

Vision for PSHEE



At St Joseph's Personal, Social, Health and Economic Education and Citizenship in the primary school are planned programmes of learning opportunities and experiences that help children grow and develop as individuals and as members of families and social and economic communities. We recognise PSHEE education and Citizenship, equip children and young people with knowledge and understanding, attitudes and practical skills to live a healthy, safe, productive, fulfilled, capable and responsible lives.

Our PSHEE curriculum follows the SCARF framework which embeds a comprehensive PSHEE and Wellbeing programme throughout our primary school. SCARF is a whole-school approach to promoting behaviour, safety, achievement, wellbeing and community cohesion. We adapt lessons to suit the needs of children in the class and hold themed weeks throughout the year such as 'Health week', 'Anti-bullying week' and 'Mental health week'. Our year 6 children start the academic year with a trip to the Houses of Parliament to gain a deeper understanding of democracy and citizenship. School council members from each year group are elected termly to promote pupil voice. On a daily basis, we instil the 6 principles of nurture. We run nurture groups, Forest school sessions, self-esteem programmes and develop meditation.



YEAR 2023-2024

	AUTUMN	SPRING	SUMMER
WHOLE SCHOOL THEMES	<p>Me and My Relationships Valuing Difference ANTI-BULLYING WEEK</p>	<p>Keeping Myself Safe Rights and Responsibilities HEALTH WEEK-Life Bus ENTERPRISE WEEK</p>	<p>Being My Best Growing and Changing</p>
EYFS	<p>Due to the nature of the Early Years Foundation Stage topics, coverage and skills are not pre-planned. Learning opportunities come from children's abilities and interests. Guidance for skills are taken from the Development Matters Document under the heading PSED (PSHEE)</p>		
CLASS 2 Y1/Y2	<p><u>Me and My Relationships</u></p> <p>Our ideal classroom (1) Our ideal classroom (2) How are you feeling today? Bullying or teasing? Don't do that! Types of bullying Being a good friend Let's all be happy</p> <p><u>Valuing Difference</u></p> <p>What makes us who we are? How do we make others feel? My special people When someone is feeling left out An act of kindness Solve the problem</p>	<p><u>Keeping Myself Safe</u></p> <p>Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept</p> <p><u>Rights and Responsibilities</u></p> <p>Getting on with others When I feel like erupting Feeling safe How can we look after our environment? Harold saves for something special Harold goes camping</p>	<p><u>Being My Best</u></p> <p>You can do it! My day Harold's postcard - helping us to keep clean and healthy Harold's bathroom My body needs... What does my body do?</p> <p><u>Growing and Changing</u></p> <p>Haven't you grown!</p>

	<p><u>Growing and Changing</u> A helping hand Sam moves house</p>	<p><u>Growing and Changing</u> Respecting privacy Basic first aid</p>	
<p>CLASS 3 Y3/Y4</p>	<p><u>Me and My Relationships</u> An email from Harold! Ok or not ok? (part 1) Ok or not ok? (part 2) Human machines Different feelings When feelings change Under pressure</p> <p><u>Valuing Difference</u> Can you sort it? Islands Friend or acquaintance? What would I do? The people we share our world with That is such a stereotype!</p> <p><u>Growing and Changing</u> Together Moving house</p>	<p><u>Keeping Myself Safe</u> Danger, risk or hazard? Picture Wise How dare you! Medicines: check the label Know the norms (formerly Tell Mark II) Keeping ourselves safe Raisin challenge (2)</p> <p><u>Rights and Responsibilities</u> Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Logo quiz Harold's expenses Why pay taxes?</p> <p><u>Growing and Changing</u> My feelings are all over the place!</p>	<p><u>Being My Best</u> What makes me ME! Making choices SCARF Hotel Harold's Seven Rs My school community (1) Basic first aid</p> <p><u>Growing and Changing</u> All change! Preparing for periods</p>
<p>CLASS 4 Y5/Y6</p>	<p><u>Me and My Relationships</u> Working together Let's negotiate Solve the friendship problem Assertiveness skills (formerly Behave yourself - 2) Behave yourself Dan's day</p>	<p><u>Keeping Myself Safe</u> Think before you click! Traffic lights To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law!</p>	<p><u>Being My Best</u> Five Ways to Wellbeing project This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid</p>

Don't force me
Acting appropriately
It's a puzzle

Valuing Difference

OK to be different
We have more in common than not
Respecting differences
Tolerance and respect for others
Advertising friendships!
Boys will be boys? - challenging gender stereotypes

Growing and Changing

Helpful or unhelpful? Managing change
I look great!

