

# PSHE Medium Term Plan (Health Focus)

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>Mental wellbeing (MW)</p>	<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>
<p>Physical health and fitness (PHF)</p>	<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>
<p>Healthy eating (HE)</p>	<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>
<p>Drugs, alcohol and tobacco (DAT)</p>	<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>
<p>Health and prevention (HP)</p>	<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> </ol>

	<ol style="list-style-type: none"> <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	
	<b>Me and My Relationships</b>		
<b>N/A</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>● 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>	
<b>N/A</b>	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>Mental wellbeing and mental health</b>
<b>N/A</b>	People who are special to me	<ul style="list-style-type: none"> <li>● Talk about their families and special people;</li> <li>● Name those who care for them and keep them safe;</li> <li>● Describe the different types of homes.</li> </ul>	<b>Mental wellbeing and mental health</b>
	<b>Valuing Difference</b>		

## 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>Mental wellbeing and mental health</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>Mental wellbeing and mental health</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 unknown products.</li> </ul>	
	People who help me and keep me safe	<ul style="list-style-type: none"> <li>● Name key relatives/care givers at home and those who care for them in their education settings;</li> <li>● Recognise a 'funny tummy' feeling when something feels wrong or</li> </ul>	<b>Mental wellbeing and mental health</b>

## NURSERY

		<p>unsafe and say what to do;</p> <ul style="list-style-type: none"> <li>● Talk about what makes them feel safe.</li> </ul>	
	What's safe to go into my body	<ul style="list-style-type: none"> <li>● Know which products in the home are to be used only by adults;</li> <li>● Sort items according to their use and purpose;</li> <li>● Explain who can give medicine to children and why.</li> </ul>	<b>Mental wellbeing and mental health</b>
	<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>● Learn about taking ownership of their own health;</li> <li>● Describe ways in which they can help others and why they would do so;</li> <li>● Take care of their home, their learning environment and the natural environment.</li> </ul>	
	Looking after myself	<ul style="list-style-type: none"> <li>● Talk about how healthy food and keeping clean can help our bodies;</li> <li>● Name some healthy foods;</li> <li>● Try new experiences.</li> </ul>	<b>Healthy Eating</b>
	Looking after others	<ul style="list-style-type: none"> <li>● Name some activities that they can do to help out at home;</li> <li>● Talk about how they can look after other members of their family;</li> <li>● Talk about how they can look after their friends.</li> </ul>	<b>Mental wellbeing and mental health</b>
	<b>Being My Best</b>		
		<p><b>Overarching learning intentions across this unit:</b></p>	

## NURSERY

		<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Talk about healthy choices and activities;</li> <li>● Develop resilience and persistence in their learning;</li> <li>● Working cooperatively with others when faced with a challenge.</li> </ul>	
	What does my body need?	<ul style="list-style-type: none"> <li>● Name what their bodies need for energy (food, water, exercise, sleep);</li> <li>● Describe how they feel when they don't have enough food, water, exercise or sleep;</li> <li>● Make healthy choices independently, in their home or education setting.</li> </ul>	<p><b>Mental wellbeing and mental health</b>  <b>Health Eating</b>  <b>Physical Health and Fitness</b></p>
	I can keep trying	<ul style="list-style-type: none"> <li>● Explain how people might feel if they find something hard;</li> <li>● Suggest ways to encourage others to keep going;</li> <li>● Have a go at challenging themselves.</li> </ul>	<p><b>Mental wellbeing and mental health</b></p>
	I can do it!	<ul style="list-style-type: none"> <li>● Develop skills in planning, reviewing applying a trial and error approach;</li> <li>● Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone;</li> <li>● Communicate with others by sharing with and listening to each other's ideas.</li> </ul>	<p><b>Mental wellbeing and mental health</b></p>
	<b>Growing and Changing</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 change in the environment;</li> <li>● Describe the changes in babies, young animals and plants as they</li> </ul>	

## NURSERY

grow;

- Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like.



