

This document maps the SCARF lesson plans for Nursery to Y6 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.

## 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. You'll find the full 67 statements for these DfE codes on pages 2, 3 and 4.

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.

## DfE topics and related codes:

<b>Relationships Education</b>	<b>Code</b>	<b>Health Education</b>	<b>Code</b>
Families and people who care for me	<b>FPC</b>	Mental wellbeing	<b>MW</b>
Caring friendships	<b>CF</b>	Internet safety and harms	<b>ISH</b>
Respectful relationships	<b>RR</b>	Physical health and fitness	<b>PHF</b>
Online relationships	<b>OR</b>	Healthy eating	<b>HE</b>
Being safe	<b>BS</b>	Drugs, alcohol and tobacco	<b>DAT</b>
		Health and prevention	<b>HP</b>
		Basic first aid	<b>BFA</b>
		Changing adolescent body	<b>CAB</b>

By the end of primary school pupils should know:

<p>Families and people who care for me (FPC)</p>	<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>
<p>Caring friendships (CF)</p>	<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>
<p>Respectful relationships (RR)</p>	<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>
<p>Online relationships (OR)</p>	<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> </ol>

	<ol style="list-style-type: none"> <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>
Being safe (BS)	<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>
Mental wellbeing (MW)	<ol style="list-style-type: none"> <li>1. that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ol>
Internet safety and harms (ISH)	<ol style="list-style-type: none"> <li>1. that for most people the internet is an integral part of life and has many benefits.</li> <li>2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>4. why social media, some computer games and online gaming, for example, are age restricted.</li> <li>5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is</li> </ol>

	<p>ranked, selected and targeted.</p> <p>7. where and how to report concerns and get support with issues online.</p>
Physical health and fitness (PHF)	<ol style="list-style-type: none"> <li>1. the characteristics and mental and physical benefits of an active lifestyle.</li> <li>2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>3. the risks associated with an inactive lifestyle (including obesity).</li> <li>4. how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ol>
Healthy eating (HE)	<ol style="list-style-type: none"> <li>1. what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>2. the principles of planning and preparing a range of healthy meals.</li> <li>3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ol>
Drugs, alcohol and tobacco (DAT)	<ol style="list-style-type: none"> <li>1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ol>
Health and prevention (HP)	<ol style="list-style-type: none"> <li>1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> <li>6. the facts and science relating to allergies, immunisation and vaccination.</li> </ol>
Basic first aid (BFA)	<ol style="list-style-type: none"> <li>1. how to make a clear and efficient call to emergency services if necessary.</li> <li>2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ol>
Changing adolescent body (CAB)	<ol style="list-style-type: none"> <li>1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>2. about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ol>

## NURSERY

DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes	
	Me and My Relationships		
N/A		<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Recognise that we are unique;</li> <li>● Describe different feelings and use this skill to manage relationships;</li> <li>● Understand that some families are different from theirs, but these families also love and care for one another.</li> </ul>	
N/A	Marvellous me!	<ul style="list-style-type: none"> <li>● Share their likes and dislikes with their friends and adults in their classroom;</li> <li>● Name the different features of their face and parts of their body;</li> <li>● Use their senses to explore the world around them.</li> </ul>	<b>BRITISH VALUES</b>
N/A	I'm special	<ul style="list-style-type: none"> <li>● Speak positively about themselves;</li> <li>● Name different feelings and possible causes;</li> <li>● Name some key adults who can help them when feeling sad/worried/scared.</li> </ul>	<b>BRITISH VALUES</b>
	Valuing Difference		