Alcohol: what is normal?
Joe's story (part 1)
Joe's story (part 2)

Rights and Responsibilities

Two sides to every story
Fakebook friends
What's it worth?
Jobs and taxes
Action stations!
Project Pitch (parts 1 & 2)
Happy shoppers
Democracy in Britain 1 - Elections
Democracy in Britain 2 - How (most) laws are made

Growing and Changing

Media manipulation
Pressure online

Growing and Changing

Is this normal?
Growing up and Changing bodies

Statutory requirement	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and people who care for me						
1. That families are important for children growing up because they can give love, security and stability.	✓	✓	✓	✓		✓
2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	✓	✓	✓	✓	✓	✓
3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	✓	✓	✓	✓	✓	✓
4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	✓	✓	✓	✓	✓	✓
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.				✓		✓

6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	✓				✓	✓
Caring friendships						
1. How important friendships are in making us feel happy and secure, and how people choose and make friends.	✓	✓	✓	✓	✓	✓
2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	✓	✓	✓	✓	✓	✓
3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	✓	✓	✓	✓	✓	✓
4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	✓	✓	✓	✓	✓	✓
5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	✓	✓	✓	✓	✓	✓

Respectful relationships

1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

✓ ✓ ✓ ✓ ✓ ✓

2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.

✓ ✓ ✓ ✓ ✓ ✓

3. The conventions of courtesy and manners.

✓ ✓ ✓ ✓ ✓ ✓

4. The importance of self-respect and how this links to their own happiness.

✓ ✓ ✓ ✓ ✓ ✓

5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

✓ ✓ ✓ ✓ ✓ ✓

6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

✓ ✓ ✓ ✓ ✓ ✓

7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.

✓ ✓ ✓ ✓ ✓ ✓

8. The importance of permission-seeking and giving in relationships with friends, peers and adults.	✓	✓	✓	✓	✓	✓
Online relationships						
1. That people sometimes behave differently online, including by pretending to be someone they are not.			✓		✓	✓
2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.			✓	✓	✓	✓
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.			✓	✓	✓	✓
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.			✓		✓	✓
5. How information and data is shared and used online			✓	✓	✓	✓
Being Safe						

1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	✓	✓	✓	✓	✓	✓
2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	✓	✓	✓	✓	✓	✓
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	✓	✓	✓	✓	✓	✓
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	✓	✓	✓	✓	✓	✓
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.	✓	✓	✓	✓	✓	✓
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.	✓	✓	✓	✓	✓	✓
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	✓	✓		✓	✓	✓
8. Where to get advice e.g. family, school and/or other sources.	✓	✓	✓	✓	✓	✓

Physical Health and Mental Wellbeing (Health Education)

Mental wellbeing

1. That mental wellbeing is a normal part of daily life, in the same way as physical health.

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- ✓

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.

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- ✓

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.

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- ✓
- ✓
- ✓
- ✓
- ✓
- ✓

4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

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- ✓

5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

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- ✓
- ✓
- ✓
- ✓

6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	✓					✓
7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	✓	✓		✓		✓
8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	✓		✓	✓	✓	
9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).		✓		✓	✓	✓
Internet safety and harms						
1. That for most people the internet is an integral part of life and has many benefits.			✓			✓
2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				✓	✓	✓

3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.			✓	✓	✓	✓
4. Why social media, some computer games and online gaming, for example, are age restricted.			✓		✓	✓
5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.			✓	✓	✓	✓
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.			✓	✓	✓	✓
7. Where and how to report concerns and get support with issues online			✓	✓	✓	✓
Physical health and fitness						
1. The characteristics and mental and physical benefits of an active lifestyle.	✓	✓				
2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.		✓			✓	✓

3. The risks associated with an inactive lifestyle (including obesity).	✓				✓	
4. How and when to seek support including which adults to speak to in school if they are worried about their health.	✓			✓		
Healthy Eating						
1. What constitutes a healthy diet (including understanding calories and other nutritional content).	✓	✓	✓	✓	✓	
2. The principles of planning and preparing a range of healthy meals.	✓		✓	✓		
3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	✓		✓	✓	✓	✓
Drugs, alcohol and tobacco						
1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	✓	✓	✓		✓	✓
Health Prevention						

3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	✓	✓				
4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	✓	✓				
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	✓	✓	✓	✓		✓
6. The facts and science relating to allergies, immunisation and vaccination.		✓				
Basic first-aid						
1. How to make a clear and efficient call to emergency services if necessary.	✓	✓	✓	✓	✓	✓
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	✓	✓	✓	✓	✓	✓
Changing adolescent body						

1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	✓	✓	✓	✓	✓	✓
2. About menstrual wellbeing including the key facts about the menstrual cycle.			✓	✓	✓	✓

Relationships Education

Families and people who care for me

Statutory requirement

1. That families are important for children growing up because they can give love, security and stability.

SCARF lesson plans that support the teaching and learning of this

- Y1 Who are our special people?
- Y2 My special people
- Y3 Family and friends
- Y4 Friend or acquaintance?
- Y4 My feelings are all over the place!
- Y6 Advertising friendships!
- Y6 Joe's story (part 2)
- Y6 What's the risk? (2)

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

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.

