider what information is safe/unsafe to share offline and online; • Think about the consequences of not keeping personal information private; • Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; • Know how to protect personal information online; • Know to tell a trusted adult if something online is making them feel upset, worried or uncomfortable; • Understand what cyberbullying/online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.
RKR5, PS2	Decision dilemmas	• Recognise which situations are risky; • Explore and share their views about decision making when faced with a risky situation; • Suggest what someone should do when faced with a risky situation.
CF6, RKR2, RKR3, RKR4, RKR5, RKR6, RKR8, RKR9, BS1, BS2, OSA1, OSA4,	Ella's diary dilemma	• Define what is meant by a dare; • Explain why someone might give a dare; • Suggest ways of standing up to someone who gives a dare.

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OSA5, WO4, WO8		• Understand that once something is posted online and shared there is no way to delete it permanently; • Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online.
DATVI	Vaping: healthy or unhealthy?	• Describe some of the health risks caused by vaping; • Understand that there are potential health risks of vaping that are not yet fully known; • Use critical thinking skills when reading information/media; • Understand that companies selling vaping products do so to make money; • Describe some of the possible outcomes of taking a risk.
CF1, CF2, CF4, CF5, CF6, CF7, RKR2, RKR3, RKR4, RKR6, OSA2, OSA3, WO9, WO11, BSI, BS4, DATVI	Would you risk it?	• Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
HE2, HE3, DATVI	'Thinking' about habit (OPTIONAL)	• Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change. • Think about making healthy choices; • Understand what our bodies need to grow and develop.
RKR4, DATVI	Drugs: true or false? (OPTIONAL)	• Understand some of the complexities of categorising drugs; • Know that all medicines are drugs but not all drugs are medicines; • Understand ways in which medicines can be helpful or harmful and used safely or unsafely.

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WO9, DATVI	Smoking: what is normal? (OPTIONAL)	Understand the actual norms around smoking and the reasons for common misperceptions of these.
Post-ASSESSMENT		
	Rights and Respect	
HE1, PHF2, PHF3, WO7, WO9	What's the story?	- Identify, write and discuss issues currently in the media concerning health and wellbeing; - Express their opinions on an issue concerning health and wellbeing; - Make recommendations on an issue concerning health and wellbeing.
WO7, WO9	Fact or opinion?	- Understand the difference between a fact and an opinion; - Understand what biased reporting is and the need to think critically about things we read.
GW1, RKR8	Mo makes a difference	- Explain what we mean by the terms voluntary, community and pressure (action) group; - Give examples of voluntary groups, the kind of work they do and its value.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Rights, respect and duties	- Define the differences between respect, rights and duties; - Discuss what can make them difficult to follow; - Identify the impact on individuals and the wider community if duties are not carried out.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Spending wisely	- State the costs involved in producing and selling an item; - Suggest questions a consumer should ask before buying a product.

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Wider PSHE curriculum (not covered by DfE statutory requirements)	Lend us a fiver!	- Define the terms loan, credit, debt and interest; - Suggest advice for a range of situations involving personal finance.
Post-ASSESSMENT		
	Being My Best	
HE2	It all adds up!	- Know the basic functions of the four systems covered and know they are inter-related. - Explain the function of at least one internal organ. - Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (2)	- State what is meant by community; - Explain what being part of a school community means to them; - Suggest ways of improving the school community.
BS1	Independence and responsibility	- Identify people who are responsible for helping them stay healthy and safe; - Identify ways that they can help these people.
OSA6, WO5	Star qualities	- Describe 'star' qualities of celebrities as portrayed by the media; - Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; - Describe 'star' qualities that 'ordinary' people have.
Post-ASSESSMENT		
	Growing and Changing	

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GW3, GW4, GW5	How are they feeling?	• Use a range of words and phrases to describe the intensity of different feelings; • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience.
RKR5, BS1, BS3, BS4, BS5, BS6, BS7, DB2	Taking notice of our feelings	• Identify people who can be trusted; • Describe strategies for dealing with situations in which they would feel uncomfortable.
BS2, BS4, BS5, BS6, BS7, DB2	Dear Ash	• Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe.
FPC6, RKR8, OSA4, BS2, BS3, DB1, DB2, DB3, HP4	Coteford Junior School bespoke Puberty lessons from the PSHE association	• Understanding puberty and changes to the body • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens. • Understanding conception (Non-statutory)
FPC2, FPC4, RKR1, RKR2, RKR3, RKR4, DB1	Help, I'm a teenager...get me out of here!	• Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Dear Hetty (OPTIONAL)	• Explain how someone might feel when they are separated from someone or something they like; • Suggest ways to help someone who is separated from someone or something they like.

