

PSHE Education Policy

Name of school: Abbey Hill Primary School and Nursery

Date of policy: 11th June 2026

Members of staff responsible for PSHE Education: Louise Colbourne

Line Manager (Member of SLT): Adam Jevons-Newman

Review date: July 2029

1. How this Policy was developed

Following a planned review of our PSHE and Relationships and Sex Education (RSE) curriculum in Summer 2026, leaders at Abbey Hill Primary and Nursery School reviewed the updated SCARF curriculum materials and revised statutory guidance to ensure our curriculum remains appropriate for Abbey Hill.

Abbey Hill continues to use the SCARF programme as its chosen provider for PSHE and RSE education. The programme was originally selected following consultation with parents, staff, governors and pupils in Summer 2022. As part of the 2026 review, school leaders evaluated updated SCARF materials, content and policy guidance. Leaders determined that the programme continues to provide a comprehensive, age-appropriate and statutory-compliant curriculum for our pupils.

After review, the policy will be shared with the Governing Body. This policy is written by Adam Jevons Newman, (Headteacher) and Louise Colbourne (Diversity Lead), developed in consultation with parents, teachers and other school staff, governors and the pupils at Abbey Hill Primary and Nursery School.

We listen and respond to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils.

2. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and Health Education, and the Department for Education (DfE) recommends primary schools to deliver Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Health Education is also statutory in all schools¹.

We acknowledge 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.

3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education,² 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.

The 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 combination of a planned, thematic PSHE programme, 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 our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;

¹ Except Independent Schools where PSHE education remains statutory.

² Delete as appropriate

8. Understand how society works and the laws, rights and responsibilities involved.

We know 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.

4. How PSHE education, including Relationships Education, is provided and who is responsible for this

At Abbey Hill we use SCARF. SCARF is a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices³. It covers all of the DfE's 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.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. We also ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly, standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge

³ SCARF long term planning document <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning> N.B. This will be updated by the end of the academic year 2025-26.

5. What is being taught?

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage⁴ as well an overview of our Science programmes of study⁵.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

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 Responsibilities: learning about money, living 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 environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Year 2, 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.**

⁴ SCARF medium term planning documents <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning> N.B. This will be updated by the end of the academic year 2025-26

⁵ Relationships and Sex Education can also be found within National Curriculum Science

In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in 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**⁶ children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they 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. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

6. How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by class teachers or HLTAs, typically once a week in a timetabled PSHE lesson, throughout the whole year in their usual classes

Relationships Education doesn't involve explaining the detail of different forms of sexual activity but may cover sensitive topics in order to keep children safe.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment. This includes a confidentiality statement understood by adults and children. Teachers use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way.

All staff at Abbey Hill follow the school's Safeguarding Procedures.

7. How PSHE education is monitored, evaluated and assessed

Our PSHE provision is monitored in accordance with school's internal monitoring and evaluation processes and as part of Transform Trust Quality Assurance.

8. How the delivery of the content will be made accessible to all pupils

All aspects of our curriculum are adapted to ensure inclusivity. 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.

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.

⁶ Delete as appropriate

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils. 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 or is gender questioning, will have access to RSE that is relevant to the puberty they are likely to experience.

Our 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 our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 10%⁷ of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGB parents / carers, brothers or sisters, other family members and / or friends. Our 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 public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

9. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the **non-statutory Sex Education** our school teaches.

Parents do not have the right to withdraw children from some or all of **Relationships or Health Education**.

They do not have a right to withdraw their children from the statutory National Curriculum for Science. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren from **non-statutory sex education**, the head teacher may 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 head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child

The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities

⁷ <https://www.stonewall.org.uk/news/new-stats-reveal-that-lesbian-gay-and-bisexual-people-are-a-growing-part-of-uk-society>

for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We provide opportunities for parents to view examples either face to face or digitally, including as part of the new academic year transition process. Termly class newsletters detail the themes of our RSE/PSHE curriculum in each class.

10. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, 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 education be required, please contact the PSHE education lead, Miss.Colbourne, via admin@abbeyhill.notts.sch.uk FAO Diversity Lead.

11. Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

12. 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 DfEE (0116/2000) (2011)
- [DfE 'Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Guidance' \(July 2025\)](#)
- [PSHE Association 'Writing and updating your school's Relationships and Sex Education \(RSE\) Policy' \(October 2025\)](#)
- [DfE 'Keeping Children Safe in Education' \(September 2025\)](#)
- [Ofsted Education Inspection Framework \(November 2025\)](#)

These are the sources used by Coram Life Education in production of this policy template and guidance.

This policy should be read in conjunction with the following:

- School's own Child Protection policy
- School's own Anti-bullying policy
- School's own Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' ([2025](#))

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Useful resources / Appendix

SCARF – policy and planning: templates, guidance, curriculum mapping and assessment tools (available online).

Coram SCARF Resources

RSE guidance and support materials online teaching and learning training film clips - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films>

Frequently Asked Questions - <https://www.coramlifeeducation.org.uk/frequently-asked-questions>

Long-term planning document - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/long-and-medium-term-plan>

Flexible Planning Tool - <https://www.coramlifeeducation.org.uk/scarf/planning>

How to answer children's questions that go beyond the planned curriculum - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/rse-films-supporting-teaching-and-learning>

Assessment in PSHE education recorded webinar - <https://www.coramlifeeducation.org.uk/training/assessment-in-pshe-education>

SEND: signposting and support - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/signposting-and-support-for-children-with-additional-needs>

Protected Characteristics across SCARF - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/protected-characteristics-across-scarf>

Working with parents and carers - <https://www.coramlifeeducation.org.uk/working-with-parents-and-carers>

SCARF training - <https://www.coramlifeeducation.org.uk/training/scarf-training-teachers-schools-bespoke>

SCARF Teacher Training Portal - <https://www.coramlifeeducation.org.uk/teacher-training-portal>

PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms. <https://pshe-association.org.uk/guidance/ks1-4/assessment>

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Appendix 1

SCARF Overview

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage

<p>Y5</p>	<p>Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs</p>	<p>Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem</p>	<p>Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills</p>	<p>My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence</p>	<p>Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community</p>	<p>Managing difficult feelings Managing change How my feelings help keeping safe Getting help</p>
<p>Y6</p>	<p>Assertiveness Cooperation Safe/unsafe touches Positive relationships</p>	<p>Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping</p>	<p>Understanding emotional needs Staying safe online Digital footprint Drugs: norms & risks (inc. the law)</p>	<p>Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy</p>	<p>Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills</p>	<p>Coping with changes Keeping safe inc. online AI/ deep fakes Body Image Sex education Self-esteem</p>

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Code

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This document maps the SCARF lesson plans for Nursery to Y6 to the DfE statutory requirements for both Relationships and Health Education (RSHE). Lessons that are not part of the DfE's statutory guidance are included because they ensure a comprehensive PSHE programme.

How the mapping works

The left-hand column has coded DfE topics and end-of-primary statements that are covered in whole or part by the SCARF lesson plans, which are listed in the middle column. You'll find the full 80 statements for these DfE codes on pages two through six.

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](#) 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	General wellbeing	GW
Caring friendships	CF	Wellbeing online	WO
Respectful, kind relationships	RKR	Physical health and fitness	PHF
Online safety and awareness	OSA	Healthy eating	HE
Being safe	BS	Drugs, alcohol, tobacco and vaping	DATV
		Health protection and prevention	HP
		Personal safety	PS
		Basic first aid	BFA
		Developing bodies	DB

*See also [interactive version](#) of all DfE topics and end-of-primary statements, grouped across all year groups.

DfE Statutory Guidance Categories: Relationships Education (Primary)

By the end of primary school pupils should know:

<p>Families and people who care for me (FPC)</p>	<ol style="list-style-type: none"> 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships (CF)</p>	<ol style="list-style-type: none"> 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

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<p>Respectful, kind relationships (RKR)</p>	<ol style="list-style-type: none"> 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. the importance of self-respect and how this links to their own happiness. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
<p>Online safety and awareness (OSA)</p>	<ol style="list-style-type: none"> 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

<p>Being safe (BS)</p>	<ol style="list-style-type: none"> 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
<p>General wellbeing (GW)</p>	<ol style="list-style-type: none"> 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help.

<p>Wellbeing online (WO)</p>	<ol style="list-style-type: none"> 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
<p>Physical health and fitness (PHF)</p>	<ol style="list-style-type: none"> 1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
<p>Healthy eating (HE)</p>	<ol style="list-style-type: none"> 1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
<p>Drugs, alcohol, tobacco and vaping (DATV)</p>	<ol style="list-style-type: none"> 1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

<p>Health protection and prevention (HP)</p>	<ol style="list-style-type: none"> 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
<p>Personal safety (PS)</p>	<ol style="list-style-type: none"> 1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
<p>Basic first aid (BFA)</p>	<ol style="list-style-type: none"> 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
<p>Developing bodies (DB)</p>	<ol style="list-style-type: none"> 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

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Nursery		
DfE Statutory Requirements - end of primary statements (Statutory from Year 1)	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Recognise that we are unique; ● Describe different feelings and use this skill to manage relationships; ● Understand that some families are different from theirs, but these families also love and care for one another.
<p>N/A</p> <p>RKR8, DB2</p>	<p>Marvellous me!</p>	<ul style="list-style-type: none"> ● Share their likes and dislikes with their friends and adults in their classroom; ● Name the different features of their face and parts of their body;

Nursery		
		<ul style="list-style-type: none"> ● Use their senses to explore the world around them.
<p>N/A</p> <p>RKR8, GW3, GW4</p>	I'm special	<ul style="list-style-type: none"> ● Speak positively about themselves; ● Name different feelings and possible causes; ● Name some key adults who can help them when feeling sad/worried/scared.
<p>N/A</p> <p>CF3, FPC1, FPC2, FPC3</p>	People who are special to me	<ul style="list-style-type: none"> ● Talk about their families and special people; ● Name those who care for them and keep them safe; ● Describe the different types of homes.
	Valuing Difference	
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Recognise that there are differences and similarities between themselves; ● Celebrate their friends and include them; ● Understand people have different cultures and religions.