## RECEPTION

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, FPC2, FPC4, FPC6, CF1, CF2, CF3, CF5, BS5, BS8, MW9	Who can help me?	<ul style="list-style-type: none"> <li>Talk about when they might feel unsafe or unhappy;</li> <li>Name the people who will help them;</li> <li>Notice when a friend is in need at school and help them.</li> </ul>	
FPC2, FPC6, MW2, MW3, MW6, MW7, MW9, CF5	My feelings	<ul style="list-style-type: none"> <li>Describe different emotions;</li> <li>Explore how we feel at certain times or events;</li> <li>Identify ways to change feelings and calm down.</li> </ul>	
	<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> </ul>	

## RECEPTION

		<ul style="list-style-type: none"> <li>Use speaking and listening skills to learn about the lives of their peers;</li> <li>Know the importance of showing care and kindness towards others;</li> <li>Demonstrate skills in building friendships and cooperation.</li> </ul>	
CF1, CF2, CF3, RR1, RR4, RR5, BS6, <b>MW3</b>	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>Mental wellbeing and mental health</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> <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>MW3</b> , HP4, HP5, BS5	What's safe to go onto my body	<ul style="list-style-type: none"> <li>Name things that keep their bodies safe;</li> <li>Name things that keep their bodies clean and protected;</li> <li>Think about how to recognise things that might not be safe.</li> </ul>	<b>Mental wellbeing and mental health</b>
<b>HE3</b> , HP3, <b>PHF4</b> , <b>DAT1</b>	Keeping myself safe - what's safe to go into my body (including medicines)	<ul style="list-style-type: none"> <li>Make safe decisions about items they don't recognise;</li> <li>Talk about what our bodies need to stay well;</li> <li>Name the safe ways to store medicine and who can give it to children (adults).</li> </ul>	<b>Healthy Eating Health and Prevention Physical Health and Fitness</b>
	<b>Rights and Respect</b>		
		<p><b>Overarching learning intentions across this unit:</b></p>	

## RECEPTION

		<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>	
	Bouncing back when things go wrong	<ul style="list-style-type: none"> <li>● Share an experience where they haven't achieved their goal;</li> <li>● Develop their confidence and resilience towards having a growth mindset;</li> <li>● Name a strategy to overcome a hurdle.</li> </ul>	<b>Mental wellbeing and mental health</b>
	Yes, I can!	<ul style="list-style-type: none"> <li>● Share an experience where they haven't achieved their goal.</li> <li>● Develop their confidence and resilience towards having a growth mindset.</li> <li>● Name a strategy to overcome a hurdle.</li> </ul>	<b>Mental wellbeing and mental health</b>
<b>HE1, HE2</b>	Healthy Eating	<ul style="list-style-type: none"> <li>● Name and choose healthy foods and drink;</li> <li>● Understand there are some foods that are a "just sometimes" food or drink (eating in moderation);</li> <li>● Explain the jobs of different food groups.</li> </ul>	<b>Healthy Eating</b>

## RECEPTION

MW1, MW3, MW6	My Healthy Mind	<ul style="list-style-type: none"> <li>Identify the 5 ways to support their wellbeing</li> <li>Name some activities or ideas to promote positive mental health.</li> <li>Reflect on their mental health and how they can protect it</li> </ul>	<b>Mental wellbeing and mental health</b>
PHF2, HE1, HP3, HP4, HP5	Move your body	<ul style="list-style-type: none"> <li>Describe the changes in their body during exercise and what is happening to their body;</li> <li>Explain how exercise can help us stay well - physically and mentally;</li> <li>Name some ways to keep their body fit and well.</li> </ul>	<b>Healthy Eating Physical Health and Fitness Health and Prevention</b>
HP3, HP4, HP5	A good night's sleep	<ul style="list-style-type: none"> <li>Understand why our body needs sleep;</li> <li>Talk about their own bedtime routine;</li> <li>Suggest ways to have a calm evening and bedtime routine.</li> </ul>	<b>Health and Prevention</b>
<b>Growing and Changing</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 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>	
CAB1	Seasons	<ul style="list-style-type: none"> <li>Name the different seasons and describe their differences;</li> <li>Explain the changes that occur as seasons change;</li> <li>Talk about how they have grown in resilience.</li> </ul>	
CAB1	Life stages - plants, animals, humans	<ul style="list-style-type: none"> <li>To understand that animals and humans change in appearance over time;</li> <li>Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals);</li> <li>Make observations and ask questions about living things.</li> </ul>	