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BFA1, BFA2	Head Injuries Choking Sepsis	https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2/
Post-ASSESSMENT		

YEAR 6		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
CF2, CF3, CF4, CF5, CF6, CF7, RKR11	Solve the friendship problem	• Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
RKR1, RKR2, RKR4, RKR5, RKR6, RKR9, BS7	Behave yourself	• Recognise and empathise with patterns of behaviour in peer-group dynamics; • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
CF6, RKR2, RKR4, RKR5, RKR8	Assertiveness Skills	• List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
FPC3, FPC4, FPC5, FPC6, RKR1, RKR5, RKR8, BS3, BS4, BS5, BS6, DB2	Don't force me	• Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry or have a civil partnership;

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		Understand that everyone has the right to be free to choose who and whether to marry or have a civil partnership.
RKR4, RKR5, RKR6, RKR9, BS1, BS2, BS3, BS4, BS5, BS6, BS7, DB2	Acting appropriately	- Recognise that some types of physical contact can produce strong negative feelings; - Know that some inappropriate touch is also illegal.
Post-ASSESSMENT		
	Valuing Difference	
CF3, CF4, RKR1, RKR6, RKR9, GW4, BS1	Ok to be different	- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; - Suggest strategies for dealing with bullying, as a bystander; - Describe positive attributes of their peers.
RKR1, RKR4, RKR5, RKR6, RKR9, OSA1	We have more in common than not	- Know that all people are unique but that we have far more in common with each other than what is different about us; - Consider how a bystander can respond to someone being rude, offensive or bullying someone else; - Demonstrate ways of offering support to someone who has been bullied.
RKR1, RKR2, RKR3, RKR5	Respecting differences	Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
CF4, RKR1, RKR2, RKR5	Tolerance and respect for others	Understand and explain the term prejudice and discrimination;

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		• Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
CF1, CF2, CF3, CF4, CF5, CF6, CF7, FPC1, FPC4, RKR8, RKR11, GW1	Advertising friendships!	• Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
CF4, RKR1, RKR2, RKR5, RKR6, RKR8, RKR9, RKR10, RKR11, OSA1, OSA6, WO3, WO4, WO9	Boys will be boys? Challenging gender stereotypes	• Define what is meant by the term stereotype; • Recognise how the media (including digital platforms) can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people.
Post-ASSESSMENT		
	Keep Safe	
RKR8, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1, WO5, WO8, WO9	Think before you click!	• Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Understand and describe the ease with which something posted online can spread; • Understand that once something is posted online it is very hard to remove; • Understand that sometimes people spread fake

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		information, misinformation and disinformation, and to begin to think critically about how to respond to this.
BS1, BS2, BS3, BS5, BS6, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, GW7, WO2, WO4, WO5, WO8, WO10, WO11, DB2	To share or not to share?	• Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online; • Understand that once something is posted online and shared there is no way to delete it permanently; • Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online.
RKR8, GW1, GW2, GW4, GW5, GW6, GW9, GW10, HE4, DATVI	Rat Park	• Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
DATVI, HE4	What sort of drug is...?	• Explain how drugs can be categorised into different groups depending on their medical and legal context; • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country.
DATVI, HE4	Drugs: it's the law!	• Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country.