Nursery		
RKR8, GW1	Me and my friends	<ul style="list-style-type: none"> ● Talk about the similarities and differences amongst their peers; ● Talk about the things they and their friends are good at; ● Spot similarities and differences in nature.
FPC1, FPC2, FPC3, CF1	Friends and family	<ul style="list-style-type: none"> ● Understand that having differences between us is a good thing; ● Notice and talk about differences in nature; ● Recognise the differences within and amongst families.
CF1, CF2, CF4, RKR1, RKR5	Including everyone	<ul style="list-style-type: none"> ● Explore and use different materials; ● Show kindness by including their friends; ● Talk about how to help those who are in need.
	Keeping Safe	
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Explain what they should do if they feel unsafe; ● Recognise potential dangers and how to stay safe, inside and outside; ● Learn the importance of keeping safe around medicines and unknown products.

Nursery		
FPC1, FPC4, PS1, PS2, GW3, GW4, BS7	People who help me and keep me safe	<ul style="list-style-type: none"> ● Name key relatives/care givers at home and those who care for them in their education settings; ● Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do; ● Talk about what makes them feel safe.
HP2, PS1, PS2	Safety indoors and outdoors	<ul style="list-style-type: none"> ● Name potential dangers, both inside and outside, and how to avoid getting hurt; ● Name things in the environment that keep us safe e.g. traffic lights, warning signs, school rules; ● Talk about how to keep their bodies safe.
HP3, HP5, DATV1, PHF1	What's safe to go into my body	<ul style="list-style-type: none"> ● Know which products in the home are to be used only by adults; ● Sort items according to their use and purpose; ● Explain who can give medicine to children and why.
	Rights and Respect	
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Learn about taking ownership of their own health; ● Describe ways in which they can help others and why they would do so; ● Take care of their home, their learning environment and the

Nursery		
		natural environment.
HE1, HE2, HE3, HP3, HP4, HP5	Looking after myself	<ul style="list-style-type: none"> • Talk about how healthy food and keeping clean can help our bodies; • Name some healthy foods; • Try new experiences.
CF5, RKR1, RKR6, GW4, FPC1	Looking after others	<ul style="list-style-type: none"> • Name some activities that they can do to help out at home; • Talk about how they can look after other members of their family; • Talk about how they can look after their friends.
RKR7	Looking after my environment	<ul style="list-style-type: none"> • Show care and respect for their home and learning environments; • Talk about what is special within the natural world; • Name some ways in which they can help their world.
	Being My Best	
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Talk about healthy choices and activities; • Develop resilience and persistence in their learning; • Working cooperatively with others when faced with a

Nursery		
		challenge.
PHF1, PHF2, HE1, HE2, HP4	What does my body need?	<ul style="list-style-type: none"> • Name what their bodies need for energy (food, water, exercise, sleep); • Describe how they feel when they don't have enough food, water, exercise or sleep; • Make healthy choices independently, in their home or education setting.
RKR8, PHF2	I can keep trying	<ul style="list-style-type: none"> • Explain how people might feel if they find something hard; • Suggest ways to encourage others to keep going; • Have a go at challenging themselves.
RKR8	I can do it!	<ul style="list-style-type: none"> • Develop skills in planning, reviewing applying a trial and error approach; • Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone; • Communicate with others by sharing with and listening to each other's ideas.
	Growing and Changing	
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p>

Nursery		
		<ul style="list-style-type: none"> • Talk about change in the environment; • Describe the changes in babies, young animals and plants as they grow; • Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like.
DB1	Growing and changing in nature	<ul style="list-style-type: none"> • Describe seasonal changes; • Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot; • Describe the life cycle of an animal.
RKR10, DB1, DB2	When I was a baby	<ul style="list-style-type: none"> • Talk about how babies change as they grow; • Explain what babies need and how this changes as they grow; • Share their own experiences and listen to those of the others. • Name private parts of the body
FPC1, FPC5, RKR10, DB1, DB2	Girls, boys and families	<ul style="list-style-type: none"> • Talk about the similarities and differences between the males and females; • Begin to play inclusively with their friends, regardless of their sex (if not already doing so); • Think differently and more openly about what a family may look like.

Reception		
DfE Statutory Requirements - end of primary statements (Statutory from Year 1)	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Talk about similarities and differences; • Name special people in their lives; • Describe different feelings; • Identify who can help if they are sad, worried or scared; • Identify ways to help others or themselves if they are sad or worried.
FPC1, FPC3, RR1, RR4, RR5, CF1 RKR1, RKR5, RKR8, FPC1, FPC3, CF1	All about me	<ul style="list-style-type: none"> • Talk about their own interests; • Talk about their families; • Talk about how they are the same or different to others.

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Reception		
<p>FPC1, FPC3, RR1, RR3, RR4</p> <p>FPC1, FPC3, RKR5, RKR8</p>	<p>What makes me special</p>	<ul style="list-style-type: none"> • Share their favourite interests and objects; • Talk about themselves positively; • Listen to what others say and respond.
<p>FPC1, FPC2, FPC3, CF1, RR1</p> <p>FPC1, FPC2, FPC3, CF1, RKR1, RKR5, GW9</p>	<p>Me and my special people</p>	<ul style="list-style-type: none"> • Talk about the important people in their lives; • Understand that we have different special people; • Name key people outside of families that care for them.
<p>FPC1, FPC2, FPC4, FPC6, CF1, CF2, CF3, CF5, BS5, BS8, MW9</p> <p>FPC1, FPC2, CF1, CF2, CF3, RKR5, BS1, BS5, BS7, GW9</p>	<p>Who can help me?</p>	<ul style="list-style-type: none"> • Talk about when they might feel unsafe or unhappy; • Name the people who will help them; • Notice when a friend is in need at school and help them.
<p>FPC2, FPC6, MW2, MW3, MW6, MW7, MW9, CF5</p> <p>FPC6, GW3, GW4, GW6, GW9, PHF4, HP3</p>	<p>My feelings</p>	<ul style="list-style-type: none"> • Describe different emotions; • Explore how we feel at certain times or events; • Identify ways to change feelings and calm down.
<p>MW2, MW3, MW6, MW7, MW9, CF2, CF5, FPC6</p>	<p>My feelings (2)</p>	<ul style="list-style-type: none"> • Identify events that can make a person feel sad; • Suggest ways in which they can help a friend who is sad;

Reception		
FPC6, CF1, CF2, CF3, CF4, CF5, CF7, RKR3, RKR5, RKR6, GW3, GW4, GW6, GW9		<ul style="list-style-type: none"> Choose ways to help themselves when they feel sad.
	Valuing Difference	
		<p>Overarching learning intentions across this unit</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Be sensitive towards others and celebrate what makes each person unique; Recognise that we can have things in common with others; Use speaking and listening skills to learn about the lives of their peers; Know the importance of showing care and kindness towards others; Demonstrate skills in building friendships and cooperation.
RR1, RR4 RKR1, RKR8	I'm special, you're special	<ul style="list-style-type: none"> Describe their own positive attributes; Share their likes and dislikes; Listen to and respect the ideas of others.

Reception		
<p>CF1, CF2, CF3, RR1, RR4, RR5, BS6, MW3</p> <p>CF1, CF2, CF3, CF4, CF5, FPC1, FPC2, FPC3, FPC4, FPC5, RKR1, RKR4, RKR5, RKR8, GW3</p>	<p>Same and different</p>	<ul style="list-style-type: none"> Recognise the similarities and differences amongst their peers; Discuss why differences should be celebrated; Retell a story.
<p>FPC1, FPC2, FPC3, FPC4, RR1</p> <p>FPC1, FPC2, FPC3, FPC4, RKR5</p>	<p>Same and different families</p>	<ul style="list-style-type: none"> Talk about their family, customs and traditions; Listen to others talk about their experiences; Compare their own experiences with those of others.
<p>RR1, RR3</p> <p>FPC3, FPC4, RKR7, RKR5</p>	<p>Same and different homes</p>	<ul style="list-style-type: none"> Recognise the similarities and differences between their home and those of others; Talk about what makes their home feel special and safe; Be sensitive towards others.
<p>CF2, CF3, RR2, RR3</p> <p>CF2, CF3, CF4, FPC2, FPC3, FPC5, RKR1, RKR3, RKR4</p>	<p>Kind and caring (1)</p> <p>I am caring</p>	<ul style="list-style-type: none"> Suggest ways in which we can be kind towards others; Demonstrate skills in cooperation with others.
<p>CF1, CF2, CF3, RR1, RR2, RR3</p>	<p>Kind and caring (2)</p> <p>I am a friend</p>	<ul style="list-style-type: none"> Show friendly behaviour towards a peer; Build relationships with others.

Reception		
CF1, CF2, CF3, CF4, CF5, FPC1, FPC2, FPC3, FPC4, FPC5, RKR1, RKR3, RKR6		
	Keeping Safe	
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Talk about how to keep their bodies healthy and safe; • Name ways to stay safe around medicines; • Know how to stay safe in their home, classroom and outside; • Know age-appropriate ways to stay safe online; • Name adults in their lives and those in their community who keep them safe.
MW3, HP4, HP5, BS5 HP2, HP4, HP5, GW4	What's safe to go onto my body	<ul style="list-style-type: none"> • Name things that keep their bodies safe; • Name things that keep their bodies clean and protected; • Think about how to recognise things that might not be safe.
HE3, HP3, PHF4, DAT1	Keeping myself safe - what's safe to go into my body (including medicines)	<ul style="list-style-type: none"> • Make safe decisions about items they don't recognise; • Talk about what our bodies need to stay well; • Name the safe ways to store medicine and who can give it to children (adults).