- Y1 Taking care of a baby
- Y1 Who are our special people?
- Y2 My special people
- Y3 Family and friends
- Y3 Looking after our special people
- Y4 Friend or acquaintance?
- Y4 My feelings are all over the place!
- Y5 Help! I'm a teenager - get me out of here!
- Y6 Dan's day
- Y6 Helpful or unhelpful? Managing change

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.

- Y1 Same or different?
- Y1 Who are our special people?
- Y1 Our special people balloons
- Y2 My special people
- Y3 Family and friends
- Y3 Let's celebrate our differences
- Y4 My feelings are all over the place!
- Y4 The people we share our world with
- Y4 What would I do?
- Y4 Together
- Y5 The land of the Red People
- Y6 Making babies
- Y6 Don't force me

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.

- Y1 Same or different?
- Y1 Our special people balloons
- Y1 Who are our special people?
- Y2 My special people
- Y3 Family and friends

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

- Y4 Together
- Y5 Help! I'm a teenager - get me out of here!
- Y6 Advertising friendships!
- Y6 Don't force me
- Y6 Making babies

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.

- Y4 Together
- Y6 Don't force me
- Y1 Good or bad touches?
- Y1 Who can help? (1)
- Y1 Surprises and secrets
- Y5 Growing up and changing bodies
- Y6 Don't force me
- Y6 Helpful or unhelpful? Managing change

Caring friendships

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.

- Y1 Good friends
- Y2 Being a good friend
- Y3 Looking after our special people
- Y3 Friends are special
- Y3 Relationship Tree
- Y4 Friend or acquaintance?
- Y4 Together

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

- Y4 Can you sort it?
- Y5 Qualities of friendship
- Y5 It could happen to anyone
- Y5 How good a friend are you?
- Y6 Advertising friendships!
- Y6 Dan's day
- Y6 Joe's story (part 2)

- Y1 Good friends
- Y1 How are you listening?
- Y1 Pass on the praise!
- Y1 Harold has a bad day
- Y1 It's not fair!
- Y1 Unkind, tease or bully?
- Y1 Who can help? (2)
- Y2 Being a good friend
- Y3 Relationship Tree
- Y3 Friends are special
- Y3 Looking after our special people
- Y4 Friend or acquaintance?
- Y4 Ok or not ok? (part 2)
- Y4 Ok or not ok? (part 1)
- Y4 An email from Harold!
- Y4 Can you sort it?
- Y4 Making choices (formerly Conformatron control)
- Y5 How good a friend are you?
- Y5 Give and take
- Y5 It could happen to anyone
- Y5 Qualities of friendship
- Y5 Relationship cake recipe

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- Y5 Being assertive
- Y6 Dan's day
- Y6 Advertising friendships!
- Y6 Solve the friendship problem
- Y6 OK to be different
- Y6 Joe's story (part 1)
- Y6 What's the risk? (1)

- Y1 Good friends
- Y1 Who can help? (2)
- Y1 Unkind, tease or bully?
- Y1 It's not fair!
- Y2 Being a good friend
- Y2 A helping hand
- Y2 An act of kindness
- Y3 How can we solve this problem?
- Y4 An email from Harold!
- Y4 Ok or not ok? (part 1)
- Y4 Can you sort it?
- Y4 Keeping ourselves safe
- Y5 Qualities of friendship
- Y5 It could happen to anyone
- Y5 Give and take
- Y5 How good a friend are you?
- Y5 Being assertive
- Y5 Relationship cake recipe
- Y5 The land of the Red People
- Y6 Solve the friendship problem
- Y6 Advertising friendships!
- Y6 Dan's day

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

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.

- Y6 What's the risk? (1)
 - Y6 Joe's story (part 1)
 - Y6 Joe's story (part 2)
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- Y1 How are you listening?
 - Y1 It's not fair!
 - Y1 Harold has a bad day
 - Y1 Surprises and secrets
 - Y1 Unkind, tease or bully?
 - Y1 Who can help? (2)
 - Y1 Who can help? (1)
 - Y2 Solve the problem
 - Y3 How can we solve this problem?
 - Y3 Friends are special
 - Y4 Ok or not ok? (part 1)
 - Y4 Ok or not ok? (part 2)
 - Y4 What would I do?
 - Y4 Can you sort it?
 - Y5 How good a friend are you?
 - Y5 Qualities of friendship
 - Y5 Relationship cake recipe
 - Y6 Advertising friendships!
 - Y6 Solve the friendship problem
 - Y6 Joe's story (part 2)

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.

