

**PSHE Education, including RSE Policy (2)**

**Last Updated:** April 2023

**Review Date:** April 2024

**Approved on behalf of the Governing Body by:**

Sue Manser (Chair of Governors)

**Signed:**



**Date:**

**How this policy was developed**

This policy was written by Miss Emma Roberts, Pastoral Leader, and developed in consultation with teachers, other school staff and governors and circulated to parents at Hemdean House School. All views were listened and responded to help strengthen the policy, ensuring that it meets the needs of all Hemdean House pupils. It has been approved by the school’s governing body.

**Legal requirements of schools**

It is a requirement for independent schools to deliver PSHE (Personal, Social, Health and Economic) Education. This includes the new Relationships Education (RE) and Health Education (HE) guidelines published by the Department of Education (DfE). The Department of Education also encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle as set out in the National Curriculum for Science.

Hemdean House School acknowledges that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

**What is PSHE education including RSE is?**

Hemdean House School’s PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Hemdean House School’s PSHE provision supports the school’s aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school’s curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

* 1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
  2. Encourage and support the development of social skills and social awareness;
  3. Enable pupils to make sense of their own personal and social experiences;
  4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
  5. Enable effective interpersonal relationships and develop a caring attitude towards others;
  6. Encourage a caring attitude towards and responsibility for the environment;
  7. Help pupils to understand and manage their feelings, build resilience and be independent, curious problem solvers;
  8. Help pupils to understand how society works and the laws, rights and responsibilities involved.

There is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

**Responsibilities of the PSHE Lead**

* To work in conjunction with teaching staff in each year group and the Senior Leadership Team, to ensure that all staff are equipped with the knowledge, skills and resources to deliver PSHE Education confidently.
* To ensure that Class Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films.
* To provide support to any Class Teacher requiring further support.
* To run whole school INSET sessions to ensure all staff are aware of current requirements.
* To keep staff informed about new developments in the subject.

**How PSHE education, including Relationships Education, is provided**

At Hemdean House School SCARF resources form the basis for planning. This is a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in the appendices. All of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association’s Programme of Study’s recommended learning opportunities, as well as contributing to different subject areas in the [National Curriculum](https://www.coramlifeeducation.org.uk/scarf/national-curriculum/).

The six suggested half termly units have been adapted to meet the circumstances at Hemdean House School, for example, use may be made of the school’s natural forest environment as the starting point for aspects of the pupils’ work.

Class Teachers follow the suggested six half-termly units provided by SCARF for each year. Lessons are formally delivered in a weekly PSHE lesson which lasts 45 minutes. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lesson objectives. PSHE Teaching continues throughout the whole year with pupils in their usual classes, in mixed sex groupings.

In addition to weekly lessons, it is common for pupils’ social and personal issues to be dealt with on an informal individual basis and formal class basis as they arise during the school day.

Assemblies led by the Headteacher or members of the teaching staff deal with PSHE themes and are planned into the school termly calendar e.g. Anti-Bullying week, Mental Health Awareness Week, Black History Month etc. In addition, half termly whole school focuses on character traits ensure children learn to value and aspire towards characteristics such as courage, integrity and resilience. These are introduced in assemblies and celebrated in classes and whole school star assemblies.

PSHE is also covered in many other subjects on the curriculum: Science, English, Maths, Cookery, Art, Humanities, Drama, P.E., R.E. and Outdoor Education (Forest School).

**What is being taught?**

See Appendices:

HHS Long Term Plan for PSHE (based on SCARF)

HHS Long Term Plan for Science

SCARF medium term planning for both Key stage 1 and 2

**The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSED (Personal Social and Emotional Development) is about making connections; sense of self and understanding emotions (Early Years Framework). This is comprised of a mixture of child-led and adult directed activities. PSED is taught through adult led activities which comprise the learning goals and the school’s SCARF programme for Reception. The focus is placed upon pupils developing personal skills such as dressing, feeding, toileting and independence. These skills are developed through positive experiences where children have the opportunity to engage in social activities, as members of the class or in whole-school activities.

**Year R, KS1 and KS2**

The SCARF programme divides the year into 6 themed units:

* 1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
  2. Valuing Difference: a focus on respectful relationships and British values;
  3. Keeping Myself Safe: looking at keeping ourselves healthy and safe;
  4. Rights and Respect: learning about money, living in the wider world and the environment;
  5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
  6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and the environment and are encouraged to develop a caring attitude towards others.

It is recognised that some areas of the new curriculum contain sensitive issues. For example, in Year 2 Science, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

In Year 5, children are taught about the life cycles of humans and animals, including reproduction in mammals (e.g. rabbits and humans.) They also learn about the changes that happen in humans from birth to old age. This includes reference to puberty.

It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Year 6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content pupils will have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.  Pupils will learn about how infections such as HIV can be transmitted through sexual intercourse as well as through drug use using a syringe. The topic of ‘Female Genital Mutilation’ will also arise as pupils learn about how different cultures and carry out legal and illegal practices in the move towards about adulthood.

Parents will be informed before these topics are taught and be given the opportunity to view the lesson content and resources via a parents consultation meeting. Following this meeting and prior to the lessons being taught, parents will be free to decide whether they wish for their child to take part in the lessons. Parents reserve the right to withdraw their child from these lessons and cover the subject matter as they feel appropriate at home. In such circumstances, parents need to communicate this with the headteacher. Pupils will stay at school when RSE lessons are being taught and be provided with separate work.

**Strategies for teaching PSHE**

Class teachers use a range of interactive teaching methods to ensure learning takes place e.g. stories, activity sheets, films, songs, online games, class discussions and role play.

To ensure that children feel comfortable learning over a range of topics, class rules are agreed by the class and their teacher at the start of the year and reinforced each term. In classes where circle time is used, the rules agreed will reinforce the importance of respect and trust when sharing with and listening to others. The teachers use a range of skills and approaches to encourage pupils to share ideas and opinions on different issues, including (when necessary) distancing techniques and the anonymous question box. Teachers will answer children’s questions factually and honestly in an age appropriate way and respond to any disclosures following the school’s safeguarding policy and procedures.

In the case of teaching and learning on more sensitive issues e.g. menstruation, classes may be split by gender so that the boys and girls are taught separately. This can avoid embarrassment and anxiety allowing for pupils to feel more comfortable and confident to discuss the topics in a more relaxed way and appropriate way.

Support is provided to children experiencing difficulties on a one-to-one basis, via the school’s pastoral support team led by Miss Emma Roberts *(*Pastoral Lead*)*. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

When teaching staff feel they need support delivering lessons in PSHE e.g. Relationships and Sex Education, teachers are encouraged to deliver the lesson with the support of another teacher in the classroom. This helps to ensure that the member of the teaching staff delivering the lesson can focus on his/her teaching whilst the supporting adult ensures that pupils are engaged, respectful and able to access the learning content fully.

When preparing for teaching on sensitive issues e.g. Reproduction, Puberty or LGBT issues, class teachers ae advised to consider the lesson content and lesson outcomes prior to delivering the lessons. They communicate with parents the intended learning titles, content and outcomes in advance via parent mail. This gives parents time to ask any questions prior to the teaching and to notify teachers of any concerns they have. It also helps

In addition, prior to teaching on sensitive issues, teachers consider the individual needs of the children in their classes. They check the pupils’ individual medical records to see if there are any issues that involve more sensitive teaching of the learning outcomes. In some cases, the learning resources may need to be adapted slightly to suit the pupils’ learning needs.

In addition to the PSHE teaching that goes in lessons, there are many other ways that PSHE is promoted through visits from external agencies/organisations and community links. Charity representatives promote awareness and support for their work e.g. Thames Hospice and Aspire. Coram Life Education, provide day long workshops engaging pupils in PSHE learning with their exciting interactive resources. Also through pupils’ participation on the School Council, as members of the Eco Committee and through financial education projects e.g. Year 6 Enterprise Project and visit to Fourbears for financial advice about setting up your own business.

**Assessment, evaluation, monitoring and reporting of progress in PSHE Education**

Assessment of PSHE is carried out informally by the class teacher, using the lesson plan learning outcomes as a guide to ensure progression of skills and knowledge.