## RECEPTION

<p>FPC1, FPC3, FPC4, RR1, CAB1</p>	<p>Where do babies come from?</p>	<ul style="list-style-type: none"> <li>• Explain that a baby is made by a woman and a man, and grows inside a mother’s tummy.</li> <li>• Understand that every family is different.</li> <li>• Talk about similarities and differences between themselves and others.</li> </ul>	
<p>FPC1, FPC3, FPC4, RR1, CAB1, HE1, HE3, HP3</p>	<p>Getting bigger</p>	<ul style="list-style-type: none"> <li>• Talk about how they have changed as they have grown.</li> <li>• Explain the differences between babies, children, and adults.</li> <li>• Understand that we are all unique.</li> </ul>	<p><b>Healthy Eating Health and Prevention</b></p>
<p>BS2, BS3, BS7, RR7, RR8</p>	<p>Me and my body – girls and boys</p>	<ul style="list-style-type: none"> <li>• Name parts of the body (including reproductive parts) using the correct vocabulary.</li> <li>• Explain which parts of their body are kept private and safe and why.</li> <li>• Tell or ask an appropriate adult for help if they feel unsafe.</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>		
BS5, MW2, MW3, MW4, MW7	Thinking about feelings	<ul style="list-style-type: none"> <li>Recognise how others might be feeling by reading body language/facial expressions;</li> <li>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).</li> </ul>	<b>Mental wellbeing and mental health</b>
BS5, MW1, MW2, MW3, MW4, MW7	Our feelings	<ul style="list-style-type: none"> <li>Identify a range of feelings;</li> <li>Identify how feelings might make us behave;</li> <li>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> </ul>	<b>Mental wellbeing and mental health</b>
MW2, MW3, MW6, MW7	Feelings and bodies	<ul style="list-style-type: none"> <li>Recognise that people's bodies and feelings can be hurt;</li> <li>Suggest ways of dealing with different kinds of hurt.</li> </ul>	<b>Mental wellbeing and mental health</b>
	<b>Valuing Difference</b>		
CF2, CF3, CF4, RR5, RR6, MW8	Unkind, tease or bully?	<ul style="list-style-type: none"> <li>Explain the difference between unkindness, teasing and bullying;</li> <li>Understand that bullying is usually quite rare.</li> </ul>	<b>Mental wellbeing and mental health</b>
FPC1, FPC2, FPC3, FPC4, MW6	Who are our special people?	<ul style="list-style-type: none"> <li>Identify some of the people who are special to them;</li> <li>Recognise and name some of the qualities that make a person special to them.</li> </ul>	<b>Mental wellbeing and mental health</b>
	<b>Keeping Safe</b>		
HP3	Super sleep	<ul style="list-style-type: none"> <li>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>Identify simple bedtime routines that promote healthy sleep.</li> </ul>	<b>Health Prevention</b>
DAT1	What could Harold do?	<ul style="list-style-type: none"> <li>Understand that medicines can sometimes make people feel</li> </ul>	

## YEAR 1

		<p>better when they're ill;</p> <ul style="list-style-type: none"> <li>● Explain simple issues of safety about medicines and their use.</li> <li>● Know who to go to for help if unsure about medicines found</li> </ul>	
<b>MW2</b>	Harold loses Geoffrey	<ul style="list-style-type: none"> <li>● Recognise the range of feelings that are associated with loss.</li> </ul>	<b>Mental wellbeing and mental health</b>
	<b>Rights and Respect</b>		
<b>BFA1, BFA2</b>	Basic first aid	<ul style="list-style-type: none"> <li>● See link to external resources for further information.</li> </ul>	
	<b>Being My Best</b>		
<b>HE1, HE2, HE3</b>	I can eat a rainbow	<ul style="list-style-type: none"> <li>● Recognise the importance of fruit and vegetables in their daily diet;</li> <li>● Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</li> </ul>	<b>Healthy Eating</b>
<b>HE1, HE2, HE3</b>	Eat well	<ul style="list-style-type: none"> <li>● Recognise that they may have different tastes in food to others;</li> <li>● Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;</li> <li>● Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</li> </ul>	<b>Healthy Eating</b>
<b>HP4, HP5</b>	Harold's wash up and brush up	<ul style="list-style-type: none"> <li>● Recognise the importance of regular hygiene routines;</li> <li>● Sequence personal hygiene routines into a logical order.</li> </ul>	<b>Health Prevention</b>
<b>HP5</b>	Catch it! Bin it! Kill it!	<ul style="list-style-type: none"> <li>● Understand how diseases can spread;</li> <li>● Recognise and use simple strategies for preventing the spread of diseases.</li> </ul>	<b>Health Prevention</b>
	<b>Growing and Changing</b>		
<b>PHF1, PHF3, HP3, HP4</b>	Healthy me	<ul style="list-style-type: none"> <li>● Understand that the body gets energy from food, water and air (oxygen);</li> <li>● Recognise that exercise and sleep are important parts of a healthy lifestyle.</li> </ul>	<b>Physical Health and Fitness</b>