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DATVI, HE4	Alcohol: what is normal?	• Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; • Describe some of the effects and risks of drinking alcohol.
Post-ASSESSMENT		
	Rights and Respect	
RKR10, RKR11, WO9	Two sides to every story	• Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; • Describe the language and techniques that make up a biased report; • Analyse a report also extract the facts from it.
RKR8, OSA2, OSA6, GW2, WO5, WO9	'Fakebook' Friends	• Know the legal age (and reason behind these) for having a social media account; • Understand why people don't tell the truth and often post only the good bits about themselves, online; • Recognise that people's lives are much more balanced in real life, with positives and negatives.
WO6	What's it worth?	• Explain some benefits of saving money; • Describe the different ways money can be saved, outlining the pros and cons of each method; • Describe the costs that go into producing an item; • Suggest sale prices for a variety of items, taking into account a range of factors; • Explain what is meant by the term interest; • Understand financial risks of online gaming; • Understand the importance of developing digital resilience.

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Wider PSHE curriculum (not covered by DfE statutory requirements)	Jobs and taxes (OPTIONAL)	• Recognise and explain that different jobs have different levels of pay and the factors that influence this; • Explain the different types of tax (income tax and VAT) which help to fund public services; • Evaluate the different public services and compare their value.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Happy shoppers	• Explain what is meant by living in an environmentally sustainable way; • Suggest actions that could be taken to live in a more environmentally sustainable way.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Project Pitch (parts 1 & 2) (OPTIONAL)	• That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; • Continue to develop the skills to exercise these responsibilities.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain I - Elections	• Why and how rules and laws that protect them and others are made and enforced; • Why different rules are needed in different situations and how to take part in making and changing rules; • Begin to understand the way in which democracy in Britain works.
Post-ASSESSMENT		
	Being My Best	
Wider PSHE curriculum (not covered by DfE statutory requirements)	This will be your life!	• Identify aspirational goals; • Describe the actions needed to set and achieve these.

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HE2, HE3	Our recommendations	• Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. • Develop a holistic approach to healthy eating.
CF2, CF3, CF4, CF6, RKR1, RKR4, RKR5, RKR6, RKR9, OSA1, OSA4, OSA5, OSA6, BS1, BS5, DATVI	What's the risk? (1)	• Identify risk factors in a given situation (including online); • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; • Know where to go for advice and support when they feel worried or concerned about something online.
FPC1, RKR5, OSA2, OSA3, OSA4, OSA6, WO7, WO9, BS1, BS2, BS4, DB1	What's the risk? (2)	• Identify risk factors in a given situation; • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; • Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.
CF3, RKR8, GW1, GW2, GW6, WO3, PHF2, PHF3, PHF4, HPI, HP3, HP4	Five Ways to Wellbeing project	• Explain what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
Post-ASSESSMENT		
	Growing and Changing	
GW4, GW7, GW9, RKR1, RKR2, RKR4, RKR6, RKR8, RKR9, OSA1, OSA4, OSA5, WO3, WO7, WO8, WO9, DB1	I look great!	• Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks; • Understand the importance of avoiding putting pressure on

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		others to share information and images online.
RKR1, RKR4, RKR10, OSA2, OSA4, OSA5, OSA6, WO3, WO8	Media manipulation	• Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people.
OSA2, OSA3, OSA4, OSA5, OSA6, BS1, BS3, BS4, BS5, WO9, DB2	Pressure online	• Understand the risks of sharing images online and how these are hard to control, once shared; • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
FPC2, FPC6, RKR8, GW1, GW3, GW5, GW9	Helpful or unhelpful? Managing change	• Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; • Identify people who can support someone who is dealing with a challenging time of change.
CF2, CF4, FPC4, RKR1, RKR2, RKR3, RKR8, OSA2, OSA3, OSA6, WO1, WO6, WO11, BS3, BS6, HP6, DB2	Online Sexual Content (OPTIONAL)	• Identify the qualities of a caring, safe, happy and healthy relationship; • Understand the internet contains a lot of content that can be inappropriate and upsetting for children, some of which is sexual in nature;

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		• Understand the laws around viewing online sexual content; • Understand the potential impact for children who have viewed this content and know where to go for advice and support.
BFA1, BFA2	First Aid Bees and Stings Burns and Scalds	https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2/
Post-ASSESSMENT		