- Y1 How are you listening?
- Y1 Pass on the praise!
- Y2 Solve the problem
- Y2 Getting on with others
- Y3 Relationship Tree

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

- Y4 Ok or not ok? (part 2)
- Y4 Ok or not ok? (part 1)
- Y4 Can you sort it?
- Y4 Islands
- Y4 What would I do?
- Y4 Keeping ourselves safe
- Y4 How dare you!
- Y4 My feelings are all over the place!
- Y5 Qualities of friendship
- Y5 It could happen to anyone
- Y5 Relationship cake recipe
- Y5 Being assertive
- Y5 Ella's diary dilemma
- Y6 Solve the friendship problem
- Y6 Advertising friendships!
- Y6 Joe's story (part 1)
- Y6 What's the risk? (1)
- Y6 Assertiveness skills (formerly Behave yourself - 2)

Respectful relationships

Statutory requirement

1. The 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

SCARF lesson plans that support the teaching and learning of this

- Y1 Pass on the praise!
- Y1 How are you listening?
- Y1 Same or different?
- Y2 What makes us who we are?
- Y3 How can we solve this problem?

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

- Y3 Let's celebrate our differences
- Y3 Respect and challenge
- Y3 Zeb
- Y3 Our friends and neighbours
- Y3 For or against?
- Y3 Thunks
- Y4 Ok or not ok? (part 1)
- Y4 Ok or not ok? (part 2)
- Y4 Friend or acquaintance?
- Y4 Under pressure
- Y4 The people we share our world with
- Y4 What would I do?
- Y4 Can you sort it?
- Y4 Making choices (formerly Conformatron control)
- Y4 What makes me ME! (formerly Diversity World)
- Y5 Qualities of friendship
- Y5 Happy being me
- Y5 Being assertive
- Y5 Kind conversations
- Y5 Spot bullying
- Y5 The land of the Red People
- Y5 Help! I'm a teenager - get me out of here!
- Y5 Stop, start, stereotypes
- Y5 Is it true?
- Y6 Respecting differences
- Y6 OK to be different
- Y6 Is this normal?
- Y6 Media manipulation
- Y6 I look great!
- Y6 Don't force me
- Y6 What's the risk? (1)

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.

- Y6 Behave yourself
- Y6 Joe's story (part 1)
- Y6 Boys will be boys? - challenging gender stereotypes
- Y6 Tolerance and respect for others
- Y6 We have more in common than not

- Y1 Same or different?
- Y1 Why we have classroom rules
- Y1 Harold has a bad day
- Y1 It's not fair!
- Y2 Our ideal classroom (1)
- Y2 How do we make others feel?
- Y2 What makes us who we are?
- Y2 An act of kindness
- Y3 Let's celebrate our differences
- Y3 Thunks
- Y3 For or against?
- Y3 Our friends and neighbours
- Y4 Ok or not ok? (part 1)
- Y4 What makes me ME! (formerly Diversity World)
- Y4 Can you sort it?
- Y4 Human machines
- Y4 What would I do?
- Y4 The people we share our world with
- Y4 My feelings are all over the place!
- Y5 Happy being me
- Y5 Qualities of friendship
- Y5 Is it true?
- Y5 Help! I'm a teenager - get me out of here!
- Y5 The land of the Red People

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

	<ul style="list-style-type: none">• Y5 Kind conversations• Y5 Ella's diary dilemma• Y6 Respecting differences• Y6 Tolerance and respect for others• Y6 Boys will be boys? - challenging gender stereotypes• Y6 Behave yourself• Y6 I look great!• Y6 Assertiveness skills (formerly Behave yourself - 2)
3. The conventions of courtesy and manners.	<ul style="list-style-type: none">• Y1 Pass on the praise!• Y1 It's not fair!• Y1 Harold has a bad day• Y1 Why we have classroom rules• Y1 Harold's school rules• Y2 Our ideal classroom (2)• Y2 An act of kindness• Y2 Getting on with others• Y3 Respect and challenge• Y3 For or against?• Y3 Thunks• Y4 What would I do?• Y4 In the news!• Y5 Qualities of friendship• Y5 Happy being me• Y5 Relationship cake recipe• Y5 Help! I'm a teenager - get me out of here!• Y6 Respecting differences
4. The importance of self-respect and how this links to their own happiness.	<ul style="list-style-type: none">• Y4 Keeping ourselves safe• Y4 How dare you!

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

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.