## YEAR 1

CAB1	Then and now	<ul style="list-style-type: none"> <li>● Identify things they could do as a baby, a toddler and can do now;</li> <li>● Identify the people who help/helped them at those different stages.</li> </ul>	
FPC2, CAB1	Taking care of a baby	<ul style="list-style-type: none"> <li>● Identify things they could do as a baby, a toddler and can do now;</li> <li>● Identify the people who help/helped them at those different stages.</li> </ul>	
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help ? (2)	<ul style="list-style-type: none"> <li>● Explain the difference between teasing and bullying;</li> <li>● Give examples of what they can do if they experience or witness bullying;</li> <li>● Say who they could get help from in a bullying situation.</li> </ul>	<b>Mental wellbeing and mental health</b>



## YEAR 2

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>		
MW2, MW3	How are you feeling today?	<ul style="list-style-type: none"> <li>• Use a range of words to describe feelings;</li> <li>• Recognise that people have different ways of expressing their feelings;</li> <li>• Identify helpful ways of responding to other's feelings.</li> </ul>	<b>Mental wellbeing and mental health</b>
MW2, MW9	Let's all be happy	<ul style="list-style-type: none"> <li>• Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>• Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul>	<b>Mental wellbeing and mental health</b>
	<b>Valuing difference</b>		
RR2, MW3	How do we make others feel?	<ul style="list-style-type: none"> <li>• Recognise and explain how a person's behaviour can affect other people.</li> </ul>	<b>Mental wellbeing and mental health</b>
CF3, MW7	When someone is feeling left out	<ul style="list-style-type: none"> <li>• Explain how it feels to be part of a group;</li> <li>• Explain how it feels to be left out from a group;</li> <li>• Identify groups they are part of;</li> <li>• Suggest and use strategies for helping someone who is feeling left out.</li> </ul>	<b>Mental wellbeing and mental health</b>
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> </ul>	<b>Mental wellbeing and mental health</b>

## YEAR 2

		<ul style="list-style-type: none"> <li>Show acts of kindness to others in school.</li> </ul>	
	<b>Keeping Safe</b>		
MW3, MW5, DAT1	Harold's picnic	<ul style="list-style-type: none"> <li>Understand that medicines can sometimes make people feel better when they're ill;</li> <li>Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>Explain simple issues of safety about medicines and their use.</li> </ul>	<b>Mental wellbeing and mental health</b>
BS3, BS4, MW2, RR8	I don't like that!	<ul style="list-style-type: none"> <li>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>Identify the types of touch they like and do not like;</li> <li>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul>	<b>Mental wellbeing and mental health</b>
	<b>Rights and respect</b>		
MW3, MW4	When I feel like erupting	<ul style="list-style-type: none"> <li>Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> </ul>	<b>Mental wellbeing and mental health</b>
	<b>Being My Best</b>		
Wider PSHE curriculum (not covered by DfE statutory requirements)	You can do it!	<ul style="list-style-type: none"> <li>Explain the stages of the learning line showing an understanding of the learning process;</li> <li>Suggest phrases and words of encouragement to give someone who is learning something new;</li> </ul>	<b>Mental wellbeing and mental health</b>

## YEAR 2

		<ul style="list-style-type: none"> <li>Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> </ul>	
MW3, PHF2, HE1	My day	<ul style="list-style-type: none"> <li>Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> </ul>	<b>Mental wellbeing and mental health</b> <b>Physical Health and Fitness</b> <b>Healthy Eating</b>
HP5, HP6	Harold's postcard - helping us to keep clean and healthy	<ul style="list-style-type: none"> <li>Explain how germs can be spread;</li> <li>Describe simple hygiene routines such as hand washing;</li> <li>Understand that vaccinations can help to prevent certain illnesses.</li> </ul>	<b>Health Prevention</b>
HP4	Harold's bathroom	<ul style="list-style-type: none"> <li>Explain the importance of good dental hygiene;</li> <li>Describe simple dental hygiene routines.</li> </ul>	<b>Health Prevention</b>
BFA1, BFA2	Basic first aid	<ul style="list-style-type: none"> <li>See link to external resources for further information.</li> </ul>	
	<b>Growing and Changing</b>		
MW2	Sam moves away	<ul style="list-style-type: none"> <li>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> </ul>	<b>Mental wellbeing and mental health</b>