Reception		
PHF1, PHF4, HE2, HE4, DATV1		
FPC1, BS5 FPC1, HP2, PS1, PS2	Safe indoors and outdoors	<ul style="list-style-type: none"> • Name some hazards and ways to stay safe inside; • Name some hazards and ways to stay safe outside; • Show how to care for the safety of others.
BS3, BS5, BS6, BS7 RR8 RKR2, RKR11, BS1, BS2, BS3, BS4, BS5, BS6, BS7	Listening to my feelings (1)	<ul style="list-style-type: none"> • Name the adults who they can ask for help from, and will keep them safe; • Recognise the feelings they have when they are unsafe; • Talk about keeping themselves safe, safe touches and consent.
OR3, BS2, BS5, BS6 CF5, FPC1, FPC2, OSA3, OSA4, OSA5, OSA6, WO1, WO4, WO8, WO11	Keeping safe online	<ul style="list-style-type: none"> • Share ideas about activities that are safe to do on electronic devices (including not to talk to any strangers online.); • What to do and who to talk to if they feel unsafe online; • Think about the healthy amount of time to spend on devices.
FPC2, FPC6, BS4, BS5, BS6, BS8 FCP2, FCP4, FCP6, BS4, BS5, BS6, PS1, PS2	People who help to keep me safe	<ul style="list-style-type: none"> • Name the people in their lives who help to keep them safe; • Name people in their community who help to keep them safe; • Talk about ways to keep themselves safe in their environment.

Reception		
	Rights and Respect	
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand that they can make a difference; • Identify how they can care for their home, school and special people; • Talk about how they can make an impact on the natural world; • Talk about similarities and differences between themselves; • Demonstrate building relationships with friends.
<p>FPC1, FPC2, FPC3, FPC4</p> <p>FPC1, FPC2, FPC3, FPC4, RKR5</p>	Looking after my special people	<ul style="list-style-type: none"> • Name the special people in their lives; • Understand that our special people can be different to those of others.
<p>CF1, CF2, CF3, RR1, RR8, BS6</p> <p>CF1, CF2, CF3, RKR1, RKR4, RKR6, RKR7</p>	Looking after my friends	<ul style="list-style-type: none"> • Talk about why friends are important and how they help us; • Identify ways to care for a friend in need; • Identify ways to help others in their community.

Reception		
RR2, RR3 RKR6, RKR7	Being helpful at home and caring for our classroom	<ul style="list-style-type: none"> • Identify ways in which they help at home; • Recognise the importance of taking care of a shared environment; • Name ways in which they can look after their learning environment.
FPC1, RR3 RKR7, GW1	Caring for our world	<ul style="list-style-type: none"> • Think about what makes the world special and beautiful; • Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less; • Talk about what can happen to living things if the world is not cared for.
WO6	Looking after money (1): recognising, spending, using	<ul style="list-style-type: none"> • Recognise coins and other items relating to money; • Identify the uses of money; • Begin to understand that money can be kept safely in a bank as digital money. • Recognise that adults can use devices like phones to pay for things. • Think about the risks related to online gaming.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Looking after money (2): saving money and keeping it safe	<ul style="list-style-type: none"> • Talk about why it's important to keep money safe; • Identify ways to save money; • Talk about why we save money; • Begin to understand that money can be kept safely in a bank as digital money; • Recognise that adults can use devices like phones to pay for things.
Being My Best		

Reception		
		<p>Overarching learning intentions across this unit:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Feel resilient and confident in their learning; • Name and discuss different types of feelings and emotions; • Learn and use strategies or skills in approaching challenges; • Understand that they can make healthy choices; • Name and recognise how healthy choices can keep us well.
<p>MW2, MW3, CF2, RR2</p> <p>CF2, RKR3, RKR8, GW3, GW4, GW5, GW9</p>	<p>Bouncing back when things go wrong</p>	<ul style="list-style-type: none"> • Share an experience where they haven't achieved their goal; • Develop their confidence and resilience towards having a growth mindset; • Name a strategy to overcome a hurdle.
<p>MW2, MW3, CF2</p> <p>CF3, RKR8, GW3, GW4</p>	<p>Yes, I can!</p>	<ul style="list-style-type: none"> • Share an experience where they haven't achieved their goal. • Develop their confidence and resilience towards having a growth mindset. • Name a strategy to overcome a hurdle.
<p>HE1, HE2</p> <p>HE1, HE2, HE3, HE4, HP4</p>	<p>Healthy eating (1)</p>	<ul style="list-style-type: none"> • Name and choose healthy foods and drink; • Understand there are some foods that are a "just sometimes" food or drink (eating in moderation); • Explain the jobs of different food groups.

Reception		
HE1	Healthy eating (2)	<ul style="list-style-type: none"> • Name and choose healthy foods and drink; • Understand there are some foods that are a “just sometimes” food or drink (eating in moderation); • Explain the jobs of different food groups.
GW1, GW2, PHF1, PHF2, PHF4	My healthy mind	<ul style="list-style-type: none"> • Feel resilient and confident in their learning. • Name and discuss different types of feelings and emotions. • Learn and use strategies or skills in approaching challenges. • Understand that they can make healthy choices. • Name and recognise how healthy choices can keep us well.
PHF2, HE1, HP3, HP4, HP5 PHF1, PHF2, HE1, HP3, HP4, HP5	Move your body	<ul style="list-style-type: none"> • Describe the changes in their body during exercise and what is happening to their body; • Explain how exercise can help us stay well - physically and mentally; • Name some ways to keep their body fit and well.
HP3, HP4, HP5 HP3, HP4, HP5	A good night’s sleep	<ul style="list-style-type: none"> • Understand why our body needs sleep; • Talk about their own bedtime routine; • Suggest ways to have a calm evening and bedtime routine.
	Growing and Changing	
		Overarching learning intentions across this unit:

Reception		
		<p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand that there are changes in nature and humans; • Name the different stages in childhood and growing up; • Understand that marriage and civil partnerships are a lifelong promise made by two grown-ups; • Understand that babies are made by a man and a woman; • Understand that some children are adopted; • Use the correct vocabulary when naming the different parts of the body; • Know how to keep themselves safe.
<p>CAB1</p> <p>DB1</p>	<p>Seasons</p>	<ul style="list-style-type: none"> • Name the different seasons and describe their differences; • Explain the changes that occur as seasons change; • Talk about how they have grown in resilience.
<p>CAB1</p> <p>DB1, DB2</p>	<p>Life stages – plants, animals, humans</p>	<ul style="list-style-type: none"> • To understand that animals and humans change in appearance over time; • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals); • Make observations and ask questions about living things.
<p>FPC2, FPC3, FPC4, FPC5, CAB1, BS3</p>	<p>Life Stages: Human life stage - who will I be?</p>	<ul style="list-style-type: none"> • Retell a story and respond to questions about it. • Use the language and describe the different life stages of: baby, child, teenager, adult, older age.

Reception		
FPC2, FPC4, FPC5, CF6, RKR5, RKR6, DB1, DB2		<ul style="list-style-type: none"> • Talk about marriage and civil partnerships – what they are and why people might choose them. • Talk about their own experience of growing up.
FPC1, FPC3, FPC4, RR1, CAB1 FPC1, FPC2, FPC3, FPC5, RKR5, DB1, DB2	Where do babies come from?	<ul style="list-style-type: none"> • Explain that a baby is made by a woman and a man, and grows inside a mother’s tummy. • Understand that every family is different. • Talk about similarities and differences between themselves and others.
FPC1, FPC3, FPC4, RR1, CAB1, HE1, HE3, HP3 FPC3, PHF2, HE1, HE2, DB1, DB2, DB3	Getting bigger	<ul style="list-style-type: none"> • Talk about how they have changed as they have grown. • Explain the differences between babies, children, and adults. • Understand that we are all unique.
BS2, BS3, BS7, RR7, RR8 RKR3, RKR10, BS2, BS3, DB1, DB2	Me and my body - girls and boys	<ul style="list-style-type: none"> • Name parts of the body (including reproductive parts) using the correct vocabulary. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe.

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YEAR 1		
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 RKR2, RKR3, RKR6, RKR7	Why we have classroom rules	<ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these.
RR1, CF2, CF4, CF5 CF4, CF5, CF6, CF7, RKR1, RKR11	How are you listening?	<ul style="list-style-type: none"> • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel.
BS5, MW2, MW3, MW4, MW7 BS5, GW3, GW4, GW5, GW6	Thinking about feelings	<ul style="list-style-type: none"> • 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.).
BS5, MW1, MW2, MW3, MW4, MW7 BS5, GW2, GW3, GW4, GW5,	Our feelings	<ul style="list-style-type: none"> • Identify a range of feelings; • Identify how feelings might make us behave; • Suggest strategies for someone experiencing 'not so good' feelings to manage these.

YEAR 1		
GW6		
MW2, MW3, MW6, MW7 RKR8, GW1, GW3, GW4, GW6	Feelings and bodies	<ul style="list-style-type: none"> ● Recognise that people's bodies and feelings can be hurt; ● Suggest ways of dealing with different kinds of hurt.
CF1, CF2, CF3 CF3	Good friends	<ul style="list-style-type: none"> ● Identify simple qualities of friendship; ● Suggest simple strategies for making up.
	Valuing Difference	
FPC3, FPC4, RR1, RR2 FPC3, FPC4, RKR1, RKR2	Same or different?	<ul style="list-style-type: none"> ● 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 CF2, CF4, CF5, CF7, RKR5, RKR6, RKR9, RKR11, GW7, OSA1, OSA6	Unkindness, teasing or bullying?	<ul style="list-style-type: none"> ● Explain the difference between unkindness, teasing and bullying; ● Understand that bullying is usually quite rare. ● Understand that bullying can happen online. ● Understand that they should not share unkind photos of other people online.