PSHE is assessed through the SCARF pre- and post-unit assessment activities. These activities are conducted twice, at the beginning of the unit to determine where the children are at; and then again at the end of the unit, to enable class teachers to monitor progress, record key points and identify areas for further development. This will allow both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

In addition, starting in the second half of the summer term 2023 and going forward, pupils will be encouraged to reflect personally on their learning journey, recording what they found helpful, thought-provoking, challenging and where their learning might take them to next. This will start with the unit ‘Growing and Changing’.

This method of recording will also enable the class teacher to make an annual assessment of progress for each child, as part of the child’s annual report to parents. This information will be passed on to the next teacher at the end of each year.

**Monitoring PSHE Education**

The monitoring of the standards of children’s work and of the quality of PSHE education is the responsibility of the PSHE subject lead.

Progress in PSHE education is communicated to parents on a termly basis. At the end of the autumn and summer terms, it is shared in the form of a written comment on pupils’ school report. At the end of the spring term, progress is shared verbally at Parents’ Evening.

**Inclusion and Accessibility in PSHE**

It is not the school’s policy to withdraw pupils with additional educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE education takes into account the targets set for individual children in their support Plan.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content, to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

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

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

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. The school’s PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff.

The school has a legal responsibility, under the Equality Act, for eliminating discrimination; to do this, the school raises pupils’ awareness of diversity and promotes respectful relationships with those who are different from them.

**Parental Concerns and withdrawal of pupils**

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education the school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view resources and discuss any concerns with our staff prior to their child attending these lessons.

Before granting a request to withdraw a child/ren, the Headteacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents will be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. The school recognises the importance of good communication and the opportunity for parents to understand and ask questions about the school’s approach to increase their confidence in the curriculum.

It is statutory for school to show parents examples of the resources to be used. Parents will be given opportunities to view resources through class/year group meetings either face to face or virtually through Zoom parent consultation meetings. Parents are advised to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child’s development to learn about its own family’s values in regards to relationships and sex alongside the information they receive at school.

**Dissemination of the Policy**

This policy has been made accessible to parents, teachers, other school staff and governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office.

Should further information about PSHE or RSE education be required, contact Miss Emma Roberts or Mrs Chalmers.

**Sources of Further Information**

This policy has drawn on:

* Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
* Creating a PSHE education policy for your school, The PSHE Association (September 2018)
* Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)

**This policy should be read in conjunction with the following policies:**

* Safeguarding including Early Years
* GDPR and Data Protection
* Anti-bullying
* Equal Opportunities
* DfE ‘Keeping children safe in education’ (2022).
* Behaviour Policy

**Appendices**

PSHE and Well Being Long Term Plan

Science Long Term Plan

SCARF Medium Term planning documents (mapped to DfE statutory RSHE)





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| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
| Year 1 | Humans and the Senses  Seasonal Changes: Autumn to Winter | Animals  Seasonal changes- Spring to Summer | Plants  Everyday Materials |
| Year 2 | **Animals Including Humans**  Life cycles, growing and changing, healthy eating, basic needs, hygiene, exercise, Scientist- Louis Pasteur  **Living Things & their Habitat**  Dead or alive, local habitat, micro habitat, Food chains, Scientist - Rachel Carson. | **Materials**  Exploring and classifying materials, absorbency, suitability for different uses, textiles - stretch-ability, natural and manmade, waterproofing, rigidity, tough and flexible, changing state of materials – melting, squashing, bending.  Scientist – Charles MacIntosh | **Planting & Growing**  Greenhouse growing, observing flowering plants and trees, bulbs and seeds, what do plants need, life cycle of plants, how different plants grow, plants we eat. Scientist – Jane Colden  **The Environment**  Rock pool habitat, ocean environments, forest environments and endangered animals, climate change, reduce, reuse, recycle, energy and water wise. |
| Year 3 | **ANIMALS INCLUDING HUMANS**   * Human nutrition & healthy eating * Skeletons and muscles   **MAGNETS AND FORCES**   * Types of forces * Magnetic & non-magnetic materials * Magnetic poles | **ROCKS & FOSSILS**   * Comparing & grouping rock types * Formation of fossils * Soil composition * Scientist: Mary Anning   **LIGHT & SHADOW** | **PLANTS**   * Functions of plant parts * Requirements for growth * Water transportation * Plant reproduction and seed dispersal |

**LONG TERM PLAN – SCIENCE**

|  |  |  |  |
| --- | --- | --- | --- |
| Year 4 | **ANIMALS INCLUDING HUMANS**   * Human digestive system * Teeth * Food chains   **STATES OF MATTER**   * Solids, liquids & gases * Evaporation, condensation & the water cycle | **LIVING THINGS & THEIR HABITATS**   * Grouping of living things * Classification keys * Effects of environmental changes   **ELECTRICITY**   * Construction of simple circuits * Conductors & insulators * Sources of electricity | **SOUND**   * How sounds are made   Factors affecting sound |
| Year 5 | **EARTH & SPACE**   * The solar system * Earth’s rotation to explain day & night * Movement of the moon   **MATERIALS**   * Comparing & grouping based on their properties * Reversible & non-reversible changes | **FORCES**   * Gravity, resistance & friction * Levers, pulleys & gears * Scientist: Sir Isaac Newton   **LIVING THINGS & THEIR HABITATS**   * Life cycle of a mammal, amphibian, insect & bird * Reproduction in some plants & animals * Scientist: Jane Goodall and David Attenborough | **ANIMALS INCLUDING HUMANS**   * Changes as humans develop to old age |
| Year 6 | **LIVING THINGS & THEIR HABITATS**   * Purpose of classification * Linnaean classification system * Using classification keys   **ANIMALS INCLUDING HUMANS**   * Structure & function of the heart & circulatory system * Effects of diet & exercise on health * Taking a pulse | **LIGHT**   * How we see things * Reflection and refraction * Shadows * Scientist: Sir Isaac Newton   **ELECTRICITY**   * Symbols used in circuit diagrams * Construction of circuits in series and the effects of changing components within a circuit | **EVOLUTION & INHERITANCE**   * Inheritance and adaptation * Darwin, Wallace and evolution * Fossils and Mary Anning   **HUMAN REPRODUCTION AND RELATIONSHIPS** |

[**www.coramlifeeducation.org.uk**](http://www.coramlifeeducation.org.uk)

# SCARF plans and the DfE Relationships and Health Education Requirements

This document maps the SCARF lesson plans for Y1 to 6 to the DfE statutory requirements for both Relationships and Health Education (RSHE). Lessons that are not part of the DfE’s statutory guidance are included because they ensure a comprehensive PSHE programme. See pp 28-30 for Reception plans’ mapping.

**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 and 3.

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

In the SCARF lesson plan column, **‘half-termly unit’** refers to the suggested groups of lessons that the SCARF curriculum has been organised into; this is for those schools that prefer a ready-planned, comprehensive PSHE and wellbeing curriculum. Our [**programme builder and flexible planning tools**](https://www.coramlifeeducation.org.uk/scarf/planning-tools)  are available for schools that prefer a more tailored approach.



|  |  |  |  |
| --- | --- | --- | --- |
| **DfE topics and related codes:** |  |  |  |
| **Relationships Education** | **Code** | **Health Education** | **Code** |
| Families and people who care for me | **FPC** | Mental wellbeing | **MW** |
| Caring friendships | **CF** | Internet safety and harms | **ISH** |
| Respectful relationships | **RR** | Physical health and fitness | **PHF** |
| Online relationships | **OR** | Healthy Eating | **HE** |
| Being safe | **BS** | Drugs, alcohol and tobacco | **DAT** |
|  |  | Health and prevention | **HP** |
|  |  | Basic first aid | **BFA** |
|  |  | Changing adolescent body | **CAB** |

\*See also [interactive v](https://www.coramlifeeducation.org.uk/scarf/dfe-relationships-health/)ersion of all DfE topics and end-of-primary statements, grouped across all year groups.