## NURSERY

		<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Recognise that there are differences and similarities between themselves;</li> <li>● Celebrate their friends and include them;</li> <li>● Understand people have different cultures and religions.</li> </ul>	
	Me and my friends	<ul style="list-style-type: none"> <li>● Talk about the similarities and differences amongst their peers;</li> <li>● Talk about the things they and their friends are good at;</li> <li>● Spot similarities and differences in nature.</li> </ul>	<b>BRITISH VALUES</b>
	Friends and family	<ul style="list-style-type: none"> <li>● Understand that having differences between us is a good thing;</li> <li>● Notice and talk about differences in nature;</li> <li>● Recognise the differences within and amongst families.</li> </ul>	<b>BRITISH VALUES</b>
	Including everyone	<ul style="list-style-type: none"> <li>● Explore and use different materials;</li> <li>● Show kindness by including their friends;</li> <li>● Talk about how to help those who are in need.</li> </ul>	<b>BRITISH VALUES</b>
	<b>Keeping Safe</b>		
		<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Explain what they should do if they feel unsafe;</li> <li>● Recognise potential dangers and how to stay safe, inside and outside;</li> <li>● Learn the importance of keeping safe around medicines and</li> </ul>	

## NURSERY

unknown products.

**Rights and Respect**

**Overarching learning intentions across this unit:**

Children will be able to:

- Learn about taking ownership of their own health;
- Describe ways in which they can help others and why they would do so;
- Take care of their home, their learning environment and the natural environment.

**Being My Best**

**Overarching learning intentions across this unit:**

Children will be able to:

- Talk about healthy choices and activities;
- Develop resilience and persistence in their learning;
- Working cooperatively with others when faced with a challenge.

I can do it!

- Develop skills in planning, reviewing applying a trial and error approach;
- Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone;
- Communicate with others by sharing with and listening to each other's ideas.

**BRITISH VALUES**

**Growing and Changing**

## NURSERY

### Overarching learning intentions across this unit:

Children will be able to:

- Talk about change in the environment;
- Describe the changes in babies, young animals and plants as they grow;
- Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like.



## RECEPTION

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>		
		<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Talk about similarities and differences;</li> <li>Name special people in their lives;</li> <li>Describe different feelings;</li> <li>Identify who can help if they are sad, worried or scared;</li> <li>Identify ways to help others or themselves if they are sad or worried.</li> </ul>	
FPC1, FPC3, RR1, RR4, RR5, CF1	All about me	<ul style="list-style-type: none"> <li>Talk about their own interests;</li> <li>Talk about their families;</li> <li>Talk about how they are the same or different to others.</li> </ul>	<b>BRITISH VALUES</b>
FPC1, FPC3, RR1, RR3,RR4	What makes me special	<ul style="list-style-type: none"> <li>Share their favourite interests and objects;</li> <li>Talk about themselves positively;</li> <li>Listen to what others say and respond.</li> </ul>	<b>BRITISH VALUES</b>
	<b>Valuing Difference</b>		
		<p><b>Overarching learning intentions across this unit</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Be sensitive towards others and celebrate what makes each person unique;</li> <li>Recognise that we can have things in common with others;</li> <li>Use speaking and listening skills to learn about the lives of their peers;</li> </ul>	

## RECEPTION

		<ul style="list-style-type: none"> <li>Know the importance of showing care and kindness towards others;</li> <li>Demonstrate skills in building friendships and cooperation.</li> </ul>	
RR1, RR4	I'm special, you're special	<ul style="list-style-type: none"> <li>Describe their own positive attributes;</li> <li>Share their likes and dislikes;</li> <li>Listen to and respect the ideas of others.</li> </ul>	<b>BRITISH VALUES</b>
CF1, CF2, CF3, RR1, RR4, RR5, BS6, MW3	Same and different	<ul style="list-style-type: none"> <li>Recognise the similarities and differences amongst their peers;</li> <li>Discuss why differences should be celebrated;</li> <li>Retell a story.</li> </ul>	<b>BRITISH VALUES</b>
FPC1, FPC2, FPC3, FPC4, RR1	Same and different families	<ul style="list-style-type: none"> <li>Talk about their family, customs and traditions;</li> <li>Listen to others talk about their experiences;</li> <li>Compare their own experiences with those of others.</li> </ul>	<b>BRITISH VALUES</b>
RR1, RR3	Same and different homes	<ul style="list-style-type: none"> <li>Recognise the similarities and differences between their home and those of others;</li> <li>Talk about what makes their home feel special and safe;</li> <li>Be sensitive towards others.</li> </ul>	<b>BRITISH VALUES</b>
CF2, CF3, RR2, RR3	I am caring	<ul style="list-style-type: none"> <li>Suggest ways in which we can be kind towards others;</li> <li>Demonstrate skills in cooperation with others.</li> </ul>	<b>BRITISH VALUES</b>
CF1, CF2, CF3, RR1, RR2, RR3	I am a friend	<ul style="list-style-type: none"> <li>Show friendly behaviour towards a peer;</li> <li>Build relationships with others.</li> </ul>	<b>BRITISH VALUES</b>
	<b>Keeping Safe</b>		
		<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Talk about how to keep their bodies healthy and safe;</li> <li>Name ways to stay safe around medicines;</li> </ul>	