YEAR 1		
RR3, RR5, BS1 BS1, RKR3, RKR5	Harold's school rules	<ul style="list-style-type: none"> Explain some of their school rules and how those rules help to keep everybody safe.
CF2, CF3, CF4, RR2, RR3 CF2, CF3, CF4, CF5, CF7, RKR2, RKR3, RKR11	It's not fair!	<ul style="list-style-type: none"> Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.
FPC1, FPC2, FPC3, FPC4, MW6 FPC1, FPC2, FPC3, FPC4, GW1, RKR8	Who are our special people?	<ul style="list-style-type: none"> Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them.
FPC3, FPC4	Our special people balloons	<ul style="list-style-type: none"> 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.
	Keeping Safe	
HP3	Super sleep	<ul style="list-style-type: none"> Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep;

YEAR 1		
		<ul style="list-style-type: none"> To explore how screen use can make us feel and learn how to make healthy and sensible choices.
<p>FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8</p> <p>FPC6, CF5, CF7, RKR11, BS5</p>	<p>Who can help? (1)</p>	<ul style="list-style-type: none"> Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe.
<p>FPC6, RR8, BS1, BS2, BS5, BS7, BS8,</p> <p>FPC6, RKR8, BS1, BS2, BS5, BS6, BS7, DB2</p>	<p>Good or bad touches?</p>	<ul style="list-style-type: none"> 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.
<p>RR8, OR1, OR2, OR3, OR4 OR5, BS1, BS2, BS6, ISH1, ISH3, ISH5, ISH7</p> <p>OSA3, OSA4, OSA5, OSA6, WO1, WO4, WO8, WO11</p>	<p>Sharing pictures</p>	<ul style="list-style-type: none"> 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.
<p>DAT1</p>	<p>What could Harold do?</p>	<ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they’re ill;

YEAR 1		
DATV1, PS1		<ul style="list-style-type: none"> Explain simple issues of safety about medicines and their use.
MW2 GW3, GW8	Harold loses Geoffrey	<ul style="list-style-type: none"> Recognise the range of feelings that are associated with loss.
	Rights and Respect	
CF2, CF4, RR2, RR3, RR5 CF4, CF5, CF7, RKR2, RKR3, RKR5, RKR11	Harold has a bad day	<ul style="list-style-type: none"> Recognise how a person's behaviour (including their own) can affect other people.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Around and about the school	<ul style="list-style-type: none"> Identify what they like about the school environment; Recognise who cares for and looks after the school environment.
RR5 RKR5	Taking care of something	<ul style="list-style-type: none"> 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.

YEAR 1		
Wider PSHE curriculum (not covered by DfE statutory requirements) WO6	Harold's money	<ul style="list-style-type: none"> ● Explain where people get money from; ● List some of the things that money may be spent on in a family home; ● Understand that when they want to buy something, online or offline, they need to ask their grownups for help first.
Wider PSHE curriculum (not covered by DfE statutory requirements)	How should we look after our money?	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● See link to external resources for further information.
	Being My Best	
HE1, HE2, HE3 HE1, HE2, HE3, HE4	I can eat a rainbow	<ul style="list-style-type: none"> ● 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.
HE1, HE2, HE3 HE1, HE2, HE3, HE4	Eat well	<ul style="list-style-type: none"> ● 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;

YEAR 1		
		<ul style="list-style-type: none"> Recognise which foods we need to eat more of and which we need to eat less of to be healthy.
HP4, HP5	Harold's wash and brush up	<ul style="list-style-type: none"> Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order.
HP5	Catch it! Bin it! Kill it!	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 CF3, CF4, CF6, RKR1, RKR3, RKR5, RKR6	Pass on the praise!	<ul style="list-style-type: none"> Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.
PHF4	Inside my wonderful body! (OPTIONAL)	<ul style="list-style-type: none"> Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them.
	Growing and Changing	

YEAR 1		
<p>PHF1, PHF3, HP3, HP4</p> <p>HP3, HP4, PHF1, PHF3, WO3</p>	<p>Healthy me</p>	<ul style="list-style-type: none"> • Understand that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle; • To explore how screen use can make us feel and learn how to make healthy and sensible choices.
<p>CAB1</p> <p>DB1</p>	<p>Then and now</p>	<ul style="list-style-type: none"> • 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.
<p>FPC2, CAB1</p> <p>FPC2, DB1, DB2</p>	<p>Taking care of a baby</p>	<ul style="list-style-type: none"> • 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.
<p>FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8</p> <p>FPC6, CF2, CF4, CF5, CF7, RKR4, RKR5, RKR6, RKR9, RKR11, OSA1, OSA5, OSA6, BS5, BS6, BS7, GW7</p>	<p>Who can help? (2)</p>	<ul style="list-style-type: none"> • Explain the difference between teasing and bullying; • Understand that bullying can happen online; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation.

YEAR 1		
<p>FPC6, CF4, CF5, RR8, BS1, BS2, BS4, BS5, BS6, BS7, BS8</p> <p>FPC6, CF5, CF7, RKR8, RKR11, BS1, BS2, BS4, BS5, BS6, BS7, DB2</p>	<p>Surprises and secrets</p>	<ul style="list-style-type: none"> • 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.
<p>BS3, BS7</p> <p>BS3, BS6, DB2</p>	<p>Keeping privates private</p>	<ul style="list-style-type: none"> • 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.

DRAFT POLICY

YEAR 2		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2 RKR2, RKR3	Our ideal classroom (1)	<ul style="list-style-type: none"> • Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions.
RR3 RKR7	Our ideal classroom (2) (OPTIONAL)	<ul style="list-style-type: none"> • The conventions of courtesy and manners.
MW2, MW3 GW3, GW4	How are you feeling today?	<ul style="list-style-type: none"> • 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.
MW2, MW9 GW3, GW9	Let's all be happy	<ul style="list-style-type: none"> • 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.

YEAR 2		
CF1, CF2, CF3, CF4	Being a good friend	<ul style="list-style-type: none"> ● Recognise that friendship is a special kind of relationship; ● Identify some of the ways that good friends care for each other.
RR5, RR6 CF3, CF4, RKR5, RKR6, RKR9, OSA1, OSA4,	Types of bullying	<ul style="list-style-type: none"> ● Explain the difference between bullying and isolated unkind behaviour; ● Recognise that there are different types of bullying and unkind behaviour; ● Understand that bullying and unkind behaviour are both unacceptable ways of behaving; ● Understand that bullying can happen online, as well as in person, and to know what to do if this happens; ● Understand that they should not share images of themselves or others without permission.
RR5, RR6 CF4, RKR5, RKR6, RKR9	Don't do that!	<ul style="list-style-type: none"> ● Understand and describe strategies for dealing with bullying; ● Rehearse and demonstrate some of these strategies. ● Understand that there are different types of bullying, including online.
RR5, RR6 CF4, RKR4, RKR5, RKR6, RKR9, OSA1, OSA4, OSA5, OSA6	Bullying or teasing? (OPTIONAL)	<ul style="list-style-type: none"> ● 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. ● Understand that bullying can happen online, as well as in person, and to know what to do if this happens. ● Understand that they should not share images of themselves or others without permission.

YEAR 2		
	Valuing difference	
RR1, RR2 RKR1, RKR2, RKR6	What makes us who we are?	<ul style="list-style-type: none"> 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.
FPC1, FPC2, FPC3, FPC4	My special people	<ul style="list-style-type: none"> Identify people who are special to them; Explain some of the ways those people are special to them.
RR2, MW3 RKR2, GW4	How do we make others feel?	<ul style="list-style-type: none"> Recognise and explain how a person's behaviour can affect other people.
CF3, MW7 CF2, GW6	When someone is feeling left out	<ul style="list-style-type: none"> 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 CF2, RKR2, RKR3, GW4	An act of kindness	<ul style="list-style-type: none"> 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.

YEAR 2		
CF4, CF5, CF6, CF7, RKR11	Solve the problem	<ul style="list-style-type: none"> • 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 Safe	
MW3, MW5, DAT1 RKR8, GW1, GW4, DATV1	Harold's picnic	<ul style="list-style-type: none"> • 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 about medicines and their use.
BS1, BS3, BS5, PS1, DB2	How safe would you feel?	<ul style="list-style-type: none"> • 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, PS1, DB2	What should Harold say?	<ul style="list-style-type: none"> • 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.
BS3, BS4, MW2, RR8 BS4, GW3	I don't like that!	<ul style="list-style-type: none"> • 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.

YEAR 2		
BS1, BS3, BS5, DB2	Fun or not?	<ul style="list-style-type: none"> ● 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, DB2	Should I tell?	<ul style="list-style-type: none"> ● 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.
Rights and respect		
CF5, RR3, RR5, RR6 CF4, CF6, RKR3, RKR5, RKR6, RKR9	Getting on with others	<ul style="list-style-type: none"> ● Describe and record strategies for getting on with others in the classroom.
MW3, MW4 GW4, GW5	When I feel like erupting	<ul style="list-style-type: none"> ● Explain, and be able to use, strategies for dealing with impulsive behaviour.
BS6, BS7, BS8, DB2	Feeling safe	<ul style="list-style-type: none"> ● Identify special people in the school and community who can keep them safe; ● Know how to ask for help.