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**DfE Statutory Guidance Categories: Relationships Education (Primary)**

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

|  |  |  |
| --- | --- | --- |
| **Families and people who care for me (FPC)** | 1.  2. | that families are important for children growing up because they can give love, security and stability. 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**  **(CF)** | 1.  2. | how important friendships are in making us feel happy and secure, and how people choose and make friends. 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 (RR)** | 1. | importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. |
|  | 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 (OR)** | 1. 2. | that people sometimes behave differently online, including by pretending to be someone they are not.  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 (BS)** | 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. |

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**DfE Statutory Guidance Categories: Physical Health and Mental Wellbeing (Primary) By the end of primary school pupils should know:**

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| --- | --- | --- |
| **Mental**  **Wellbeing**  **(MW)** | 1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 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. 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. 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 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). 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. | |
| **Internet safety and harms**  **(ISH)** | 1. 2.  3. | that for most people the internet is an integral part of life and has many benefits. 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.  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 (PHF)** | 1. 2.  3. | the characteristics and mental and physical benefits of an active lifestyle. 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. the risks associated with an inactive lifestyle (including obesity). |
|  | 4. | how and when to seek support including which adults to speak to in school if they are worried about their health. |
| **Healthy eating (HE)** | 1. 2.  3. | what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. 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 (DAT)** | 1. t | he facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use  and drug-taking. |
| **Health and prevention (HP)** | 1.  2. | how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.  about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. |
|  | 3. | the importance of sufficient good quality sleep for 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 hand washing. |
|  | 6. | the facts and science relating to allergies, immunisation and vaccination. |
| **Basic first aid**  **(BFA)** | 1. 2. | how to make a clear and efficient call to emergency services if necessary.  concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| **Changing adolescent body (CAB)** | 1.  2. | key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle. |

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| DfE Statutory Requirements – end of primary statements | SCARF Lesson Plan title & **half-termly unit** | SCARF Lesson Plan Learning Outcomes |
|  | **Me and My Relationships** |  |
| RR2, RR3 | Why we have classroom rules | • Understand that classroom rules help everyone to learn and be safe;  •Explain their classroom rules and be able to contribute to making these. |
| BS5, MW2, MW3, MW4, MW7 | Thinking about feelings | •Recognise how others might be feeling by reading body language/facial expressions; •Understand and explain how our emotions can give a physical reaction in our body (e.g.  butterflies in the tummy etc.) |
| MW1, MW2, MW4, MW7 | Our feelings | •Identify a range of feelings;  •Identify how feelings might make us behave:  •Suggest strategies for someone experiencing 'not so good' feelings to manage these. |
| MW2, MW3, MW6, MW7 | Feelings and bodies | •Recognise that people's bodies and feelings can be hurt; •Suggest ways of dealing with different kinds of hurt. |
| FPC3, FPC4 | Our special people balloons | •Recognise that they belong to various groups and communities such as their family; •Explain how these people help us and we can also help them to help us. |
| CF1, CF2, CF3 | Good friends | •Identify simple qualities of friendship;  •Suggest simple strategies for making up. |
| RR1, CF2, CF4, CF5 | How are you listening? | •Demonstrate attentive listening skills;  •Suggest simple strategies for resolving conflict situations;  •Give and receive positive feedback, and experience how this makes them feel. |
|  | **Valuing Difference** |  |
| FPC3, FPC4, RR1, RR2 | Same or different? | •Identify the differences and similarities between people;  •Empathise with those who are different from them;  •Begin to appreciate the positive aspects of these differences. |
| CF2, CF3, CF4, RR5, RR6,  MW8 | Unkind, tease or bully? | •Explain the difference between unkindness, teasing and bullying; •Understand that bullying is usually quite rare. |
| RR3, RR5, BS1 | Harold’s school rules | •Explain some of their school rules and how those rules help to keep everybody safe. |
| FPC1, FPC2, FPC3, FPC4,  MW6 | Who are our special people? | •Identify some of the people who are special to them;  •Recognise and name some of the qualities that make a person special to them. |
| CF2, CF3, CF4, RR2, RR3 | It’s not fair! | •Recognise and explain what is fair and unfair, kind and unkind; •Suggest ways they can show kindness to others. |
|  | **Keeping Myself Safe** |  |
| PHF1, PHF3, HP3, HP4 | Healthy me | •Understand that the body gets energy from food, water and air (oxygen);  •Recognise that exercise and sleep are important parts of a healthy lifestyle. |

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| DfE Statutory Requirements – end of primary statements | SCARF Lesson Plan title & SCARF Lesson Plan Learning Outcomes **half-termly unit** | |
| HP3 | Super sleep | •Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; •Identify simple bedtime routines that promote healthy sleep. |
| FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8 | Who can help? | •Recognise emotions and physical feelings associated with feeling unsafe; •Identify people who can help them when they feel unsafe. |
| MW2 | Harold loses Geoffrey | •Recognise the range of feelings that are associated with loss. |
| DAT1 | What could Harold do? | •Understand that medicines can sometimes make people feel better when they’re ill; •Explain simple issues of safety and responsibility about medicines and their use. |
| FPC6, RR8, BS1, BS2, BS5, BS7, BS8 | Good or bad touches? | •Understand and learn the PANTS rules;  •Name and know which parts should be private;  •Explain the difference between appropriate and inappropriate touch; •Understand that they have the right to say “no” to unwanted touch;  •Start thinking about who they trust and who they can ask for help. |
| RR8,OR1-5, BS1, 2, 6  ISH 1, 3, 5, 7 | Sharing pictures | •Start thinking about how to stay safe online, including safety around sharing images;  •Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable. |
|  | **Rights and Responsibilities** |  |
| HP4, HP5 | Harold’s wash and brush up | * Recognise the importance of regular hygiene routines; * Sequence personal hygiene routines into a logical order. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Around and about the school | * Identify what they like about the school environment; * Recognise who cares for and looks after the school environment. |
| RR5 | Taking care of something | * Demonstrate responsibility in looking after something (e.g. a class pet or plant); * Explain the importance of looking after things that belong to themselves or to others. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Harold’s money | * Explain where people get money from; * List some of the things that money may be spent on in a family home. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | How should we look after our money? | * Recognise that different notes and coins have different monetary value; * Explain the importance of keeping money safe; * Identify safe places to keep money; * Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). |
| BFA1, BFA2 | Basic first aid | See link to external resources for further information. |
|  | **Being My Best** |  |
| HE1, HE2, HE3 | I can eat a rainbow | •Recognise the importance of fruit and vegetables in their daily diet;  •Know that eating at least five portions of vegetables and fruit a day helps to maintain health. |

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| DfE Statutory Requirements – end of primary statements | SCARF Lesson Plan title & **half-termly unit** | SCARF Lesson Plan Learning Outcomes |
| HE1, HE2, HE3 | Eat well | •Recognise that they may have different tastes in food to others;  •Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;  •Recognise which foods we need to eat more of and which we need to eat less of to be healthy. |
| HP5 | Catch it! Bin it! Kill it! | •Understand how diseases can spread;  •Recognise and use simple strategies for preventing the spread of diseases. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Harold learns to ride his bike | •Recognise that learning a new skill requires practice and the opportunity to fail, safely;  •Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. |
| CF2, CF5, RR1, RR3, RR5 | Pass on the praise! | •Demonstrate attentive listening skills;  •Suggest simple strategies for resolving conflict situations;  •Give and receive positive feedback, and experience how this makes them feel. |
| CF2, CF4, RR2, RR3, RR5 | Harold has a bad day | •Recognise how a person's behaviour (including their own) can affect other people. |
|  | **Growing and Changing** |  |
| PHF4 | Inside my wonderful body! | •Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); •Understand and explain the simple bodily processes associated with them. |
| FPC2, CAB1 | Taking care of a baby | •Understand some of the tasks required to look after a baby;  •Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. |
| CAB1 | Then and now | •Identify things they could do as a baby, a toddler and can do now;  •Identify the people who help/helped them at those different stages. |
| FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8 | Who can help?(2) | •Explain the difference between teasing and bullying;  •Give examples of what they can do if they experience or witness bullying;  •Say who they could get help from in a bullying situation. |
| FPC6, CF4, RR8, BS1,  BS2, BS4, BS5, BS6, BS7,  BS8, | Surprises and secrets | •Explain the difference between a secret and a nice surprise;  •Identify situations as being secrets or surprises;  •Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. |
| BS3, BS7 | Keeping privates private | •Identify parts of the body that are private;  •Describe ways in which private parts can be kept private;  •Identify people they can talk to about their private parts. |