## RECEPTION

		<ul style="list-style-type: none"> <li>• Know how to stay safe in their home, classroom and outside;</li> <li>• Know age-appropriate ways to stay safe online;</li> <li>• Name adults in their lives and those in their community who keep them safe.</li> </ul>	
	<b>Rights and Respect</b>		
		<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Understand that they can make a difference;</li> <li>• Identify how they can care for their home, school and special people;</li> <li>• Talk about how they can make an impact on the natural world;</li> <li>• Talk about similarities and differences between themselves;</li> <li>• Demonstrate building relationships with friends.</li> </ul>	
	<b>Being My Best</b>		
		<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Feel resilient and confident in their learning;</li> <li>• Name and discuss different types of feelings and emotions;</li> <li>• Learn and use strategies or skills in approaching challenges;</li> <li>• Understand that they can make healthy choices;</li> <li>• Name and recognise how healthy choices can keep us well.</li> </ul>	
	<b>Growing and Changing</b>		
		<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p>	

## RECEPTION

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|--|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• Understand that there are changes in nature and humans;</li><li>• Name the different stages in childhood and growing up;</li><li>• Understand that babies are made by a man and a woman;</li><li>• Use the correct vocabulary when naming the different parts of the body;</li><li>• Know how to keep themselves safe.</li></ul> |  |
|--|--|--|--|

## YEAR 1

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>	<b>BRITISH VALUES</b>
	<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>	<b>BRITISH VALUES</b>
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>BRITISH VALUES</b>
	<b>Keeping Safe</b>		
	<b>Rights and Respect</b>		
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>	<b>BRITISH VALUES</b>
	<b>Being My Best</b>		
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>	<b>BRITISH VALUES</b>

## YEAR 1

Growing and Changing

## YEAR 2

DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes	
	Me and My Relationships		
RR2	Our ideal classroom (1)	<ul style="list-style-type: none"> <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>	<b>BRITISH VALUES</b>
RR3	Our ideal classroom (2)	<ul style="list-style-type: none"> <li>• The conventions of courtesy and manners.</li> </ul>	<b>BRITISH VALUES</b>
	Valuing difference		
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</li> </ul>	<b>BRITISH VALUES</b>

## YEAR 2

		someone who is feeling left out.	
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>	<b>BRITISH VALUES</b>
	Keeping Safe		
	Rights and respect		
CF5, RR3, RR5, RR6	Getting on with others	<ul style="list-style-type: none"> <li>● Describe and record strategies for getting on with others in the classroom.</li> </ul>	<b>BRITISH VALUES</b>
	Being My Best		
	Growing and Changing		

### YEAR 3

DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes	
	Me and My Relationships		
ISH4	As a rule	<ul style="list-style-type: none"> <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>	<b>BRITISH VALUES</b>
FPC2, 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>	<b>BRITISH VALUES</b>
CF3, CF4, RR1	How can we solve this problem?	<ul style="list-style-type: none"> <li>● Rehearse and demonstrate simple strategies</li> </ul>	