YEAR 2		
OR1, OR2, OR3, OR4, OR5, BS1, BS2, BS6, ISH1, ISH2, ISH3, ISH5, ISH7 OSA1, OSA2	Playing games	<ul style="list-style-type: none"> • 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold saves for something special	<ul style="list-style-type: none"> • 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) WO6	Harold goes camping (OPTIONAL)	<ul style="list-style-type: none"> • 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; • Understand the money risks related to online gaming.
Wider PSHE curriculum (not covered by DfE statutory requirements)	How can we look after our environment?	<ul style="list-style-type: none"> • 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.
	Being My Best	

YEAR 2		
Wider PSHE curriculum (not covered by DfE statutory requirements)	You can do it!	<ul style="list-style-type: none"> ● 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, GW4	My day	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Explain the importance of good dental hygiene; ● Describe simple dental hygiene routines.
Wider PSHE curriculum (not covered by DfE statutory requirements)	What does my body do?	<ul style="list-style-type: none"> ● 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.
PHF1, HE1, HP3	My body needs... (OPTIONAL)	<ul style="list-style-type: none"> ● Understand that the body gets energy from food, water and

YEAR 2		
		oxygen; <ul style="list-style-type: none"> ● Recognise that exercise and sleep are important to health. ● Explore how screen use can make us feel and learn how to make healthy and sensible choices.
BFA1, BFA2	Basic first aid	<ul style="list-style-type: none"> ● See link to external resources for further information.
	Growing and Changing	
CF3 CF2	A helping hand	<ul style="list-style-type: none"> ● Demonstrate simple ways of giving positive feedback to others.
MW2 GW3, GW8	Sam moves house	<ul style="list-style-type: none"> ● Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
CAB1 DB1	Haven't you grown?	<ul style="list-style-type: none"> ● 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, CAB1	My body, your body	<ul style="list-style-type: none"> ● Identify which parts of our body are private; ● Explain that our genitals help us make babies when we are older;

YEAR 2		
BS3, DB1, DB2, DB3		<ul style="list-style-type: none"> Understand that we mostly have the same body parts but how they look is different from person to person.
BS2, DB2,	Respecting privacy	<ul style="list-style-type: none"> 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.
BS1, BS2, BS3, BS4, MW2, GW3, DB2	Some secrets should never be kept	<ul style="list-style-type: none"> 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.

YEAR 3		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
ISH4	As a rule	<ul style="list-style-type: none"> Explain why we have rules; Explore why rules are different for different age groups, in

YEAR 3		
WO5, WO7, WO9, OSA6		<p>particular for internet-based activities;</p> <ul style="list-style-type: none"> • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules.
FPC2, CF1, CF2 CF3, CF4, RKR6	Looking after our special people	<ul style="list-style-type: none"> • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people.
CF3, CF4, RR1 CF2, CF5, CF7, RKR1, RKR11	How can we solve this problem?	<ul style="list-style-type: none"> • Rehearse and demonstrate simple strategies for resolving given conflict situations.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Tangram team challenge (OPTIONAL)	<ul style="list-style-type: none"> • 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, CF4, CF5, RR3 CF1, CF3, CF4, CF5, CF6, CF7, RKR3, RKR6, RKR11	Friends are special	<ul style="list-style-type: none"> • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future, skills for making up again.

YEAR 3		
RR1, RR2, RR3 RKR1, RKR2, RKR3	'Thanks'	<ul style="list-style-type: none"> Express opinions and listen to those of others; Consider others' points of view; Practice explaining the thinking behind their ideas and opinions.
BS1, PS1	Dan's dare	<ul style="list-style-type: none"> 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.
Valuing Difference		
RR1, RR3 RKR1, RKR3	Respect and challenge	<ul style="list-style-type: none"> Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully.
FPC1, FPC2, FPC3, FPC4, FPC6, RR7 FPC1, FPC3, FPC4, FPC6, RKR10,	Family and friends	<ul style="list-style-type: none"> Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'

YEAR 3		
RKR11		
<p>MW5</p> <p>GW1, RKR8</p>	My community	<ul style="list-style-type: none"> ● 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.
<p>RR1, RR2</p> <p>FPC3, RKR1, RKR2, RKR5</p>	Our friends and neighbours	<ul style="list-style-type: none"> ● Explain that people living in the UK have different origins; ● Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; ● Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.
<p>FPC3, RR1, RR2, RR6, OR2, MW8, ISH5</p> <p>FPC3, RKR1, RKR2, RKR6, RKR9, OSA1, OSA4, OSA5, OSA6, GW7, WO8</p>	Let's celebrate our differences	<ul style="list-style-type: none"> ● 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,	Zeb	<ul style="list-style-type: none"> ● Understand and explain some of the reasons why different

YEAR 3		
OR2, MW8, ISH5 CF4, RKR1, RKR2, RKR3, RKR5, RKR6, RKR7, RKR9, RKR10, RKR11, OSA1, OSA4, OSA5, OSA6, GW7, WO8		people are bullied; <ul style="list-style-type: none"> • Explore why people have prejudiced views and understand what this is.
	Keeping safe	
BS1, BS4, BS5, BS6, BS7, DB2 BS8	Safe or unsafe?	<ul style="list-style-type: none"> • Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe.
BS4, PS1	Danger or risk?	<ul style="list-style-type: none"> • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation.
BS2, BS5, PS1, PS2	The Risk Robot	<ul style="list-style-type: none"> • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks.
OR3, OR4, OR5, ISH1, ISH3, ISH6	Super Searcher	<ul style="list-style-type: none"> • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online;

YEAR 3		
OSA2, OSA3, OSA4, OSA5, WO1, WO3, WO4, WO5, WO6, WO7, WO9, WO11		<ul style="list-style-type: none"> • Give examples of strategies for safe browsing online; • To think about screen usage and understand that online gaming can be addictive.
HE3, DAT1 HE4, DATV1	Help or harm?	<ul style="list-style-type: none"> • Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
HE3, DAT1 HE4, DATV1	Alcohol and cigarettes: the facts	<ul style="list-style-type: none"> • 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.
OR5, BS1, BS6, ISH2, ISH6 BS1, BS7, PS1, PS2	Raisin Challenge (1) (OPTIONAL)	<ul style="list-style-type: none"> • Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions.
	Rights and Respect	

YEAR 3		
BS8 BS7	Helping each other to stay safe	<ul style="list-style-type: none"> Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people.
OR4, ISH6 WO7, WO9	Recount task	<ul style="list-style-type: none"> 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.
MW5 GW1, RKR8	Our helpful volunteers	<ul style="list-style-type: none"> 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Can Harold afford it?	<ul style="list-style-type: none"> 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.);

YEAR 3		
		<ul style="list-style-type: none"> ● Explain that people earn their income through their jobs; ● Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.); ● Understand the financial risks related to online gaming.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Earning money	<ul style="list-style-type: none"> ● Explain that people earn their income through their jobs; ● Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's environment project	<ul style="list-style-type: none"> ● 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)	Let's have a tidy up (OPTIONAL)	
	Being My Best	
HE1, HE2, HE3	Derek cooks dinner!	<ul style="list-style-type: none"> ● Explain how each of the food groups on the Eatwell Guide

YEAR 3		
HE1, HE2, HE3, HE4		<p>(formerly Eatwell Plate) benefits the body;</p> <ul style="list-style-type: none"> • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal.
HP5, HP6	Poorly Harold	<ul style="list-style-type: none"> • 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Body team work	<ul style="list-style-type: none"> • 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.
RR1, RR2, RR3 RKR1, RKR2, RKR3	For or against?	<ul style="list-style-type: none"> • Develop skills in discussion and debating an issue; • Demonstrate their understanding of health and wellbeing issues that are relevant to them; • Empathise with different viewpoints; • Make recommendations, based on their research.
OR1	I am fantastic!	<ul style="list-style-type: none"> • Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel good

YEAR 3		
OSA2		<p>about ourselves;</p> <ul style="list-style-type: none"> • 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)	Top talents	<ul style="list-style-type: none"> • 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Getting on with your nerves! (OPTIONAL)	<ul style="list-style-type: none"> • 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.
Growing and Changing		
CF1, CF2, CF5, OR2 CF1, CF4, CF6, OSA1	Relationship Tree	<ul style="list-style-type: none"> • Identify different types of relationships; • Recognise who they have positive healthy relationships with.
BS3, BS7, BS6, DB2	Body space	<ul style="list-style-type: none"> • Understand what is meant by the term body space (or personal space); • Identify when it is appropriate or inappropriate to allow

YEAR 3		
		<p>someone into their body space;</p> <ul style="list-style-type: none"> ● Rehearse strategies for when someone is inappropriately in their body space
<p>OR1, OR2, OR3, OR4, OR5, BS1, BS4, BS5, MW3, MW4, ISH3, ISH5, ISH7, RR8</p> <p>RKR2, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1, BS4, BS5, BS6, GW4, GW5, WO1, WO2, WO3, WO4, WO8, WO9, WO11</p>	<p>None of your business!</p>	<ul style="list-style-type: none"> ● Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; ● Recognise and describe appropriate behaviour online as well as offline; ● Identify what constitutes personal information and when it is not appropriate or safe to share this; ● Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs; ● Understand that people online may not always be who they say they are, and to learn how to stay safe by checking with a trusted adult before communicating with others; ● Understand that they should not share images of others without their permission; ● Think carefully before sharing any information about themselves; ● Understand that once something is posted online it is very hard to remove or delete it.

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YEAR 3		
<p>BS2, RR8</p> <p>RKR8, BS1, BS2, BS3, BS4, BS5, BS6, GW3, GW4, DB2</p>	<p>Secret or surprise</p>	<ul style="list-style-type: none"> 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.
<p>CF4, BS7, DB1 DB2 DB3, CAB1, CAB2,</p>	<p>My changing body</p>	<ul style="list-style-type: none"> 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.
<p>BFA1, BFA2</p>	<p>Basic first aid</p>	<ul style="list-style-type: none"> See link to external resources for further information

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YEAR 4		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2 RKR2	Human machines	<ul style="list-style-type: none"> • Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration.
CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, MW3, HE3 CF2, CF4, CF5, CF6, CF7, RKR1, RKR2, RKR3, RKR5, RKR6, RKR11, GW4	Ok or not ok? (1)	<ul style="list-style-type: none"> • 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, MW3, HE3 CF4, CF5, CF6, CF7, RKR1, RKR4, RKR5, RKR6, RKR11, OSA1, OSA2,	Ok or not ok? (2)	<ul style="list-style-type: none"> • 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.