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| DfE Statutory Requirements – end of primary statements | SCARF Lesson Plan title & **half-termly unit** | SCARF Lesson Plan Learning Outcomes |
|  | **Me and My Relationships** |  |
| RR2 | Our ideal classroom (1) | •Suggest actions that will contribute positively to the life of the classroom; •Make and undertake pledges based on those actions. |
| RR3 | Our ideal classroom (2) | •The conventions of courtesy and manners. |
| MW2, MW3 | How are you feeling today? | •Use a range of words to describe feelings;  •Recognise that people have different ways of expressing their feelings;  •Identify helpful ways of responding to other's feelings. |
| RR5, RR6 | Bullying or teasing? | •Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;  •Identify situations as to whether they are incidents of teasing or bullying. |
| RR5, RR6 | Don’t do that! | •Understand and describe strategies for dealing with bullying:  •Rehearse and demonstrate some of these strategies. |
| RR5, RR6, | Types of bullying | •Explain the difference between bullying and isolated unkind behaviour;  •Recognise that that there are different types of bullying and unkind behaviour;  •Understand that bullying and unkind behaviour are both unacceptable ways of behaving. |
| CF1, CF2, CF3 | Being a good friend | •Recognise that friendship is a special kind of relationship;  •Identify some of the ways that good friends care for each other. |
| MW2, MW9 | Let’s all be happy | •Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);  •Explain where someone could get help if they were being upset by someone else’s behaviour. |
|  | **Valuing Difference** |  |
| RR1, RR2 | What makes us who we are? | •Identify some of the physical and non-physical differences and similarities between people; •Know and use words and phrases that show respect for other people. |
| RR2 | How do we make others feel? | •Recognise and explain how a person's behaviour can affect other people. |
| FPC1, FPC2, FPC3, FPC4 | My special people | •Identify people who are special to them;  •Explain some of the ways those people are special to them. |
| CF3, MW7 | When someone is feeling left out | •Explain how it feels to be part of a group;  •Explain how it feels to be left out from a group;  •Identify groups they are part of;  •Suggest and use strategies for helping someone who is feeling left out. |
| CF3, RR2, RR3, MW3 | An act of kindness | •Recognise and describe acts of kindness and unkindness;  •Explain how these impact on other people's feelings; •Suggest kind words and actions they can show to others;  •Show acts of kindness to others in school. |

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| DfE Statutory Requirements – end of primary statements | SCARF Lesson Plan title & **half-termly unit** | SCARF Lesson Plan Learning Outcomes |
| CF4, CF5 | Solve the problem | •Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);  •Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. |
|  | **Keeping Myself Safe** |  |
| MW3, MW5, DAT1, | Harold’s picnic | •Understand that medicines can sometimes make people feel better when they’re ill;  •Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;  •Explain simple issues of safety and responsibility about medicines and their use. |
| BS1, BS3, BS5 | How safe would you feel? | •Identify situations in which they would feel safe or unsafe;  •Suggest actions for dealing with unsafe situations including who they could ask for help. |
| BS1, BS3, BS4 | What should Harold say? | •Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. |
| BS4, MW2 | I don’t like that! | •Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;  •Identify the types of touch they like and do not like;  •Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. |
| BS1, BS3, BS5 | Fun or not? | •Recognise that some touches are not fun and can hurt or be upsetting;  •Know that they can ask someone to stop touching them;  •Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. |
| BS1, BS2, BS3, BS5 | Should I tell? | •Identify safe secrets (including surprises) and unsafe secrets;  •Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. |
| BS1, BS2, BS3, BS4, MW2 | Some secrets should never be kept | •Identify how inappropriate touch can make someone feel  •Understand that there are unsafe secrets and secrets that are nice surprises  •Explain that if someone is being touched in a way that they don’t like they have to tell someone in their safety network so they can help it stop. |

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| DfE Statutory Requirements – end of primary statements | SCARF Lesson Plan title & SCARF Lesson Plan Learning Outcomes **half-termly unit** | |
|  | **Rights and Responsibilities** |  |
| CF5, RR3, RR5, RR6 | Getting on with others | •Describe and record strategies for getting on with others in the classroom. |
| MW3, MW4 | When I feel like erupting | •Explain, and be able to use, strategies for dealing with impulsive behaviour. |
| BS6, BS7, BS8 | Feeling safe | • Identify special people in the school and community who can keep them safe; • Know how to ask for help. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | How can we look after our environment? | •Identify what they like about the school environment;  •Identify any problems with the school environment (e.g. things needing repair);  •Make suggestions for improving the school environment;  •Recognise that they all have a responsibility for helping to look after the school environment. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Harold saves for something special | •Understand that people have choices about what they do with their money;  •Know that money can be saved for a use at a future time;  •Explain how they might feel when they spend money on different things. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Harold goes camping | •Recognise that money can be spent on items which are essential or non-essential;  •Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. |
| OR 1-5  BS 1, 2, 6  ISH 1, 2, 3, 5, 7 | Playing games | •Know the importance of keeping personal information private, when online and only talking to people they know in real life;  •Know that they can tell an adult they trust if anything happens that makes them worried. |
| **Being my Best** | **Being My Best** |  |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | You can do it! | •Explain the stages of the learning line showing an understanding of the learning process;  •Suggest phrases and words of encouragement to give someone who is learning something new;  •Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. |
| MW3, PHF2, HE1 | My day | •Understand and give examples of things they can choose themselves and things that others choose for them;  •Explain things that they like and dislike, and understand that they have choices about these things;  •Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. |
| HP5, HP6 | Harold’s postcard – helping us to keep clean and healthy | •Explain how germs can be spread;  •Describe simple hygiene routines such as hand washing;  •Understand that vaccinations can help to prevent certain illnesses. |
| HP4 | Harold’s bathroom | •Explain the importance of good dental hygiene; •Describe simple dental hygiene routines. |
| PHF1, HE1, HP3 | My body needs… | •Understand that the body gets energy from food, water and oxygen; •Recognise that exercise and sleep are important to health. |

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| DfE Statutory Requirements – end of primary statements | SCARF Lesson Plan title & **half-termly unit** | SCARF Lesson Plan Learning Outcomes |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | What does my body do? | •Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); •Describe how food, water and air get into the body and blood. |
|  | **Growing and Changing** |  |
| CF3 | A helping hand | •Demonstrate simple ways of giving positive feedback to others. |
| MW2 | Sam moves house | •Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. |
| CAB1 | Haven’t you grown? | •Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);  •Understand and describe some of the things that people are capable of at these different stages. |
| BS2 | My Body, your body | •Identify which parts of our body are private  •Explain that our genitals help us make babies when we are older  •Understand that we mostly have the same body parts but how they look is different from person to person. |
| BS2 | Respecting privacy | •Explain what privacy means  •Know that you are not allowed to touch someone’s private belongings without their permission  •Give examples of different types of private information. |
| BFA1, BFA2 | Basic first aid | See link to external resources for further information. |

Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements: **Year 3**

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| DfE Statutory Requirements SCARF Lesson Plan title & SCARF Lesson Plan Learning Outcomes – end of primary statements **half-termly unit** | | |
|  | **Me and My Relationships** |  |
| ISH4 | As a rule | •Explain why we have rules;  •Explore why rules are different for different age groups, in particular for internet-based activities;  •Suggest appropriate rules for a range of settings;  •Consider the possible consequences of breaking the rules. |
| MW2, MW3, MW4 | My special pet | •Explain some of the feelings someone might have when they lose something important to them; •Understand that these feelings are normal and a way of dealing with the situation. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Tangram team challenge | •Define and demonstrate cooperation and collaboration;  •Identify the different skills that people can bring to a group task;  •Demonstrate how working together in a collaborative manner can help everyone to achieve success. |
| CF1, CF2 | Looking after our special people | •Identify people who they have a special relationship with;  •Suggest strategies for maintaining a positive relationship with their special people. |
| CF3, CF4, RR1 | How can we solve this problem? | •Rehearse and demonstrate simple strategies for resolving given conflict situations. |
| BS1 | Dan’s dare | •Explain what a dare is;  •Understand that no-one has the right to force them to do a dare;  •Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. |
| RR1, RR2, RR3 | Thunks | •Express opinions and listen to those of others;  •Consider others' points of view;  • Practice explaining the thinking behind their ideas and opinions. |
| CF1, CF2, CF4, CF5, RR3 | Friends are special | •Identify qualities of friendship;  Suggest reasons why friends sometimes fall out;  Rehearse and use, now or in the future, skills for making up again. |
|  | **Valuing Difference** |  |
| FPC1, FPC3, FPC4, FPC6, RR7 | Family and friends | * Recognise that there are many different types of family; * Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' |
| MW5 | My community | •Define the term 'community';  •Identify the different communities that they belong to;  •Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. |
| RR1, RR3 | Respect and challenge | * Reflect on listening skills; * Give examples of respectful language; * Give examples of how to challenge another's viewpoint, respectfully. |