## YEAR 3

		for resolving given conflict situations.	
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>BRITISH VALUES</b>
	'Thanks'	<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>	<b>BRITISH VALUES</b>
	Valuing Difference		
	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>	<b>BRITISH VALUES</b>
	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>	<b>BRITISH VALUES</b>
RR1, RR2	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>	<b>BRITISH VALUES</b>
FPC3, RR1, RR2, RR6, OR2,	Let's celebrate our differences	<ul style="list-style-type: none"> <li>● Recognise the factors that make people similar</li> </ul>	<b>BRITISH VALUES</b>

## YEAR 3

MW8, ISH5		<p>to and different from each other;</p> <ul style="list-style-type: none"> <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>BRITISH VALUES</b>
	Keeping safe		
	Rights and Respect		
	Being My Best		
	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> <li>● Empathise with different viewpoints;</li> <li>● Make recommendations, based on their research.</li> </ul>	
	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>	<b>BRITISH VALUES</b>
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</li> </ul>	

**YEAR 3**

children in the class.

Growing and Changing

## YEAR 4

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	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>	<b>BRITISH VALUES</b>
CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, MW3, 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>	<b>BRITISH VALUES</b>
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>	<b>BRITISH VALUES</b>
	<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>	<b>BRITISH VALUES</b>
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> </ul>	<b>BRITISH VALUES</b>

## YEAR 4

		<ul style="list-style-type: none"> <li>Suggest strategies for dealing with someone who is behaving aggressively.</li> </ul>	
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>	<b>BRITISH VALUES</b>
	Keeping Safe		
	Rights and respect		
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 need to respect the rights of other;</li> <li>Identify some rights and also need to respect the rights of others that come with these rights.</li> </ul>	<b>BRITISH VALUES</b>
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>	<b>BRITISH VALUES</b>
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>	

## YEAR 4

YEAR 4			
	Being My Best		
RR1, RR2, RR4	What makes me ME!	<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>	<b>BRITISH VALUES</b>
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>	<b>BRITISH VALUES</b>
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>	<b>BRITISH VALUES</b>
BFA1, BFA2	Basic first aid	<ul style="list-style-type: none"> <li>● See link to external resources for further information</li> </ul>	
	Growing and Changing		
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>	<b>BRITISH VALUES</b>

## YEAR 5

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>	<b>BRITISH VALUES</b>
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>	<b>BRITISH VALUES</b>
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>	<b>BRITISH VALUES</b>
	<b>Valuing Difference</b>		
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>	<b>BRITISH VALUES</b>
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> </ul>	<b>BRITISH VALUES</b>

## YEAR 5

		<ul style="list-style-type: none"> <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>	<b>BRITISH VALUES</b>
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>	<b>BRITISH VALUES</b>
	<b>Keeping Safe</b>		
	<b>Rights and Respect</b>		
	<b>Being My Best</b>		
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)	Different skills	<ul style="list-style-type: none"> <li>Identify their own strengths and talents;</li> <li>Identify areas that need improvement and</li> </ul>	



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requirements)		describe strategies for achieving those improvements.	
	Growing and Changing		

## YEAR 6

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>		
FPC1, FPC2, CF1, CF2, 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>	<b>BRITISH VALUES</b>
	<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>	<b>BRITISH VALUES</b>
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>	<b>BRITISH VALUES</b>
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>	<b>BRITISH VALUES</b>
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</li> </ul>	<b>BRITISH VALUES</b>

## YEAR 6

		<p>that make up their school/wider community/other parts of the UK;</p> <ul style="list-style-type: none"> <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>	<b>BRITISH VALUES</b>
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>BRITISH VALUES</b>
	<b>Keep Safe</b>		
RR8, OR2, OR3, OR4, BS1, ISH4, ISH5	Think 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>	<b>BRITISH VALUES</b>
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> </ul>	<b>BRITISH VALUES</b>

## YEAR 6

		<ul style="list-style-type: none"> <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>	
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>	<b>BRITISH VALUES</b>
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>	
	<b>Rights and Respect</b>		

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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>	<b>BRITISH VALUES</b>
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>	<b>BRITISH VALUES</b>
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>BRITISH VALUES</b>

## YEAR 6

	Being My Best		
	Growing and Changing		
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>	<b>BRITISH VALUES</b>