YEAR 4		
GW4		
CF2, CF3, MW3, MW6, MW7 CF2, CF3, CF4, RKR8, GW1, GW4, GW6	An email from Harold!	<ul style="list-style-type: none"> 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.
MW1, MW2, MW3, MW4 GW2, GW3, GW4, GW5	Different feelings	<ul style="list-style-type: none"> 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 GW4, GW5, BS5	When feelings change (OPTIONAL)	<ul style="list-style-type: none"> 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 CF4, RKR1, RKR6, RKR9, OSA5, OSA6, GW7, WO8	Under pressure	<ul style="list-style-type: none"> 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; To understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult.

YEAR 4		
	Valuing difference	
<p>CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, OR2, OR4</p> <p>CF1, CF2, CF3, CF4, CF5, CF6, CF7, RKR1, RKR2, RKR3, RKR5, RKR6, RKR11, WO9, OSA1</p>	Can you sort it?	<ul style="list-style-type: none"> ● Define the terms 'negotiation' and 'compromise'; ● Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
<p>FPC3, CF4, CF5, RR1, RR2, RR3, RR5, RR6, BS1</p> <p>FPC3, CF4, CF5, CF6, CF7, RKR1, RKR2, RKR3, RKR5, RKR6, RKR7, RKR9, RKR11, OSA1, OSA4, OSA6, BS1</p>	What would I do?	<ul style="list-style-type: none"> ● List some of the ways that people are different to each other (including differences of race, gender, religion); ● Recognise potential consequences of aggressive behaviour; ● Suggest strategies for dealing with someone who is behaving aggressively; ● Understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult; ● Understand they should not share images of other people online without their permission.
<p>FPC3, CF3, RR1, RR2, RR5</p> <p>CF2, CF4, FPC3, RKR1, RKR2, RKR4, RKR5</p>	The people we share our world with	<ul style="list-style-type: none"> ● 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.

YEAR 4		
RR7, OR5, ISH2, ISH5, ISH6 RKR10, RKR11, OSA5, OSA6, WO3, WO8, WO9	That is such a stereotype!	<ul style="list-style-type: none"> Understand and identify stereotypes, including those promoted in the media.
FPC1, FPC2, CF1, CF2, RR1 FPC1, FPC2, CF1, CF3, CF4, RKR1	Friend or acquaintance?	<ul style="list-style-type: none"> 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.
CF5, RR8, BS1, BS3, BS5, MW4 CF6, RKR8, GW5, BS1, BS3, BS5, DB2	Islands	<ul style="list-style-type: none"> 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.
Keeping Safe		
OR4, BS4, BS5, ISH2, PHF3, HE1, HE3, DAT1, HP2 PHF3, WO3, WO9, BS4, BS5, HE4, PS1, PS2, HP2, DATV1	Danger, risk or hazard?	<ul style="list-style-type: none"> 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.

YEAR 4		
<p>CF5, RR4, RR6, OR2, BS1, BS6, MW4</p> <p>CF6, RKR4, RKR6, RKR9, OSA1, GW5, BS1, BS7</p>	<p>How dare you!</p>	<ul style="list-style-type: none"> • Define what is meant by the word 'dare'; • Identify from given scenarios which are dares and which are not; • Suggest strategies for managing dares.
<p>CF3, CF5, RR4, RR6, OR3, DAT1</p> <p>CF2, CF6, RKR1, RKR4, RKR6, RKR9, OSA3, OSA4, OSA6, PS2, DATV1</p>	<p>Keeping ourselves safe</p>	<ul style="list-style-type: none"> • Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk.
<p>OR5, BS1, ISH2, ISH6</p> <p>OSA5, WO3, WO9, BS1</p>	<p>Raisin Challenge (2)</p>	<ul style="list-style-type: none"> • 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.
<p>OR3, OR5, ISH3, ISH5</p> <p>OSA3, OSA4, OSA5, OSA6, WO4, WO7, WO8, WO9</p>	<p>Picture Wise</p>	<ul style="list-style-type: none"> • 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.
<p>DAT1, HP5</p>	<p>Medicines: check the label</p>	<ul style="list-style-type: none"> • Understand that medicines are drugs; • Explain safety issues for medicine use;

YEAR 4		
HP5, DATV1		<ul style="list-style-type: none"> • Suggest alternatives to taking a medicine when unwell; • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
HE3, DAT1 HE4, DATV1	Know the norms (formerly Tell Mark II) (OPTIONAL)	<ul style="list-style-type: none"> • 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).
OR3, OR5, ISH3 OSA1, OSA3, OSA4, OSA5, OSA6, WO4, BS1	Traffic lights (OPTIONAL)	<ul style="list-style-type: none"> • Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology; • Exercise caution when sharing information about themselves; • Understand the importance of privacy and location settings to protect information online; • Know that a trusted adult can help them if they see something online which makes them feel uncomfortable, worried or scared.
	Rights and respect	
PHF4 GW9, PHF4, BS6, BS7, DB2	Who helps us stay healthy and safe?	<ul style="list-style-type: none"> • 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.

YEAR 4		
Wider PSHE curriculum (not covered by DfE statutory requirements)	It's your right	<ul style="list-style-type: none"> • Understand that humans have rights and also need to respect the rights of other; • Identify some rights and also need to respect the rights of others that come with these rights.
RR3, RR5, OR2, OR3, BS2 RKR3, RKR5, OSA1, OSA3, OSA4, OSA6, WO1, WO3, WO4, WO5, WO6, WO8, BS2	How do we make a difference?	<ul style="list-style-type: none"> • Understand the reason we have rules; • Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); • Recognise that everyone can make a difference within a democratic process; • Understand the risks relating to online gaming and that gaming can become addictive.
RR3, OR4, OR5, ISH2, ISH6, ISH7 RKR3, OSA5, OSA6, WO3, WO7, WO9, WO11	In the news!	<ul style="list-style-type: none"> • 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 RKR5, RKR6, RKR9, BS6, DB2	Safety in numbers	<ul style="list-style-type: none"> • 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	Harold's expenses (OPTIONAL)	<ul style="list-style-type: none"> • Define the terms 'income' and 'expenditure'; • List some of the items and services of expenditure in the school and in the home;

YEAR 4		
requirements)		<ul style="list-style-type: none"> ● 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?	<ul style="list-style-type: none"> ● 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 RKR1, RKR2, RKR4	What makes me ME! (formerly Diversity World)	<ul style="list-style-type: none"> ● 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 CF4, RKR1, RKR6, WO9, HE2	Making choices	<ul style="list-style-type: none"> ● Give examples of choices they make for themselves and choices others make for them; ● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently; ● Understand that making healthy choices around food is important for their wellbeing
PHF1, PHF2, HE1, HE2, HE3, HP3, ISH2, ISH3	SCARF hotel (formerly Diversity World Hotel)	<ul style="list-style-type: none"> ● 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

YEAR 4		
PHF1, PHF2, WO3, HP3, HE1, HE2, HE3, HE4		<p>across the food groups on the Eatwell Guide (formerly Eatwell Plate);</p> <ul style="list-style-type: none"> • Understand the importance of a healthy relationship with food • Understand the importance of good quality sleep and take practical steps for improving sleep.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's Seven Rs	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • See link to external resources for further information
RKR8, GW1	Volunteering is cool (OPTIONAL)	<ul style="list-style-type: none"> • Define what a volunteer is; • Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.
	Growing and Changing	
MW2, MW3, MW9	Moving house	<ul style="list-style-type: none"> • 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

YEAR 4		
GW3, GW4, GW9		<p>manage change more easily;</p> <ul style="list-style-type: none"> ● Suggest people who may be able to help them deal with change.
<p>FPC1, FPC2, FPC3, FPC4, CF5, RR2, MW3, MW4, CAB1</p> <p>FPC1, FPC2, FPC4, CF6, RKR2, GW4, GW5, DB1</p>	My feelings are all over the place!	<ul style="list-style-type: none"> ● 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.
<p>BS7, CAB1</p> <p>BS6, DB1, DB2, DB3</p>	All change!	<ul style="list-style-type: none"> ● 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.
<p>CAB1, CAB2</p> <p>FPC4, OSA4, DB1, DB2, DB3</p>	Preparing for changes at puberty (formerly Period positive)	<ul style="list-style-type: none"> ● 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.
<p>RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3</p> <p>RKR8, GW3, GW4, BS1, BS2, BS3, BS4, BS5, BS6, DB2</p>	Secret or surprise?	<ul style="list-style-type: none"> ● 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.

YEAR 4		
<p>FPC3, FPC4, FPC5, CF1, CF2, CF4, CF5, RR1</p> <p>FPC3, FPC4, FPC5, CF1, CF4, CF5, CF6, CF7, RKR1, RKR11</p>	<p>Together</p>	<ul style="list-style-type: none"> • Understand that marriage or civil partnership is a commitment to be entered into freely and not against someone's will; • Recognise that marriage or civil partnership includes same sex and opposite sex partners; • Know the legal age for marriage or civil partnership in England or Scotland; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

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YEAR 5		
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!	<ul style="list-style-type: none"> • Explain what collaboration means; • Give examples of how they have worked collaboratively; • Describe the attributes needed to work collaboratively.
CF2, CF3, CF4	Give and take	<ul style="list-style-type: none"> • Explain what is meant by the terms negotiation and compromise; • Describe strategies for resolving difficult issues or situations.
OR2, OR3, MW8 OSA1, OSA3, OSA4, OSA5, OSA6, GW7, WO2, WO4	Communication (OPTIONAL)	<ul style="list-style-type: none"> • Understand that online communication can be misinterpreted; • Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
CF1, CF2, CF3, CF4, MW1, MW2, MW3 CF1, CF2, CF3, CF4, CF5, CF7, RKR11, GW2, GW3, GW4	How good a friend are you?	<ul style="list-style-type: none"> • 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.