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

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| DfE Statutory Requirements SCARF Lesson Plan title & SCARF Lesson Plan Learning Outcomes – end of primary statements **half-termly unit** | | |
|  | **Rights and**  **Responsibilities** |  |
| MW5 | Our helpful volunteers | * Define what a volunteer is; * Identify people who are volunteers in the school community; * Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. |
| BS8 | Helping each other to stay safe | • Identify key people who are responsible for them to stay safe and healthy; • Suggest ways they can help these people. |
| OR4, ISH6 | Recount task | * Understand the difference between 'fact' and 'opinion'; * Understand how an event can be perceived from different viewpoints; * Plan, draft and publish a recount using the appropriate language. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Harold’s environment project | * Define what is meant by the environment; * Evaluate and explain different methods of looking after the school environment; • Devise methods of promoting their priority method. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Can Harold afford it? | * Understand the terms 'income', 'saving' and 'spending'; * Recognise that there are times we can buy items we want and times when we need to save for them; * Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) * Explain that people earn their income through their jobs; * Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Earning money | * Explain that people earn their income through their jobs; * Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) |
|  | **Being My Best** |  |
| HE1, HE2, HE3 | Derek cooks dinner! | * Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; * Explain what is meant by the term 'balanced diet'; * Give examples what foods might make up a healthy balanced meal. |
| HP5, HP6 | Poorly Harold | * Explain how some infectious illnesses are spread from one person to another; * Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; * Suggest medical and non-medical ways of treating an illness. |
| RR1, RR2, RR3 | For or against? | * Develop skills in discussion and debating an issue; * Demonstrate their understanding of health and wellbeing issues that are relevant to them; |

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| DfE Statutory Requirements SCARF Lesson Plan title & SCARF Lesson Plan Learning Outcomes – end of primary statements **half-termly unit** | | |
|  |  | * Empathise with different viewpoints; * Make recommendations, based on their research. |
| OR1 | I am fantastic! | •Identify their achievements and areas of development;  •Recognise that people may say kind things to help us feel good about ourselves;  •Explain why some groups of people are not represented as much on television/in the media. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Getting on with your nerves! | Demonstrate how working together in a collaborative manner can help everyone to achieve success;  •Understand and explain how the brain sends and receives messages through the nerves. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Body team work | •Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); •Describe how food, water and air get into the body and blood. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Top talents | •Explain some of the different talents and skills that people have and how skills are developed; •Recognise their own skills and those of other children in the class. |
|  | **Growing and Changing** |  |
| CF1, CF2, CF5, OR2 | Relationship Tree | •Identify different types of relationships;  •Recognise who they have positive healthy relationships with. |
| BS3, BS7 | Body space | •Understand what is meant by the term body space (or personal space);  •Identify when it is appropriate or inappropriate to allow someone into their body space;  •Rehearse strategies for when someone is inappropriately in their body space. |
| BS2 | Secret or surprise | •Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;  •Recognise how different surprises and secrets might make them feel;  •Know who they could ask for help if a secret made them feel uncomfortable or unsafe. |
| BS7, CAB1, CAB2 | My changing body | •Recognise that babies come from the joining of an egg and sperm;  •Explain what happens when an egg doesn’t meet a sperm;  •Understand that for girls, periods are a normal part of puberty. |
| BFA1, BFA2 | Basic first aid | See link to external resources for further information |

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| DfE Statutory SCARF Lesson Plan title & SCARF Lesson Plan Learning Outcomes Requirements – end of **half-termly unit** primary statements | | |
|  | **Me and My Relationships** |  |
| CF2, CF3, MW3, MW6,  MW7 | An email from Harold! | • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings. |
| CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, HE3 | Ok or not ok? (1) | • Explain what we mean by a ‘positive, healthy relationship’; • Describe some of the qualities that they admire in others. |
| CF2, CF4, CF5, RR1, RR4, RR5, OR1, OR2, HE3 | Ok or not ok? (2) | • Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend. |
| RR2 | Human machines | • Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration. |
| MW1, MW2, MW3, MW4 | Different feelings | * Identify a wide range of feelings; * Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state. |
| MW3, MW4 | When feelings change | * Demonstrate a range of feelings through their facial expressions and body language; * Recognise that their feelings might change towards someone or something once they have further information. |
| RR1, RR6, MW8, ISH5 | Under pressure | * Give examples of strategies to respond to being bullied, including what people can do and say; * Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. |
|  | **Valuing Difference** |  |
| CF1, CF2, CF3, CF4, CF5,  RR1, RR2, RR3, RR5, OR2, OR4 | Can you sort it? | * Define the terms 'negotiation' and 'compromise'; * Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. |
| CF5, RR8, BS1, BS3, BS5,  MW4 | Islands | •Understand that they have the right to protect their personal body space;  •Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;  •Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. |
| FPC1, FPC2, CF1, CF2, RR1 | Friend or acquaintance? | •Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);  •Give examples of features of these different types of relationships, including how they influence what is shared. |
| FPC3, CF4, CF5, RR1, RR2, RR3, RR5, RR6, BS1 | What would I do? | * List some of the ways that people are different to each other (including differences of race, gender, religion); * Recognise potential consequences of aggressive behaviour; * Suggest strategies for dealing with someone who is behaving aggressively. |

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| DfE Statutory SCARF Lesson Plan title & SCARF Lesson Plan Learning Outcomes Requirements – end of **half-termly unit** primary statements | | |
| FPC3, CF3, RR1, RR2, RR5 | The people we share our world with | * List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); * Define the word respect and demonstrate ways of showing respect to others' differences. |
| RR7, OR5, ISH2, ISH5, ISH6 | That is such a stereotype! | • Understand and identify stereotypes, including those promoted in the media. |
|  | **Keeping Myself Safe** |  |
| OR4, BS4, BS5, ISH2, PHF3, HE3, DAT1, HP2 | Danger, risk or hazard? | * Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; • Identify situations which are either dangerous, risky or hazardous; * Suggest simple strategies for managing risk. |
| OR3, OR5, ISH3, ISH5 | Picture Wise | * Identify images that are safe/unsafe to share online; * Know and explain strategies for safe online sharing; * Understand and explain the implications of sharing images online without consent. |
| CF5, RR4, RR6, OR2, BS1, BS6, MW4 | How dare you! | * Define what is meant by the word 'dare'; * Identify from given scenarios which are dares and which are not; * Suggest strategies for managing dares. |
| DAT1, HP5 | Medicines: check the label | * Understand that medicines are drugs; * Explain safety issues for medicine use; * Suggest alternatives to taking a medicine when unwell; * Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). |
| HE3, DAT1 | Know the norms (formerly Tell Mark II) | * Understand some of the key risks and effects of smoking and drinking alcohol; * Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). |
| CF3, CF5, RR4, RR6, OR3, DAT1 | Keeping ourselves safe | * Describe stages of identifying and managing risk; * Suggest people they can ask for help in managing risk. |
| OR5, BS1, ISH2, ISH6 | Raisin Challenge (2) | * Understand that we can be influenced both positively and negatively; * Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. |
|  | **Rights and**  **Responsibilities** |  |
| BS6, BS7, BS8, PHF4 | Who helps us stay healthy and safe? | * Explain how different people in the school and local community help them stay healthy and safe; * Define what is meant by 'being responsible'; * Describe the various responsibilities of those who help them stay healthy and safe; * Suggest ways they can help the people who keep them healthy and safe. |

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| DfE Statutory SCARF Lesson Plan title & Requirements – end of **half-termly unit** primary statements | | SCARF Lesson Plan Learning Outcomes |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | It’s your right | * Understand that humans have rights and also responsibilities; * Identify some rights and also responsibilities that come with these. |
| RR3, RR5, OR2, OR3, BS2 | How do we make a difference? | * Understand the reason we have rules; * Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); * Recognise that everyone can make a difference within a democratic process. |
| RR3, OR4, OR5, ISH2, ISH6, ISH7 | In the news! | * Define the word influence; * Recognise that reports in the media can influence the way they think about an topic; * Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. |
| RR5, RR6, BS7 | Safety in numbers | •Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; •Recognise that they can play a role in influencing outcomes of situations by their actions. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Logo quiz | •Understand some of the ways that various national and international environmental organisations work to help take care of the environment;  •Understand and explain the value of this work. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Harold’s expenses | •Define the terms 'income' and 'expenditure';  •List some of the items and services of expenditure in the school and in the home;  •Prioritise items of expenditure in the home from most essential to least essential. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Why pay taxes? | •Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; •Understand how a payslip is laid out showing both pay and deductions;  •Prioritise public services from most essential to least essential. |
|  | **Being My Best** |  |
| RR1, RR2, RR4 | What makes me ME!  (formerly Diversity World) | * Identify ways in which everyone is unique; * Appreciate their own uniqueness; * Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. |
| CF2, RR1, OR4 | Making choices | * Give examples of choices they make for themselves and choices others make for them; * Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. |