- Y4 What makes me ME! (formerly Diversity World)
- Y4 Ok or not ok? (part 2)
- Y5 Happy being me
- Y5 Qualities of friendship
- Y5 Help! I'm a teenager - get me out of here!
- Y5 Relationship cake recipe
- Y5 The land of the Red People
- Y5 Ella's diary dilemma
- Y5 Kind conversations
- Y6 Assertiveness skills (formerly Behave yourself - 2)
- Y6 Media manipulation
- Y6 I look great!
- Y6 Behave yourself
- Y6 What's the risk? (1)
- Y6 Joe's story (part 1)

- Y1 Pass on the praise!
- Y1 Harold's school rules
- Y1 Taking care of something
- Y1 Who can help? (2)
- Y1 Unkind, tease or bully?
- Y1 Harold has a bad day
- Y2 Bullying or teasing?
- Y2 Getting on with others
- Y2 Don't do that!
- Y2 Types of bullying
- Y3 Zeb
- Y4 Ok or not ok? (part 2)
- Y4 Ok or not ok? (part 1)
- Y4 Safety in numbers

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

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.

- Y4 Can you sort it?
- Y4 The people we share our world with
- Y4 What would I do?
- Y5 Qualities of friendship
- Y5 Taking notice of our feelings
- Y5 Happy being me
- Y5 Kind conversations
- Y5 Ella's diary dilemma
- Y5 The land of the Red People
- Y5 Relationship cake recipe
- Y6 Respecting differences
- Y6 Behave yourself
- Y6 Assertiveness skills (formerly Behave yourself - 2)
- Y6 Don't force me
- Y6 Tolerance and respect for others
- Y6 Joe's story (part 2)
- Y6 Acting appropriately
- Y6 We have more in common than not

- Y1 Unkind, tease or bully?
- Y1 Who can help? (2)
- Y2 Bullying or teasing?
- Y2 Types of bullying
- Y2 Don't do that!
- Y2 Getting on with others
- Y3 Let's celebrate our differences
- Y3 Zeb
- Y4 Safety in numbers
- Y4 Under pressure
- Y4 What would I do?

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

	<ul style="list-style-type: none">• Y4 Keeping ourselves safe• Y4 How dare you!• Y5 Happy being me• Y5 Stop, start, stereotypes• Y5 Is it true?• Y6 OK to be different• Y6 We have more in common than not• Y6 Acting appropriately• Y6 Behave yourself• Y6 What's the risk? (1)• Y6 Boys will be boys? - challenging gender stereotypes
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.	<ul style="list-style-type: none">• Y3 Zeb• Y3 Family and friends• Y4 That is such a stereotype!• Y5 Happy being me• Y5 Is it true?• Y5 Stop, start, stereotypes• Y6 Boys will be boys? - challenging gender stereotypes• Y6 Media manipulation• Y6 Two sides to every story
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.	<ul style="list-style-type: none">• Y1 Good or bad touches?• Y1 Surprises and secrets• Y2 I don't like that!• Y3 None of your business!• Y4 Islands• Y4 Secret or surprise?• Y5 Growing up and changing bodies• Y5 Ella's diary dilemma

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

- Y6 Think before you click!
- Y6 It's a puzzle
- Y6 Assertiveness skills (formerly Behave yourself - 2)
- Y6 Don't force me
- Y6 Fakebook friends

Online relationships

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

1. That people sometimes behave differently online, including by pretending to be someone they are not.

- Y3 None of your business!
- Y3 I am fantastic!
- Y5 Spot bullying
- Y5 Play, like, share
- Y6 Fakebook friends
- Y6 Pressure online
- Y6 Media manipulation

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.

- Y3 Let's celebrate our differences
- Y3 None of your business!
- Y3 Zeb
- Y3 Relationship Tree
- Y4 How do we make a difference?
- Y5 Play, like, share
- Y5 Is it true?
- Y5 Spot bullying
- Y5 Communication
- Y6 It's a puzzle

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

- Y6 Think before you click!
- Y3 None of your business!
- Y3 Super Searcher
- Y4 Picture Wise
- Y5 Communication
- Y5 Spot bullying
- Y5 Is it true?
- Y5 Play, like, share
- Y6 Think before you click!
- Y6 It's a puzzle
- Y6 Traffic lights
- Y6 Pressure online
- Y6 What's the risk? (2)
- Y6 To share or not to share?

4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

- Y3 Super Searcher
- Y3 Recount task
- Y3 None of your business!
- Y5 Play, like, share
- Y5 Is it true?
- Y5 Fact or opinion?
- Y6 It's a puzzle
- Y6 Think before you click!
- Y6 Pressure online

5. How information and data is shared and used online.

- Y3 None of your business!
- Y3 Super Searcher
- Y4 Picture Wise

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

- Y4 Raisin challenge (2)
- Y4 That is such a stereotype!
- Y4 In the news!
- Y5 Spot bullying
- Y5 Is it true?
- Y5 Play, like, share
- Y6 It's a puzzle
- Y6 Pressure online
- Y6 To share or not to share?
- Y6 Traffic lights

Being safe

Statutory requirement

1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

SCARF lesson plans that support the teaching and learning of this

- Y1 Surprises and secrets
- Y1 Good or bad touches?
- Y1 Harold's school rules
- Y2 How safe would you feel?
- Y2 What should Harold say?
- Y2 Should I tell?
- Y2 Fun or not?
- Y2 Some secrets should never be kept
- Y3 Dan's dare
- Y3 Safe or unsafe?
- Y3 None of your business!
- Y3 Raisin challenge (1)
- Y4 How dare you!