YEAR 5		
<p>CF2, CF3, CF4, CF5, RR3, RR4, RR5</p> <p>CF2, CF3, CF4, CF5, CF6, CF7, RKR3, RKR4, RKR5, RKR11</p>	Relationship cake recipe	<ul style="list-style-type: none"> Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help.
<p>MW2, MW3, MW4, MW9, MW10</p> <p>GW3, GW4, GW5, GW9, GW10</p>	Our emotional needs	<ul style="list-style-type: none"> 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.
<p>CF2, CF3, CF5, RR1</p> <p>CF2, CF3, CF4, CF6, RKR1</p>	Being assertive	<ul style="list-style-type: none"> Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills.
	Valuing Difference	
<p>CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5</p> <p>CF1, CF2, CF3, CF4, CF5, CF6, CF7, RKR1, RKR2, RKR3, RKR4,</p>	Qualities of friendship	<ul style="list-style-type: none"> Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.

YEAR 5		
RR1, RR2, RR4, RR5 RKR1, RKR2, RKR4, RKR5	Kind conversations	<ul style="list-style-type: none"> ● Rehearse active listening skills; ● Demonstrate respectfulness in responding to others; ● Respond appropriately to others.
RR1, RR2, RR3, RR4, RR5, RR6, RR7 RKR1, RKR2, RKR3, RKR4 RKR5, RKR6, RKR9, RKR10, RKR11	Happy being me	<ul style="list-style-type: none"> ● 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 FPC3, CF2, RKR1, RKR2, RKR4, RKR5	The land of the Red People	<ul style="list-style-type: none"> ● 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.
RR1, RR2, RR6, RR7, OR2, OR3, OR4, OR5, BS1, ISH2, ISH3, ISH5, ISH6 RKR1, RKR2, RKR6, RKR9, RKR10, OSA1, OSA3, OSA4, OSA5, OSA6,	Is it true?	<ul style="list-style-type: none"> ● 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.

YEAR 5		
BS1, WO3, WO4, WO7, WO8, WO9		
RR1, RR6, RR7 RKR1, RKR6, RKR9, RKR10, RKR11, OSA1, OSA6, WO4, WO8	Stop, start stereotypes	<ul style="list-style-type: none"> ● Recognise that some people can get bullied because of the way they express their gender; ● Give examples of how bullying behaviours can be stopped. ● Understand what online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.
	Keeping Safe	
RR1, RR6, OR1, OR2, OR3, OR5, MW8, ISH4, ISH5 RKR5, RKR6, RKR9, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, GW7, WO8	Spot bullying	<ul style="list-style-type: none"> ● 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.
OR1, OR2, OR3, OR4, OR5, BS1, BS4, ISH1, ISH2, ISH3, ISH5, ISH7 OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1, BS4, WO1, WO2, WO3, WO4, WO7, WO8,	Play, Like, Share 1	<ul style="list-style-type: none"> ● 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. ● Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; ● Recognise that people aren't always who they appear to be

YEAR 5		
WO9, WO10, WO11		<p>online and explain risks of being friends online with a person they have not met face-to-face;</p> <ul style="list-style-type: none"> • Know how to protect personal information online; • Recognise disrespectful behaviour online and know how to respond to it; • Understand that online relationships are unlikely to be as good as in-person relationships.
OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1, BS4, WO1, WO2, WO3, WO4, WO7, WO8, WO9, WO10, WO11	Play, like, Share 2	<ul style="list-style-type: none"> • Consider what information is safe/unsafe to share offline and online; • Think about the consequences of not keeping personal information private; • Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; • Know how to protect personal information online; • Know to tell a trusted adult if something online is making them feel upset, worried or uncomfortable; • Understand what cyberbullying/online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.
CF5 RKR5, PS2	Decision dilemmas	<ul style="list-style-type: none"> • 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.
CF5, RR2, RR4, RR5, RR8, BS1,	Ella's diary dilemma	<ul style="list-style-type: none"> • Define what is meant by a dare; • Explain why someone might give a dare;

YEAR 5		
<p>BS2</p> <p>CF6, RKR2, RKR3, RKR4, RKR5, RKR6, RKR8, RKR9, BS1, BS2, OSA1, OSA4, OSA5, WO4, WO8</p>		<ul style="list-style-type: none"> ● Suggest ways of standing up to someone who gives a dare. ● Understand that once something is posted online and shared there is no way to delete it permanently; ● Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online.
<p>Wider PSHE curriculum (not covered by DfE statutory requirements)</p>	<p>Jay's dilemma (OPTIONAL)</p>	<ul style="list-style-type: none"> ● 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.
<p>DATV1</p>	<p>Vaping: healthy or unhealthy?</p>	<ul style="list-style-type: none"> ● Describe some of the health risks caused by vaping; ● Understand that there are potential health risks of vaping that are not yet fully known; ● Use critical thinking skills when reading information/media; ● Understand that companies selling vaping products do so to make money; ● Describe some of the possible outcomes of taking a risk.
<p>BS1,</p> <p>CF1, CF2, CF4, CF5, CF6, CF7, RKR2, RKR3, RKR4, RKR6, OSA2, OSA3, WO9, WO11, BS1, BS4, DATV1</p>	<p>Would you risk it?</p>	<ul style="list-style-type: none"> ● 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.

YEAR 5		
	Rights and Respect	
ISH6, PHF2, PHF3, HE1 HE1, PHF2, PHF3, WO7, WO9	What's the story?	<ul style="list-style-type: none"> ● 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 WO7, WO9	Fact or opinion?	<ul style="list-style-type: none"> ● Understand the difference between a fact and an opinion; ● Understand what biased reporting is and the need to think critically about things we read.
MW5 GW1, RKR8	Mo makes a difference	<ul style="list-style-type: none"> ● Explain what we mean by the terms voluntary, community and pressure (action) group; ● Give examples of voluntary groups, the kind of work they do and its value.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Rights, respect and duties	<ul style="list-style-type: none"> ● Define the differences between respect, rights and duties; ● Discuss what can make them difficult to follow; ● Identify the impact on individuals and the wider community if duties are not carried out.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Spending wisely	<ul style="list-style-type: none"> ● State the costs involved in producing and selling an item; ● Suggest questions a consumer should ask before buying a product.

YEAR 5		
Wider PSHE curriculum (not covered by DfE statutory requirements)	Lend us a fiver!	<ul style="list-style-type: none"> 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 (OPTIONAL)	<ul style="list-style-type: none"> 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	
Wider PSHE curriculum (not covered by DfE statutory requirements) HE2	It all adds up!	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements.
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (2)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Identify people who are responsible for helping them stay

YEAR 5		
		<p>healthy and safe;</p> <ul style="list-style-type: none"> Identify ways that they can help these people.
ISH4 OSA6, W05	Star qualities	<ul style="list-style-type: none"> 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, including Sepsis Awareness	<ul style="list-style-type: none"> See link to external resources for further information
DAT1	Getting fit (ARCHIVED)	<ul style="list-style-type: none"> 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.
Growing and Changing		
MW2, MW3, MW4 GW3, GW4, GW5	How are they feeling?	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Identify people who can be trusted; Describe strategies for dealing with situations in which they would feel uncomfortable.

YEAR 5		
RKR5, BS1, BS3, BS4, BS5, BS6, BS7, DB2		
BS2, BS4, BS5, BS6, BS7, BS8 BS2, BS4, BS5, BS6, BS7, DB2	Dear Ash	<ul style="list-style-type: none"> ● Explain the difference between a safe and an unsafe secret; ● Identify situations where someone might need to break a confidence in order to keep someone safe.
FPC6, BS2, BS3, CAB1, CAB2 FPC6, RKR8, OSA4, BS2, BS3, DB1, DB2, DB3, HP4	Growing up and changing bodies	<ul style="list-style-type: none"> ● Identify some products that they may need during puberty and why; ● Know what menstruation is and why it happens.
BS7, CAB1 BS3, DB1, DB2, DB3	Changing bodies and feelings	<ul style="list-style-type: none"> ● Know the correct words for the external sexual organs; ● Discuss some of the myths associated with puberty.
FPC2, FPC4, RR1, RR2, RR3,	Help, I'm a teenager...get me out of here!	<ul style="list-style-type: none"> ● Recognise how our body feels when we're relaxed;

YEAR 5		
RR4, CAB1 FPC2, FPC4, RKR1, RKR2, RKR3, RKR4, DB1		<ul style="list-style-type: none"> • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Dear Hetty (OPTIONAL)	<ul style="list-style-type: none"> • Explain how someone might feel when they are separated from someone or something they like; • Suggest ways to help someone who is separated from someone or something they like.