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| DfE Statutory SCARF Lesson Plan title & SCARF Lesson Plan Learning Outcomes Requirements – end of **half-termly unit** primary statements | | |
| PHF1, PHF2, HE1, HE2, HE3, HP3 | SCARF Hotel (formerly Diversity World Hotel) | * Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; * Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell * Guide (formerly Eatwell Plate). |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Harold’s Seven Rs | * Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); * Suggest ways the Seven Rs recycling methods can be applied to different scenarios. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | My school community (1) | * Define what is meant by the word 'community'; * Suggest ways in which different people support the school community; * Identify qualities and attributes of people who support the school community. |
| BFA1, BFA2 | Basic first aid | See link to external resources for further information |
|  | **Growing and Changing** |  |
| MW2, MW3, MW9 | Moving house | •Describe some of the changes that happen to people during their lives;  •Explain how the Learning Line can be used as a tool to help them manage change more easily;  •Suggest people who may be able to help them deal with change. |
| FPC1, FPC2, FPC4, CF5, RR2, MW3, MW4, CAB1 | My feelings are all over the place! | •Name some positive and negative feelings;  •Suggest reasons why young people sometimes fall out with their parents;  • Take part in a role play practising how to compromise. |
| BS7, CAB1 | All change! | •Identify parts of the body that males and females have in common and those that are different; •Know the correct terminology for their genitalia;  •Understand and explain why puberty happens. |
| CAB1, CAB2 | Period positive | •Recognise that babies come from the joining of an egg and sperm;  •Explain what happens when an egg doesn’t meet a sperm;  •Understand that periods are a normal part of puberty for girls;  •Identify some of the ways they can cope better with periods. |
| RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3 | Secret or surprise? | * Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; * Recognise how different surprises and secrets might make them feel;   •Know who they could ask for help if a secret made them feel uncomfortable or unsafe. |
| FPC3, FPC4, FPC5, CF1, CF2, CF4, CF5, RR1 | Together | •Recognise that marriage includes same sex and opposite sex partners;  •Know the legal age for marriage in England or Scotland;  •Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. |

Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements: **Year 5**

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| DfE Statutory  Requirements – end of primary statements | SCARF Lesson Plan title & **half-termly unit** | SCARF Lesson Plan Learning Outcomes |
|  | **Me and My Relationships** |  |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Collaboration Challenge! | •Explain what collaboration means;  •Give examples of how they have worked collaboratively;  •Describe the attributes needed to work collaboratively. |
| CF2, CF3 | Give and take | •Explain what is meant by the terms negotiation and compromise; •Describe strategies for resolving difficult issues or situations. |
| CF1, CF2, CF3, CF4,  MW1, MW2, MW3 | How good a friend are you? | •Demonstrate how to respond to a wide range of feelings in others; •Give examples of some key qualities of friendship;  •Reflect on their own friendship qualities. |
| CF2, CF3, CF4, CF5, RR3, RR4, RR5 | Relationship cake recipe | •Identify what things make a relationship unhealthy; •Identify who they could talk to if they needed help. |
| CF2, CF3, CF5, RR1 | Being assertive | •Identify characteristics of passive, aggressive and assertive behaviours; •Understand and rehearse assertiveness skills. |
| MW2, MW3, MW4, MW9, MW10 | Our emotional needs | •Recognise basic emotional needs, understand that they change according to circumstance;  •Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. |
| OR2, OR3, MW8 | Communication | •Understand that online communication can be misinterpreted;  •Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. |
|  | **Valuing Difference** |  |
| CF1, CF2, CF3, CF4,  CF5, RR1, RR2, RR3, RR4, RR5 | Qualities of friendship | •Define some key qualities of friendship;  •Describe ways of making a friendship last;  •Explain why friendships sometimes end. |
| RR1, RR2, RR4, RR5 | Kind conversations | •Rehearse active listening skills:  •Demonstrate respectfulness in responding to others;  •Respond appropriately to others. |
| R1, RR2, RR3, RR4, RR5, RR6, RR7 | Happy being me | •Recognise some of the feelings associated with feeling excluded or ‘left out’;  •Give examples of ways in which people behave when they discriminate against others who are different from them;  •Understand the importance of respecting others, even when they are different from themselves. |
| FPC3, CF3, RR1, RR2, RR4, RR5 | The land of the Red People | •Identify and describe the different groups that make up their school/wider community/other parts of the UK;  •Describe the benefits of living in a diverse society;  •Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. |

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| DfE Statutory SCARF Lesson Plan title & SCARF Lesson Plan Learning Outcomes  Requirements – end of **half-termly unit** primary statements | | |
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| RR1, RR2, RR6, RR7,  OR2, OR3, OR4, OR5,  BS1, ISH2, ISH3, ISH5,  ISH6 | Is it true? | •Understand that the information we see online either text or images, is not always true or accurate;  •Recognise that some people post things online about themselves that aren’t true, sometimes this is so that people will like them;  •Understand and explain the difference sex, gender identity, gender expression and sexual orientation. |
| CF1, CF2, CF3, CF5 | It could happen to anyone | •Identify the consequences of positive and negative behaviour on themselves and others;  •Give examples of how individual/group actions can impact on others in a positive or negative way. |
|  | **Keeping Myself Safe** |  |
| DAT1 | ‘Thunking’ about habits | •Explain what a habit is, giving examples;  •Describe why and how a habit can be hard to change. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Jay’s dilemma | •Recognise that there are positive and negative risks;  •Explain how to weigh up risk factors when making a decision;  •Describe some of the possible outcomes of taking a risk. |
| RR6, OR1, OR2, OR3, OR5, MW8, ISH5 | Spot bullying | •Demonstrate strategies to deal with both face-to-face and online bullying;  •Demonstrate strategies and skills for supporting others who are bullied;  •Recognise and describe the difference between online and face-to-face bullying. |
| CF5, RR2, RR4, RR5, RR8, BS1, BS2 | Ella’s diary dilemma | •Define what is meant by a dare;  •Explain why someone might give a dare;  •Suggest ways of standing up to someone who gives a dare. |
| CF5 | Decision Dilemmas | •Recognise which situations are risky;  •Explore and share their views about decision making when faced with a risky situation;  •Suggest what someone should do when faced with a risky situation. |
| OR1, OR2, OR3, OR4,  BS1, BS4, ISH3, ISH5,  ISH7 | Play, Like, Share | •Reflect on what information they share offline and online:  •Recognise that people aren’t always who they say they are online; •Know how to protect personal information online. |
| DAT1 | Drugs: true or false? | •Understand some of the complexities of categorising drugs;  •Know that all medicines are drugs but not all drugs are medicines;  •Understand ways in which medicines can be helpful or harmful and used safely or unsafely. |
| ISH6, DAT1, | Smoking: what is normal? | •Understand the actual norms around smoking and the reasons for common misperceptions of these. |
| BS1 | Would you risk it? | •Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;  •Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. |

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| DfE Statutory  Requirements – end of primary statements | SCARF Lesson Plan title & **half-termly unit** | SCARF Lesson Plan Learning Outcomes |
|  | **Rights and**  **Responsibilities** |  |
| ISH6, PHF2, PHF3, HE1 | What’s the story? | •Identify, write and discuss issues currently in the media concerning health and wellbeing;  •Express their opinions on an issue concerning health and wellbeing;  •Make recommendations on an issue concerning health and wellbeing. |
| OR4, ISH6 | Fact or opinion? | •Understand the difference between a fact and an opinion;  •Understand what biased reporting is and the need to think critically about things we read. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Rights, responsibilities and duties | * Define the differences between responsibilities, rights and duties; * Discuss what can make them difficult to follow; * Identify the impact on individuals and the wider community if responsibilities are not carried out. |
| MW5 | Mo makes a difference | • Explain what we mean by the terms voluntary, community and pressure (action) group; • Give examples of voluntary groups, the kind of work they do and its value. |
| Wider PSHE curriculum  (not covered by DfE statutory requirements) | Spending wisely | * State the costs involved in producing and selling an item; * Suggest questions a consumer should ask before buying a product. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Lend us a fiver! | * Define the terms loan, credit, debt and interest; * Suggest advice for a range of situations involving personal finance. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Local councils | * Explain some of the areas that local councils have responsibility for; * Understand that local Councillors are elected to represent their local community. |
|  | **Being My Best** |  |
| DAT1 | Getting fit | * Know two harmful effects each of smoking/drinking alcohol. * Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. * Understand the actual norms around smoking and the reasons for common misperceptions of these. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | It all adds up! | * Know the basic functions of the four systems covered and know they are inter-related. * Explain the function of at least one internal organ. * Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Different skills | * Identify their own strengths and talents; * Identify areas that need improvement and describe strategies for achieving those improvements. |