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

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.

- Y4 Islands
- Y4 Secret or surprise?
- Y4 Raisin challenge (2)
- Y5 Taking notice of our feelings
- Y5 Play, like, share
- Y5 Is it true?
- Y5 Would you risk it?
- Y5 Ella's diary dilemma
- Y6 It's a puzzle
- Y6 Think before you click!
- Y6 What's the risk? (1)
- Y6 To share or not to share?
- Y6 What's the risk? (2)
- Y6 Acting appropriately
- Y6 Pressure online

- Y1 Good or bad touches?
- Y1 Surprises and secrets
- Y2 Should I tell?
- Y2 Some secrets should never be kept
- Y2 My body, your body
- Y2 Respecting privacy
- Y3 Secret or surprise?
- Y4 Secret or surprise?
- Y5 Dear Ash
- Y5 Growing up and changing bodies
- Y5 Ella's diary dilemma
- Y6 Dear Ash
- Y6 It's a puzzle
- Y6 Acting appropriately

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- Y6 What's the risk? (2)
- Y6 To share or not to share?

- Y1 Keeping privates private
- Y2 I don't like that!
- Y2 Some secrets should never be kept
- Y2 Fun or not?
- Y3 Body space
- Y4 Secret or surprise?
- Y4 Islands
- Y5 Growing up and changing bodies
- Y5 Taking notice of our feelings
- Y6 To share or not to share?
- Y6 Acting appropriately
- Y6 Pressure online
- Y6 Making babies

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

- Y1 Surprises and secrets
- Y2 I don't like that!
- Y2 What should Harold say?
- Y2 Some secrets should never be kept
- Y3 Safe or unsafe?
- Y3 Danger or risk?
- Y3 None of your business!
- Y4 Danger, risk or hazard?
- Y4 Secret or surprise?
- Y5 Taking notice of our feelings
- Y5 Dear Ash
- Y5 Play, like, share
- Y6 It's a puzzle

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

5. How to recognise and report feelings of being unsafe or feeling bad about any adult.

- Y6 Dear Ash
- Y6 Pressure online
- Y6 Acting appropriately
- Y6 What's the risk? (2)

- Y1 Surprises and secrets
- Y1 Thinking about feelings
- Y1 Our feelings
- Y1 Good or bad touches?
- Y1 Who can help? (1)
- Y2 How safe would you feel?
- Y2 Should I tell?
- Y2 Fun or not?
- Y3 Safe or unsafe?
- Y3 The Risk Robot
- Y3 None of your business!
- Y4 Secret or surprise?
- Y4 Danger, risk or hazard?
- Y4 Islands
- Y5 Dear Ash
- Y5 Taking notice of our feelings
- Y6 Dear Ash
- Y6 Acting appropriately
- Y6 Pressure online

6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.

- Y1 Surprises and secrets
- Y2 Feeling safe
- Y3 Raisin challenge (1)
- Y4 Who helps us stay healthy and safe?
- Y4 How dare you!

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

	<ul style="list-style-type: none">• Y5 Dear Ash• Y6 Dear Ash• Y6 Acting appropriately• Y6 Making babies• Y6 Behave yourself
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<p>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<ul style="list-style-type: none">• Y1 Surprises and secrets• Y1 Good or bad touches?• Y1 Keeping privates private• Y2 Feeling safe• Y4 Who helps us stay healthy and safe?• Y4 Safety in numbers• Y4 All change!• Y4 Secret or surprise?• Y5 Dear Ash• Y5 Taking notice of our feelings• Y6 Dear Ash• Y6 Is this normal?• Y6 Making babies• Y6 Don't force me• Y6 Acting appropriately• Y6 To share or not to share?
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<p>8. Where to get advice e.g. family, school and/or other sources.</p>	<ul style="list-style-type: none">• Y1 Good or bad touches?• Y1 Surprises and secrets• Y2 Feeling safe• Y3 Helping each other to stay safe• Y4 Who helps us stay healthy and safe?• Y5 Taking notice of our feelings• Y5 Dear Ash
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Statutory requirement

SCARF lesson plans that support the teaching and learning of this

- Y6 Dear Ash
- Y6 Acting appropriately
- Y6 Making babies

Physical Health and Mental Wellbeing (Health Education)

Mental wellbeing

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

1. That mental wellbeing is a normal part of daily life, in the same way as physical health.

- Y1 Our feelings
- Y4 Different feelings
- Y5 How good a friend are you?
- Y6 Rat Park
- Y6 Five Ways to Wellbeing project
- Y6 Dan's day
- Y6 Fakebook friends

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.