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YEAR 6		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Working together	<ul style="list-style-type: none"> • 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 (OPTIONAL)	<ul style="list-style-type: none"> • 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 CF2, CF3, CF4, CF5, CF6, CF7, RKR11	Solve the friendship problem	<ul style="list-style-type: none"> • 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.
FPC1, FPC2, CF1, CF2, CF3, MW1, MW2, MW3, MW4,	Dan's day (OPTIONAL)	<ul style="list-style-type: none"> • Describe the consequences of reacting to others in a positive or

YEAR 6		
<p>CAB1</p> <p>CF1, CF2, CF3, CF4, FPC2, GW2, GW3, GW4, GW5, DB1</p>		<p>negative way;</p> <ul style="list-style-type: none"> • Suggest ways that people can respond more positively to others.
<p>RR1, RR2, RR4, RR5, RR6, BS6</p> <p>RKR1, RKR2, RKR4, RKR5, RKR6, RKR9, BS7</p>	Behave yourself	<ul style="list-style-type: none"> • 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.
<p>CF5, RR2, RR4, RR5, RR8</p> <p>CF6, RKR2, RKR4, RKR5, RKR8</p>	Assertiveness Skills	<ul style="list-style-type: none"> • List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
<p>FPC3, FPC4, FPC5, FPC6,</p> <p>RR1, RR5, RR8, BS3, BS4, BS5, BS7</p>	Don't force me	<ul style="list-style-type: none"> • Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry or have a civil partnership; depending on whether their parents agree. • Understand that everyone has the right to be free to choose

YEAR 6		
FPC3, FPC4, FPC5, FPC6, RKR1, RKR5, RKR8, BS3, BS4, BS5, BS6, DB2		who and whether to marry or have a civil partnership.
RR5, RR6, BS1, BS2, BS3, BS4, BS5, BS6, BS7, BS8 RKR4, RKR5, RKR6, RKR9, BS1, BS2, BS3, BS4, BS5, BS6, BS7, DB2	Acting appropriately	<ul style="list-style-type: none"> Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal.
	Valuing Difference	
CF2, RR1, RR6, BS1, MW3 CF3, CF4, RKR1, RKR6, RKR9, GW4, BS1	Ok to be different	<ul style="list-style-type: none"> 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.
RR1, RR5, RR6, OR2 RKR1, RKR4, RKR5, RKR6, RKR9, OSA1	We have more in common than not	<ul style="list-style-type: none"> 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

YEAR 6		
		been bullied.
RR1, RR2, RR3, RR5 RKR1, RKR2, RKR3, RKR5	Respecting differences	<ul style="list-style-type: none"> • Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
RR1, RR2, RR5 CF4, RKR1, RKR2, RKR5	Tolerance and respect for others	<ul style="list-style-type: none"> • Understand and explain the term prejudice and discrimination; • 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 CF1, CF2, CF3, CF4, CF5, CF6, CF7, FPC1, FPC4, RKR8, RKR11, GW1	Advertising friendships!	<ul style="list-style-type: none"> • 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 CF4, RKR1, RKR2, RKR5, RKR6,	Boys will be boys? Challenging gender stereotypes	<ul style="list-style-type: none"> • Define what is meant by the term stereotype; • Recognise how the media (including digital platforms) can

YEAR 6		
RKR8, RKR9, RKR10, RKR11, OSA1, OSA6, WO3, WO4, WO9		<p>sometimes reinforce gender stereotypes;</p> <ul style="list-style-type: none"> ● Recognise that people fall into a wide range of what is seen as normal; ● Challenge stereotypical gender portrayals of people.
	Keep Safe	
<p>RR8, OR2, OR3, OR4, BS1, ISH4, ISH5</p> <p>RKR8, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1, WO5, WO8, WO9</p>	Think before you click!	<ul style="list-style-type: none"> ● Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; ● Understand and describe the ease with which something posted online can spread; ● Understand that once something is posted online it is very hard to remove; ● Understand that sometimes people spread fake information, misinformation and disinformation, and to begin to think critically about how to respond to this.
<p>RR8, OR2, OR3, OR4, OR5, BS1, BS2, BS4, ISH1, ISH3, ISH4, ISH5, ISH7</p> <p>RKR8, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, WO1, WO4, WO5,</p>	It's a puzzle (OPTIONAL)	<ul style="list-style-type: none"> ● Identify strategies for keeping personal information safe online; ● Describe safe and respectful behaviours when using communication technology; ● Understand they should not share images of other people online without their permission;

YEAR 6		
<p>WO8, WO9, WO11, BS1, BS2, BS4</p>		<ul style="list-style-type: none"> • Think carefully before sharing any information about themselves online; • Understand that once something has been posted online it can be circulated quickly and there is no way of deleting it permanently; • Know where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
<p>OR1, OR3, OR5, BS1, BS2, BS3, BS5, BS7, ISH3, ISH5, ISH7</p> <p>BS1, BS2, BS3, BS5, BS6,</p> <p>OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, GW7, WO2, WO4, WO5, WO8, WO10, WO11, DB2</p>	<p>To share or not to share?</p>	<ul style="list-style-type: none"> • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online; • Understand that once something is posted online and shared there is no way to delete it permanently; • Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online.
<p>MW1, MW3, MW4, MW5, MW6, MW7, MW9, MW10,</p>	<p>Rat Park</p>	<ul style="list-style-type: none"> • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;

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YEAR 6		
HE3, DAT1 RKR8, GW1, GW2, GW4, GW5, GW6, GW9, GW10, HE4, DATV1		<ul style="list-style-type: none"> Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
HE3, DAT1 DATV1, HE4	What sort of drug is...?	<ul style="list-style-type: none"> 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.
HE3, DAT1 DATV1, HE4	Drugs: it's the law!	<ul style="list-style-type: none"> Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country.
HE3, DAT1 DATV1, HE4	Alcohol: what is normal?	<ul style="list-style-type: none"> 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.
CF2, CF3, CF5, RR1, RR4, MW4, MW6, MW7, HE3, BS4, BS6,	Joe's story (part 1) (OPTIONAL)	<ul style="list-style-type: none"> Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;

YEAR 6		
BS7 CF2, CF3, CF4, CF6, RKR1, RKR4, RKR8, GW1, GW5, GW6, HE4		<ul style="list-style-type: none"> ● 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) (ARCHIVED)	<ul style="list-style-type: none"> ● 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 Respect	
RR7, ISH6 RKR10, RKR11, WO9	Two sides to every story	<ul style="list-style-type: none"> ● 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 RKR8, OSA2, OSA6, GW2, WO5,	'Fakebook' Friends	<ul style="list-style-type: none"> ● 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;

YEAR 6		
WO9		<ul style="list-style-type: none"> 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) WO6	What's it worth?	<ul style="list-style-type: none"> Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term interest; Understand financial risks of online gaming; Understand the importance of developing digital resilience.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jobs and taxes (OPTIONAL)	<ul style="list-style-type: none"> Recognise and explain that different jobs have different levels of pay and the factors that influence this; Explain the different types of tax (income tax and VAT) which help to fund public services; Evaluate the different public services and compare their value.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Happy shoppers	<ul style="list-style-type: none"> Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more

YEAR 6		
		environmentally sustainable way.
MW5 RKR8, GW1	Action stations! (OPTIONAL)	<ul style="list-style-type: none"> ● 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 1 - Elections	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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.
RKR8, GW1	Community art (OPTIONAL)	<ul style="list-style-type: none"> ● Define the term 'community'; ● Recognise the benefits to mental health and wellbeing of being part of community groups; ● Understand the value of community members and how they can

YEAR 6		
		be valued for contributing to communities.
	Being My Best	
Wider PSHE curriculum (not covered by DfE statutory requirements)	This will be your life!	<ul style="list-style-type: none"> Identify aspirational goals; Describe the actions needed to set and achieve these.
Wider PSHE curriculum (not covered by DfE statutory requirements) HE2, HE3	Our recommendations	<ul style="list-style-type: none"> Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. Develop a holistic approach to healthy eating.
CF2, CF3, CF5, RR1, RR4, RR6, BS1, BS5, DAT1 CF2, CF3, CF4, CF6, RKR1, RKR4, RKR5, RKR6, RKR9, OSA1, OSA4, OSA5, OSA6, BS1, BS5, DATV1	What's the risk? (1)	<ul style="list-style-type: none"> Identify risk factors in a given situation (involving alcohol) (including online); Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; Know where to go for advice and support when they feel worried or concerned about something online. Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
FPC1, OR1, OR3, BS1, BS2, BS4,	What's the risk? (2)	<ul style="list-style-type: none"> Identify risk factors in a given situation;

YEAR 6		
<p>ISH6, CAB1</p> <p>FPC1, RKR5, OSA2, OSA3, OSA4, OSA6, WO7, WO9, BS1, BS2, BS4, DB1</p>		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • See link to external resources for further information
<p>MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6, BFA1, BFA2</p> <p>CF3, RKR8, GW1, GW2, GW6, WO3, PHF2, PHF3, PHF4, HP1, HP3, HP4</p>	Five Ways to Wellbeing project	<ul style="list-style-type: none"> • 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.
	Growing and Changing	
<p>RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CAB1</p> <p>GW4, GW7, GW9, RKR1, RKR2, RKR4, RKR6, RKR8, RKR9, OSA1, OSA4, OSA5, WO3, WO7, WO8,</p>	I look great!	<ul style="list-style-type: none"> • Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks; • Understand the importance of avoiding putting pressure on

YEAR 6		
WO9, DB1		others to share information and images online.
RR1, RR4, RR7, OR1, ISH2, ISH5 RKR1, RKR4, RKR10, OSA2, OSA4, OSA5, OSA6, WO3, WO8	Media manipulation	<ul style="list-style-type: none"> • 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, BS1, BS3, BS4, BS5 OSA2, OSA3, OSA4, OSA5, OSA6, BS1, BS3, BS4, BS5, WO9, DB2	Pressure online	<ul style="list-style-type: none"> • Understand the risks of sharing images online and how these are hard to control, once shared; • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
FPC2, FPC6, MW2, MW4, MW6, MW9 FPC2, FPC6, RKR8, GW1, GW3, GW5, GW9	Helpful or unhelpful? Managing change	<ul style="list-style-type: none"> • 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.

YEAR 6		
<p>RR1, BS7, CAB1, CAB2</p> <p>RKR1, BS6, HE2, DB1, DB2, DB3</p>	<p>Is this normal?</p>	<ul style="list-style-type: none"> • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; • Understand that a healthy attitude towards food can really support growth and puberty changes; • 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.
<p>FPC3, FPC4, BS3, BS6, BS7, BS8, CAB1, CAB2</p> <p>FPC3, FPC4, BS3, BS6, BS7, DB1, DB2, DB3</p>	<p>Making babies</p>	<ul style="list-style-type: none"> • 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.

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