## YEAR 2

CAB1	Haven't you grown?	<ul style="list-style-type: none"><li>• Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li><li>• Understand and describe some of the things that people are capable of at these different stages.</li></ul>	
BS2, CAB1	My body, your body	<ul style="list-style-type: none"><li>• Identify which parts of our body are private;</li><li>• Explain that our genitals help us make babies when we are older;</li><li>• Understand that we mostly have the same body parts but how they look is different from person to person.</li></ul>	

## 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		
MW2, MW3, MW4	My special pet	<ul style="list-style-type: none"> <li>● Explain some of the feelings someone might have when they lose something important to them;</li> <li>● Understand that these feelings are normal and a way of dealing with the situation.</li> </ul>	<b>Mental wellbeing and mental health</b>
	Valuing Difference		
MW5	My community	<ul style="list-style-type: none"> <li>● Define the term 'community';</li> <li>● Identify the different communities that they belong to;</li> <li>● Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> </ul>	<b>Mental wellbeing and mental health</b>
FPC3, RR1, RR2, RR6, OR2, MW8, ISH5	Let's celebrate our differences	<ul style="list-style-type: none"> <li>● Recognise the factors that make people similar to and different from each other;</li> <li>● Recognise that repeated name calling is a form of bullying;</li> <li>● Suggest strategies for dealing with name calling (including talking to a trusted adult).</li> </ul>	<b>Mental wellbeing and mental health</b>
	Keeping safe		

## YEAR 3

HE3, DAT1	Help or harm?	<ul style="list-style-type: none"> <li>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> </ul>	Healthy Eating
HE3, DAT1	Alcohol and cigarettes: the facts	<ul style="list-style-type: none"> <li>Identify some key risks from and effects of cigarettes and alcohol;</li> <li>Know that most people choose not to smoke cigarettes; (Social Norms message)</li> <li>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> </ul>	Healthy Eating
	Rights and Respect		
MW5	Our helpful volunteers	<ul style="list-style-type: none"> <li>Define what a volunteer is;</li> <li>Identify people who are volunteers in the school community;</li> <li>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> </ul>	Mental wellbeing and mental health
	Being My Best		
HE1, HE2, HE3	Derek cooks dinner!	<ul style="list-style-type: none"> <li>Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;</li> <li>Explain what is meant by the term 'balanced diet';</li> <li>Give examples what foods might make up a healthy balanced meal.</li> </ul>	Healthy Eating
HP5, HP6	Poorly Harold	<ul style="list-style-type: none"> <li>Explain how some infectious illnesses are spread from one person to another;</li> <li>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li> </ul>	Health Prevention

## YEAR 3

		<ul style="list-style-type: none"> <li>Suggest medical and non-medical ways of treating an illness.</li> </ul>	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Top talents	<ul style="list-style-type: none"> <li>Explain some of the different talents and skills that people have and how skills are developed;</li> <li>Recognise their own skills and those of other children in the class.</li> </ul>	<b>Mental wellbeing and mental health</b>
	<b>Growing and Changing</b>		
OR1, OR2, OR3, OR4, OR5, BS1, BS4, BS5, MW3, MW4, ISH3, ISH5, ISH7, RR8	None of your business!	<ul style="list-style-type: none"> <li>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</li> <li>Recognise and describe appropriate behaviour online as well as offline;</li> <li>Identify what constitutes personal information and when it is not appropriate or safe to share this;</li> <li>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li> </ul>	
BS7, CAB1, CAB2	My changing body	<ul style="list-style-type: none"> <li>Recognise that babies come from the joining of an egg and sperm;</li> <li>Explain what happens when an egg doesn't meet a sperm;</li> <li>Understand that for girls, periods are a normal part of puberty.</li> </ul>	
BFA1, BFA2	Basic first aid	<ul style="list-style-type: none"> <li>See link to external resources for further information</li> </ul>	