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| DfE Statutory SCARF Lesson Plan title & SCARF Lesson Plan Learning Outcomes  Requirements – end of **half-termly unit** primary statements | | |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | My school community | * State what is meant by community; * Explain what being part of a school community means to them; * Suggest ways of improving the school community. |
| BS1 | Independence and responsibility | • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people. |
| ISH4 | Star qualities | * Describe 'star' qualities of celebrities as portrayed by the media; * Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; * Describe 'star' qualities that 'ordinary' people have. |
| BFA1, BFA2 | Basic first aid | See link to external resources for further information |
|  | **Growing and Changing** |  |
| MW2, MW3, MW4 | How are they feeling? | * Use a range of words and phrases to describe the intensity of different feelings * Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; * Explain strategies they can use to build resilience. |
| RR5, BS1, BS3, BS4, BS5, BS7, BS8 | Taking notice of our feelings | •Identify people who can be trusted;  •Describe strategies for dealing with situations in which they would feel uncomfortable. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Dear Hetty | •Explain how someone might feel when they are separated from someone or something they like; •Suggest ways to help someone who is separated from someone or something they like. |
| BS7, CAB1 | Changing bodies and feelings | •Know the correct words for the external sexual organs; •Discuss some of the myths associated with puberty. |
| BS3, CAB1, CAB2 | Growing up and changing bodies | •Identify some products that they may need during puberty and why; •Know what menstruation is and why it happens. |
| FPC2, FPC4, RR1,  RR2, RR3, RR4, CAB1 | Help, I’m a teenager…get me out of here! | •Recognise how our body feels when we’re relaxed;  •List some of the ways our body feels when it is nervous or sad;  •Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. |
| BS2, BS4, BS5, BS6, BS7, BS8 | Dear Ash | •Explain the difference between a safe and an unsafe secret;  •Identify situations where someone might need to break a confidence in order to keep someone safe. |
| RR1, RR6, RR7 | Stop, start stereotypes | •Recognise that some people can get bullied because of the way they express their gender; •Give examples of how bullying behaviours can be stopped. |

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| DfE Statutory Requirements – end of primary statements | SCARF Lesson Plan  title & **half-termly unit** | SCARF Lesson Plan Learning Outcomes |
|  | **Me and My**  **Relationships** |  |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Working together | •Demonstrate a collaborative approach to a task;  •Describe and implement the skills needed to do this. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Let’s negotiate | •Explain what is meant by the terms 'negotiation' and 'compromise';  •Suggest positive strategies for negotiating and compromising within a collaborative task;  •Demonstrate positive strategies for negotiating and compromising within a collaborative task. |
| CF2, CF3, CF4, CF5 | Solve the friendship problem | •Recognise some of the challenges that arise from friendships;  •Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. |
| CF5, RR2, RR4, RR5, RR8 | Assertiveness Skills | •List some assertive behaviours;  •Recognise peer influence and pressure;  •Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. |
| RR1, RR2, RR4, RR5, RR6, BS6 | Behave yourself | •Recognise and empathise with patterns of behaviour in peer-group dynamics;  •Recognise basic emotional needs and understand that they change according to circumstance; •Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. |
| FPC2, FPC1, FPC2, CF3,  MW1, MW2, MW3, MW4,  CAB1 | Dan’s day | •Describe the consequences of reacting to others in a positive or negative way; •Suggest ways that people can respond more positively to others. |
| FPC3, FPC4, FPC5, FPC6,  RR1, RR5, RR8, BS3, BS4,  BS5, BS7 | Don’t force me | •Describe ways in which people show their commitment to each other;  •Know the ages at which a person can marry, depending on whether their parents agree. |
| RR5, RR6, BS1, BS2, BS3, BS4, BS5, BS6, BS7, BS8 | Acting Appropriately | •Recognise that some types of physical contact can produce strong negative feelings; •Know that some inappropriate touch is also illegal. |
| RR8, OR2, OR3, OR4, OR5, BS1, BS2, BS4, ISH1, ISH3,  ISH4, ISH5, ISH7 | It’s a puzzle | •Identify strategies for keeping personal information safe online;  •Describe safe and respectful behaviours when using communication technology. |
|  | **Valuing Difference** |  |
| CF2, RR1, RR6, BS1, MW3 | Ok to be different | •Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;  •Suggest strategies for dealing with bullying, as a bystander;  •Describe positive attributes of their peers. |

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| DfE Statutory Requirements – end of primary statements | SCARF Lesson Plan  title & **half-termly unit** | SCARF Lesson Plan Learning Outcomes |
| RR1, RR5, RR6, OR2 | We have more in common than not | * Know that all people are unique but that we have far more in common with each other than what is different about us; * Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering support to someone who has been bullied. |
| RR1, RR2, RR3, RR5 | Respecting differences | • Demonstrate ways of showing respect to others, using verbal and non-verbal communication. |
| RR1, RR2, RR5 | Tolerance and respect for others | * Understand and explain the term prejudice; * Identify and describe the different groups that make up their school/wider community/other parts of the UK; * Describe the benefits of living in a diverse society; * Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. |
| FPC1, FPC4, CF1, CF2, CF3, CF4, CF5, MW6 | Advertising friendships! | •Explain the difference between a friend and an acquaintance;  •Describe qualities of a strong, positive friendship;  •Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). |
| RR1, RR2, RR6, RR7, ISH2, ISH6 | Boys will be boys? Challenging gender stereotypes | •Define what is meant by the term stereotype;  •Recognise how the media can sometimes reinforce gender stereotypes; •Recognise that people fall into a wide range of what is seen as normal; •Challenge stereotypical gender portrayals of people. |
|  | **Keeping Myself Safe** |  |
| RR8, OR2, OR3, OR4, BS1, ISH4, ISH5 | Thinking before you click! | * Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; * Understand and describe the ease with which something posted online can spread. |
| OR3, OR5, ISH3 | Traffic lights | •Identify strategies for keeping personal information safe online;  •Describe safe behaviours when using communication technology. |
| OR1, OR3, OR5, BS1, BS2,  BS3, BS5, BS7, ISH3, ISH5,  ISH7 | To share or not to share? | •Know that it is illegal to create and share sexual images of children under 18 years old;  •Explore the risks of sharing photos and films of themselves with other people directly or online;  •Know how to keep their information private online. |
| MW1, MW3, MW4, MW5,  MW6, MW7, MW9, MW10,  HE3, DAT1 | Rat Park | •Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; •Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. |
| HE3, DAT1 | What sort of drug is..? | •Explain how drugs can be categorised into different groups depending on their medical and legal context;  •Demonstrate an understanding that drugs can have both medical and non-medical uses;  •Explain in simple terms some of the laws that control drugs in this country. |