- Y1 Our feelings
- Y1 Harold loses Geoffrey
- Y1 Thinking about feelings
- Y1 Feelings and bodies
- Y2 Sam moves house
- Y2 How are you feeling today?
- Y2 I don't like that!

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

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.

- Y2 Some secrets should never be kept
- Y2 Let's all be happy!
- Y3 My special pet
- Y4 Different feelings
- Y4 Moving house
- Y4 Secret or surprise?
- Y5 How good a friend are you?
- Y5 How are they feeling?
- Y5 Our emotional needs
- Y6 Dan's day
- Y6 Helpful or unhelpful? Managing change

- Y1 Feelings and bodies
- Y1 Thinking about feelings
- Y1 Our feelings
- Y2 How are you feeling today?
- Y2 How do we make others feel?
- Y2 When I feel like erupting
- Y2 Harold's picnic
- Y2 My day
- Y2 An act of kindness
- Y3 My special pet
- Y4 Moving house
- Y4 An email from Harold!
- Y4 Different feelings
- Y4 Ok or not ok? (part 1)
- Y4 Ok or not ok? (part 2)
- Y4 Secret or surprise?
- Y4 When feelings change

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

- Y4 My feelings are all over the place!
- Y5 How are they feeling?
- Y5 How good a friend are you?
- Y5 Our emotional needs
- Y6 Dan's day
- Y6 Rat Park
- Y6 I look great!

5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

- Y1 Our feelings
 - Y1 Thinking about feelings
 - Y2 When I feel like erupting
 - Y3 My special pet
 - Y4 Different feelings
 - Y4 My feelings are all over the place!
 - Y4 When feelings change
 - Y4 How dare you!
 - Y4 Islands
 - Y5 How are they feeling?
 - Y5 Our emotional needs
 - Y6 Rat Park
 - Y6 Dan's day
 - Y6 Helpful or unhelpful? Managing change
 - Y6 Joe's story (part 1)
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- Y2 Harold's picnic
 - Y3 My community
 - Y3 Our helpful volunteers
 - Y4 Volunteering is cool
 - Y5 Mo makes a difference

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

- Y6 Five Ways to Wellbeing project
- Y6 Community art
- Y6 Action stations!
- Y6 Rat Park

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.

- Y1 Feelings and bodies
- Y1 Who are our special people?
- Y6 Rat Park
- Y6 Five Ways to Wellbeing project
- Y6 Advertising friendships!
- Y6 Joe's story (part 1)
- Y6 Helpful or unhelpful? Managing change

8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

- Y1 Feelings and bodies
- Y1 Thinking about feelings
- Y1 Our feelings
- Y2 When someone is feeling left out
- Y4 An email from Harold!
- Y6 Five Ways to Wellbeing project
- Y6 Rat Park
- Y6 Joe's story (part 1)

- Y1 Who can help? (2)
- Y1 Unkind, tease or bully?
- Y3 Zeb
- Y3 Let's celebrate our differences
- Y4 Under pressure
- Y5 Communication

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

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).

- Y5 Spot bullying
- Y2 Let's all be happy!
- Y4 Moving house
- Y5 Our emotional needs
- Y6 Rat Park
- Y6 Helpful or unhelpful? Managing change

Internet safety and harms

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

1. That for most people the internet is an integral part of life and has many benefits.

- Y3 Super Searcher
- Y6 It's a puzzle

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.

- Y4 Raisin challenge (2)
- Y4 That is such a stereotype!
- Y5 Is it true?
- Y6 Five Ways to Wellbeing project
- Y6 Boys will be boys? - challenging gender stereotypes
- Y6 I look great!
- Y6 Media manipulation

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.

- Y3 Super Searcher
- Y3 None of your business!

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

	<ul style="list-style-type: none">• Y4 Picture Wise• Y5 Is it true?• Y5 Play, like, share• Y6 It's a puzzle• Y6 Traffic lights• Y6 To share or not to share?
4. Why social media, some computer games and online gaming, for example, are age restricted.	<ul style="list-style-type: none">• Y3 As a rule• Y5 Spot bullying• Y5 Star qualities?• Y6 Think before you click!• Y6 Fakebook friends
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.	<ul style="list-style-type: none">• Y3 Let's celebrate our differences• Y3 None of your business!• Y3 Zeb• Y4 Under pressure• Y5 Play, like, share• Y5 Is it true?• Y6 Think before you click!• Y6 It's a puzzle• Y6 To share or not to share?• Y6 Media manipulation
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	<ul style="list-style-type: none">• Y3 Super Searcher• Y3 Recount task• Y4 Raisin challenge (2)• Y4 In the news!• Y5 Is it true?