## 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>		
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>Mental wellbeing and mental health</b> Healthy Eating
CF2, CF4, CF5, RR1, RR4, RR5, OR1, OR2, MW3, HE3	Ok or not ok? (2)	<ul style="list-style-type: none"> <li>Recognise that there are times when they might need to say 'no' to a friend;</li> <li>Describe appropriate assertive strategies for saying 'no' to a friend.</li> </ul>	<b>Mental wellbeing and mental health</b> Healthy Eating
CF2, CF3, MW3, MW6, MW7	An email from Harold!	<ul style="list-style-type: none"> <li>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>Explain how different words can express the intensity of feelings.</li> </ul>	<b>Mental wellbeing and mental health</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>Mental wellbeing and mental health</b>
MW3, MW4	When feelings change	<ul style="list-style-type: none"> <li>Demonstrate a range of feelings through their facial expressions and body language;</li> <li>Recognise that their feelings might change towards someone or something once they have further information.</li> </ul>	<b>Mental wellbeing and mental health</b>
RR1, RR6, MW8, ISH5	Under pressure	<ul style="list-style-type: none"> <li>Give examples of strategies to respond to being bullied, including what people can do</li> </ul>	<b>Mental wellbeing and mental health</b>



## YEAR 4

		<p>and say;</p> <ul style="list-style-type: none"> <li>• Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul>	
	<b>Valuing difference</b>		
CF5, RR8, BS1, BS3, BS5, MW4	Islands	<ul style="list-style-type: none"> <li>• Understand that they have the right to protect their personal body space;</li> <li>• Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>• Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> </ul>	
	<b>Keeping Safe</b>		
OR4, BS4, BS5, ISH2, PHF3, HE1, HE3, DAT1, HP2	Danger, risk or hazard?	<ul style="list-style-type: none"> <li>• Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>• Identify situations which are either dangerous, risky or hazardous;</li> <li>• Suggest simple strategies for managing risk.</li> </ul>	<p><b>Physical Health and Fitness</b>  <b>Healthy Eating</b>  <b>Health Prevention</b></p>
CF5, RR4, RR6, OR2, BS1, BS6, MW4	How dare you!	<ul style="list-style-type: none"> <li>• Define what is meant by the word 'dare';</li> <li>• Identify from given scenarios which are dares and which are not;</li> <li>• Suggest strategies for managing dares.</li> </ul>	<p><b>Mental wellbeing and mental health</b></p>
CF3, CF5, RR4, RR6, OR3, DAT1	Keeping ourselves safe	<ul style="list-style-type: none"> <li>• Describe stages of identifying and managing risk;</li> <li>• Suggest people they can ask for help in managing risk.</li> </ul>	

## YEAR 4

<p><b>DAT1</b>, <b>HP5</b></p>	<p>Medicines: check the label</p>	<ul style="list-style-type: none"> <li>• Understand that medicines are drugs;</li> <li>• Explain safety issues for medicine use;</li> <li>• Suggest alternatives to taking a medicine when unwell;</li> <li>• Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li> </ul>	<p><b>Health Prevention</b></p>
<p>Rights and respect</p>			
<p><b>PHF4</b></p>	<p>Who helps us stay healthy and safe?</p>	<ul style="list-style-type: none"> <li>• Explain how different people in the school and local community help them stay healthy and safe;</li> <li>• Define what is meant by 'being responsible';</li> <li>• Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>• Suggest ways they can help the people who keep them healthy and safe.</li> </ul>	<p><b>Physical Health and Fitness</b></p>
<p>Being My Best</p>			
<p><b>PHF1</b>, <b>PHF2</b>, <b>HE1</b>, <b>HE2</b>, <b>HE3</b>, <b>HP3</b>, <b>ISH2</b>, <b>ISH3</b></p>	<p>SCARF hotel</p>	<ul style="list-style-type: none"> <li>• Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li> <li>• Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</li> </ul>	<p><b>Physical Health and Fitness</b> <b>Healthy Eating</b> <b>Health Prevention</b></p>
<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</p>	<p>My school community (1)</p>	<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>	<p><b>Mental wellbeing and mental health</b></p>