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| DfE Statutory Requirements – end of primary statements | SCARF Lesson Plan  title & **half-termly unit** | SCARF Lesson Plan Learning Outcomes |
| HE3, DAT1 | Drugs: it’s the law! | •Understand some of the basic laws in relation to drugs;  •Explain why there are laws relating to drugs in this country. |
| HE3, DAT1 | Alcohol: what is normal? | •Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;  •Describe some of the effects and risks of drinking alcohol. |
| CF3, CF5, RR1, RR4, MW4, MW6, MW7, HE3 | Joe’s story (part 1) | * Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; * Explain how these emotional needs impact on people's behaviour; * Suggest positive ways that people can get their emotional need met. |
| FPC1, CF1, CF2, CF3, CF4, RR5, OR1 | Joe’s story (part 2) | •Understand that with independence comes responsibility  •Explain how these emotional needs impact on people's behaviour;  •Suggest positive ways that people can get their emotional needs met. |
|  | **Rights and**  **Responsibilities** |  |
| RR7, ISH6 | Two sides to every story | •Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;  •Describe the language and techniques that make up a biased report;  •Analyse a report also extract the facts from it. |
| RR8, OR1, MW1, ISH4, ISH6 | Fakebook Friends | •Know the legal age (and reason behind these) for having a social media account;  •Understand why people don’t tell the truth and often post only the good bits about themselves, online;  •Recognise that people’s lives are much more balanced in real life, with positives and negatives. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | What’s it worth? | •Explain some benefits of saving money;  •Describe the different ways money can be saved, outlining the pros and cons of each method;  •Describe the costs that go into producing an item;  •Suggest sale prices for a variety of items, taking into account a range of factors;  •Explain what is meant by the term interest. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Jobs and taxes | •Recognise and explain that different jobs have different levels of pay and the factors that influence  this;  •Explain the different types of tax (income tax and VAT) which help to fund public services; •Evaluate the different public services and compare their value. |
| MW5 | Action stations! | •Explain what we mean by the terms voluntary, community and pressure (action) group;  •Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. |

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| DfE Statutory Requirements SCARF Lesson Plan – end of primary statements title & **half-termly unit** | | SCARF Lesson Plan Learning Outcomes |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Project Pitch (parts 1 & 2) | * That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment * Continue to develop the skills to exercise these responsibilities. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Happy shoppers | •Explain what is meant by living in an environmentally sustainable way;  Suggest actions that could be taken to live in a more environmentally sustainable way. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Democracy in Britain 1 – Elections | * Why and how rules and laws that protect them and others are made and enforced, * Why different rules are needed in different situations and how to take part in making and changing rules. * Begin to understand the way in which democracy in Britain works. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Democracy in Britain 2 – How (most) laws are made | * Why and how rules and laws that protect them and others are made and enforced * Why different rules are needed in different situations and how to take part in making and changing rules. |
|  | **Being My Best** |  |
| MW1, MW5, MW6, MW7,  ISH2, PHF2, PHF3, PHF4,  HP1, HP3, HP4, HP6, BFA1,  BFA2 | Five Ways to Wellbeing project | •Explain what the five ways to wellbeing are;  •Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | This will be your life! | •Identify aspirational goals;  •Describe the actions needed to set and achieve these. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Our recommendations | •Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. |
| CF2, CF3, CF5, RR1, RR4, RR6, BS1, BS5, DAT1 | What’s the risk? (1) | •Identify risk factors in a given situation (involving alcohol);  •Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;  •Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. |
| FPC1, OR1, OR3, BS1, BS2, BS4, ISH6, CAB1 | What’s the risk? (2) | •Identify risk factors in a given situation;  •Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;  •Recognise that some situations can be made less risky e.g. only sharing information with someone you trust. |
| BFA1, BFA2 | Basic first aid | See link to external resources for further information |

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| DfE Statutory Requirements – end of primary statements | SCARF Lesson Plan  title & **half-termly unit** | SCARF Lesson Plan Learning Outcomes |
|  | **Growing and Changing** |  |
| FPC2, FPC6, MW2, MW4, MW6, MW9 | Helpful or unhelpful?  Managing change | •Recognise some of the changes they have experienced and their emotional responses to those changes;  •Suggest positive strategies for dealing with change;  •Identify people who can support someone who is dealing with a challenging time of change. |
| RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CAB1 | I look great! | •Understand that fame can be short-lived;  •Recognise that photos can be changed to match society's view of perfect;  •Identify qualities that people have, as well as their looks. |
| RR1, RR4, RR7, OR1, ISH2, ISH5 | Media manipulation | •Define what is meant by the term stereotype;  •Recognise how the media can sometimes reinforce gender stereotypes; •Recognise that people fall into a wide range of what is seen as normal; •Challenge stereotypical gender portrayals of people. |
| OR1, OR3, OR4, OR5, OR6, BS3, BS4, BS5 | Pressure online | •Understand the risks of sharing images online and how these are hard to control, once shared; •Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;  •Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. |
| RR1, BS7, CAB1, CAB2 | Is this normal? | •Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;  •Suggest strategies that would help someone who felt challenged by the changes in puberty;  •Understand what FGM is and that it is an illegal practice in this country;  •Know where someone could get support if they were concerned about their own or another person's safety. |
| BS2, BS4, BS5, BS6, BS7, BS8 | Dear Ash | •Explain the difference between a safe and an unsafe secret;  •Identify situations where someone might need to break a confidence in order to keep someone safe. |
| FPC3, FPC4, BS3, BS6, BS7, BS8, CAB1, CAB2 | Making babies | •Identify the changes that happen through puberty to allow sexual reproduction to occur; •Know a variety of ways in which the sperm can fertilise the egg to create a baby;  •Know the legal age of consent and what it means. |
| HP5 | What is HIV? | •Explain how HIV affects the body’s immune system;  •Understand that HIV is difficult to transmit;  •Know how a person can protect themselves from HIV |

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| DfE Statutory Requirements – end of primary statements | SCARF Lesson Plan title & **half-termly unit** | Learning Outcomes (TBA when new EYFS framework published) |
|  | **Me and My Relationships** |  |
| FPC1, FPC3  RR1, RR4, RR5  CF1 | All about me |  |
| RR1, RR3 | What makes me special |  |
| FPC1, FPC2, FPC3  CF1  RR1 | Me and my special people |  |
| FPC2, FPC4, FPC6  CF1, CF2, CF3, CF5  BS5, BS8  MW9 | Who can help me? |  |
| MW2, MW3, MW6, MW7  CF5  FPC6 | My feelings |  |
| MW2, MW3, MW6, MW7  CF2, CF5  FPC6 | My feelings (2) |  |
|  | **Valuing Difference** |  |
| RR1, RR4 | I’m special, you’re special |  |
| CF1, CF2, CF3  RR1, RR5  BS6  MW3 | Same and different |  |
| FPC1, FPC2, FPC3, FPC4 RR1 | Same and different families |  |
| RR1 | Same and different homes |  |
| CF2, CF3  RR2, RR3 | Kind and caring (1) |  |
| CF1,CF2, CF3 RR1,RR2, RR3 | Kind and caring (2) |  |
|  | **Keeping Myself Safe** |  |
| MW3  HP4, HP5 BS5 | What’s safe to go onto my body |  |

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| DfE Statutory Requirements – end of primary statements | SCARF Lesson Plan title & **half-termly unit** | Learning Outcomes (TBA when new EYFS framework published) |
| HE3, HP3  PH4  DAT1 | Keeping Myself Safe – What’s safe to go into my body (including medicines) |  |
| FPC1 BS5 | Safe indoors and outdoors |  |
| BS3, BS5, BS6, BS7 RR8 | Listening to my feelings (1) |  |
| OR3  BS2, BS5, BS6 | Keeping safe online |  |
| FPC2, FPC6  BS4, BS5  BS6, BS8 | People who help to keep me safe |  |
|  | **Rights and Responsibilities** |  |
| FPC1, FPC2, FPC3, FPC4 | Looking after my special people |  |
| CF1, CF2, CF3, RR1, RR8 BS6 | Looking after my friends |  |
| RR2, RR3 | Being helpful at home and caring for our classroom |  |
| RR3 | Caring for our world |  |
|  | Looking after money (1): recognising, spending, using |  |
|  | Looking after money (2): saving money and keeping it safe |  |
|  | **Being My Best** |  |
| MW2, MW3  CF2  RR2 | Bouncing back when things go wrong |  |
| MW2, MW3 CF2 | Yes, I can! |  |
| HE1 | Healthy eating (1) |  |
| HE1 | Healthy eating (2) |  |
| PH2  HE1, HP3, HP4, HP5 | Move your body |  |
| HP3, HP4, HP5 | A good night’s sleep |  |
|  | **Growing and Changing** |  |
| CAB1 | Seasons |  |
| CAB1 | Life stages – plants, animals, humans |  |
| FPC2, FPC3, FPC4, FPC5  CAB1  BS3 | Life stages: Human life stage – who will I be? |  |

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| FPC1, FPC3, FPC4  RR1  CAB1 | Where do babies come from? |  |
| FPC1, FPC3, FPC4  RR1  CAB1  HE1, HP3 | Getting bigger |  |
| BS2, BS3, BS7, RR8, RR7 | Me and my body – girls and boys |  |