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

7. Where and how to report concerns and get support with issues online.

- Y5 Fact or opinion?
- Y5 What's the story?
- Y5 Smoking: what is normal?
- Y6 Two sides to every story
- Y6 Boys will be boys? - challenging gender stereotypes
- Y6 What's the risk? (2)
- Y6 Fakebook friends

- Y3 None of your business!
- Y4 In the news!
- Y5 Play, like, share
- Y6 It's a puzzle
- Y6 To share or not to share?

Physical health and fitness

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

1. The characteristics and mental and physical benefits of an active lifestyle.

- Y1 Healthy me
- Y2 My body needs...

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.

- Y2 My day
- Y5 What's the story?
- Y6 Five Ways to Wellbeing project

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

3. The risks associated with an inactive lifestyle (including obesity).

- Y1 Healthy me
- Y5 What's the story?

4. How and when to seek support including which adults to speak to in school if they are worried about their health.

- Y1 Inside my wonderful body!
- Y4 Who helps us stay healthy and safe?

Healthy eating

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

1. What constitutes a healthy diet (including understanding calories and other nutritional content).

- Y1 I can eat a rainbow
- Y1 Eat well
- Y2 My day
- Y2 My body needs...
- Y3 Derek cooks dinner! (healthy eating)
- Y4 Danger, risk or hazard?
- Y4 SCARF Hotel (formerly Diversity World Hotel)
- Y5 What's the story?

2. The principles of planning and preparing a range of healthy meals.

- Y1 I can eat a rainbow
- Y1 Eat well
- Y3 Derek cooks dinner! (healthy eating)
- Y4 SCARF Hotel (formerly Diversity World Hotel)

Statutory requirement

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).

SCARF lesson plans that support the teaching and learning of this

- Y1 Eat well
- Y1 I can eat a rainbow
- Y3 Derek cooks dinner! (healthy eating)
- Y3 Alcohol and cigarettes: the facts
- Y3 Help or harm?
- Y4 SCARF Hotel (formerly Diversity World Hotel)
- Y4 Know the norms (formerly Tell Mark II)
- Y6 Rat Park
- Y6 What sort of drug is...?
- Y6 Joe's story (part 1)
- Y6 Drugs: it's the law!
- Y6 Alcohol: what is normal?

Drugs, alcohol and tobacco

Statutory requirement

1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

SCARF lesson plans that support the teaching and learning of this

- Y1 What could Harold do?
- Y2 Harold's picnic
- Y3 Help or harm?
- Y3 Alcohol and cigarettes: the facts
- Y5 Smoking: what is normal?
- Y5 Drugs: true or false?
- Y5 Getting fit
- Y5 'Thinking' about habits
- Y6 What sort of drug is...?

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

- Y6 Rat Park
- Y6 Alcohol: what is normal?
- Y6 Drugs: it's the law!
- Y6 What's the risk? (1)

Health and prevention

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

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.

- Y1 Super sleep
- Y1 Healthy me
- Y2 My body needs...

4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

- Y1 Healthy me
- Y1 Harold's wash and brush up
- Y2 Harold's bathroom

5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

- Y1 Harold's wash and brush up
- Y1 Catch it! Bin it! Kill it!
- Y2 Harold's postcard - helping us to keep clean and healthy
- Y3 Poorly Harold
- Y4 Medicines: check the label
- Y6 What is HIV?

Statutory requirement

6. The facts and science relating to allergies, immunisation and vaccination.

SCARF lesson plans that support the teaching and learning of this

- **Y2** Harold's postcard - helping us to keep clean and healthy

Basic first-aid

Statutory requirement

1. How to make a clear and efficient call to emergency services if necessary.

SCARF lesson plans that support the teaching and learning of this

- **Y1** Basic first aid
- **Y2** Feeling safe
- **Y2** Basic first aid
- **Y3** Basic first aid
- **Y4** Basic first aid
- **Y5** Basic first aid
- **Y6** Basic first aid

2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

- **Y1** Basic first aid
- **Y2** Basic first aid
- **Y3** Basic first aid
- **Y4** Basic first aid
- **Y5** Basic first aid
- **Y6** Basic first aid

Changing adolescent body

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

- Y1 Taking care of a baby
- Y1 Then and now
- Y2 Haven't you grown!
- Y2 My body, your body
- Y3 My changing body
- Y4 Period positive
- Y4 All change!
- Y4 My feelings are all over the place!
- Y5 Growing up and changing bodies
- Y5 Help! I'm a teenager - get me out of here!
- Y6 Is this normal?
- Y6 Making babies

2. About menstrual wellbeing including the key facts about the menstrual cycle.

- Y3 My changing body
- Y4 Period positive
- Y5 Growing up and changing bodies
- Y6 Is this normal?
- Y6 Making babies