## YEAR 4

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		
MW2, MW3, MW9	Moving house	<ul style="list-style-type: none"> <li>Describe some of the changes that happen to people during their lives;</li> <li>Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>Suggest people who may be able to help them deal with change.</li> </ul>	<b>Mental wellbeing and mental health</b>
FPC1, FPC2, FPC3, FPC4, CF5, RR2, MW3, MW4, CAB1	My feelings are all over the place!	<ul style="list-style-type: none"> <li>Name some positive and negative feelings;</li> <li>Suggest reasons why young people sometimes fall out with their parents;</li> <li>Take part in a role play practising how to compromise.</li> </ul>	<b>Mental wellbeing and mental health</b>
BS7, CAB1	All change!	<ul style="list-style-type: none"> <li>Identify parts of the body that males and females have in common and those that are different;</li> <li>Know the correct terminology for their genitalia;</li> <li>Understand and explain why puberty happens.</li> </ul>	
RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3	Secret or surprise?	<ul style="list-style-type: none"> <li>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>Recognise how different surprises and secrets might make them feel;</li> <li>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>	<b>Mental wellbeing and mental health</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>Mental wellbeing and mental health (5 steps to wellbeing – connect)</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>Mental wellbeing and mental health</b>
MW2, MW3, MW4, MW9, MW10	Our emotional needs	<ul style="list-style-type: none"> <li>● Recognise basic emotional needs, understand that they change according to circumstance;</li> <li>● Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> </ul>	<b>Mental wellbeing and mental health</b>
	<b>Valuing Difference</b>		
	<b>Keeping Safe</b>		
RR1, RR6, OR1, OR2, OR3, OR5, MW8, ISH4, ISH5	Spot bullying	<ul style="list-style-type: none"> <li>● Demonstrate strategies to deal with both face-to-face and online bullying;</li> <li>● Demonstrate strategies and skills for supporting others who are bullied;</li> <li>● Recognise and describe the difference between online and face-to-face bullying.</li> </ul>	<b>Mental wellbeing and mental health</b>

## YEAR 5

DAT HP	Vaping: healthy or unhealthy?	<ul style="list-style-type: none"> <li>Describe some of the health risks caused by vaping;</li> <li>Understand that there are potential health risks of vaping that are not yet fully known;</li> <li>Use critical thinking skills when reading information/media;</li> <li>Understand that companies selling vaping products do so to make money;</li> <li>Describe some of the possible outcomes of taking a risk.</li> </ul>	
DAT1	Drugs: true or false?	<ul style="list-style-type: none"> <li>Understand some of the complexities of categorising drugs;</li> <li>Know that all medicines are drugs but not all drugs are medicines;</li> <li>Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</li> </ul>	
ISH6, DAT1	Smoking: what is normal?	<ul style="list-style-type: none"> <li>Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> </ul>	
	<b>Rights and Respect</b>		
ISH6, PHF2, PHF3, HE1	What's the story?	<ul style="list-style-type: none"> <li>Identify, write and discuss issues currently in the media concerning health and wellbeing;</li> <li>Express their opinions on an issue concerning health and wellbeing;</li> <li>Make recommendations on an issue concerning health and wellbeing.</li> </ul>	<b>Healthy Eating</b>
MW5	Mo makes a difference	<ul style="list-style-type: none"> <li>Explain what we mean by the terms voluntary, community and pressure (action)</li> </ul>	<b>Mental wellbeing and mental health (5 steps to</b>

## YEAR 5

		<ul style="list-style-type: none"> <li>group;</li> <li>Give examples of voluntary groups, the kind of work they do and its value.</li> </ul>	<b>wellbeing – give to others)</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>	<b>Physical Health and Fitness Health Prevention</b>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Different skills	<ul style="list-style-type: none"> <li>Identify their own strengths and talents;</li> <li>Identify areas that need improvement and describe strategies for achieving those improvements.</li> </ul>	<b>Mental wellbeing and mental health (Five Steps to wellbeing - connect)</b>
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (2)	<ul style="list-style-type: none"> <li>State what is meant by community;</li> <li>Explain what being part of a school community means to them;</li> <li>Suggest ways of improving the school community.</li> </ul>	<b>Mental wellbeing and mental health (Five steps to wellbeing – connect)</b>
<b>BFA1, BFA2</b>	Basic first aid, including Sepsis Awareness	<ul style="list-style-type: none"> <li>See link to external resources for further information</li> </ul>	
	<b>Growing and Changing</b>		
<b>MW2, MW3, MW4</b>	How are they feeling?	<ul style="list-style-type: none"> <li>Use a range of words and phrases to describe the intensity of different feelings;</li> <li>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</li> </ul>	<b>Mental wellbeing and mental health</b>

## YEAR 5

		<ul style="list-style-type: none"> <li>• Explain strategies they can use to build resilience.</li> </ul>	
FPC6, BS2, BS3, CAB1, CAB2	Growing up and changing bodies	<ul style="list-style-type: none"> <li>• Identify some products that they may need during puberty and why;</li> <li>• Know what menstruation is and why it happens.</li> </ul>	
BS7, CAB1	Changing bodies and feelings	<ul style="list-style-type: none"> <li>• Know the correct words for the external sexual organs;</li> <li>• Discuss some of the myths associated with puberty.</li> </ul>	

## 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>		
Wider PSHE curriculum (not covered by DfE statutory requirements)	Working together	<ul style="list-style-type: none"> <li>● Demonstrate a collaborative approach to a task;</li> <li>● Describe and implement the skills needed to do this.</li> </ul>	<b>Mental wellbeing and mental health (Five steps to wellbeing – connect)</b>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Let's negotiate	<ul style="list-style-type: none"> <li>● Explain what is meant by the terms 'negotiation' and 'compromise';</li> <li>● Suggest positive strategies for negotiating and compromising within a collaborative task;</li> <li>● Demonstrate positive strategies for negotiating and compromising within a collaborative task.</li> </ul>	<b>Mental wellbeing and mental health (Five steps to wellbeing – connect)</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>Mental wellbeing and mental health</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>Mental wellbeing and mental health</b>
FPC1, FPC4, CF1, CF2, CF3,	Advertising friendships!	<ul style="list-style-type: none"> <li>● Explain the difference between a friend and</li> </ul>	<b>Mental wellbeing and</b>



## YEAR 6

CF4, CF5, MW6		<p>an acquaintance;</p> <ul style="list-style-type: none"> <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>mental health</b>
	Keep Safe		
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>	<b>Mental wellbeing and mental health</b> <b>Healthy Eating</b>
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>	<b>Healthy Eating</b>
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>Healthy Eating</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>Healthy Eating</b>

## YEAR 6

YEAR 6			
	Rights and Respect		
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>Mental wellbeing and mental health</b>
	Being My Best		
Wider PSHE curriculum (not covered by DfE statutory requirements)	Our recommendations	<ul style="list-style-type: none"> <li>• Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</li> </ul>	<b>Mental wellbeing and mental health</b> <span style="color: green;"><b>Physical Health and Fitness</b></span> <b>Health Prevention</b>
CF2, CF3, CF5, RR1, RR4, RR6, BS1, BS5, DAT1	What's the risk? (1)	<ul style="list-style-type: none"> <li>• Identify risk factors in a given situation (involving alcohol);</li> <li>• Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>• Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> </ul>	
FPC1, OR1, OR3, BS1, BS2, BS4, ISH6, CAB1	What's the risk? (2)	<ul style="list-style-type: none"> <li>• Identify risk factors in a given situation;</li> <li>• Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>• Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.</li> </ul>	

## YEAR 6

BFA1, BFA2	Basic first aid	<ul style="list-style-type: none"> <li>• See link to external resources for further information</li> </ul>	
MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6, BFA1, BFA2	Five Ways to Wellbeing project	<ul style="list-style-type: none"> <li>• Explain what the five ways to wellbeing are;</li> <li>• Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</li> </ul>	<b>Mental wellbeing and mental health</b> <b>Physical Health and Fitness</b> <b>Health Prevention</b>
<b>Growing and Changing</b>			
RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CAB1	I look great!	<ul style="list-style-type: none"> <li>• Understand that fame can be short-lived;</li> <li>• Recognise that photos can be changed to match society's view of perfect;</li> <li>• Identify qualities that people have, as well as their looks.</li> </ul>	<b>Mental wellbeing and mental health</b>
FPC2, FPC6, MW2, MW4, MW6, MW9	Helpful or unhelpful? Managing change	<ul style="list-style-type: none"> <li>• Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>• Suggest positive strategies for dealing with change;</li> <li>• Identify people who can support someone who is dealing with a challenging time of change.</li> </ul>	<b>Mental wellbeing and mental health</b>
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> </ul>	

## YEAR 6

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|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  | <ul style="list-style-type: none"><li>• Know where someone could get support if they were concerned about their own or another person's safety.</li></ul> |  |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--|