



Rushwick CE Primary School

'Ask, Seek, Knock'

Ask and it will be given to you; seek and you will find; knock and the door will be opened to you.

Matthew 7 Verse 7.

PSHE including RSHE Policy

Reviewed by	Approved by	Date of Approval	Version Approved	Next Review Date
VL	LAB	June 2026	v1	June 2026

Our Vision

*'Ask and it will be given to you;
Seek and you will find;
Knock and the door will be opened to you'
Matthew 7:7*

We are an inclusive Church School dedicated to offering quality education that meets the needs of all.

We aim to create successful learners, confident individuals and responsible citizens through our Christian approach of love and cooperation.

Inspired by the teachings of Jesus and recognising each person as a unique child of God, we work for the common good of everyone, ensuring our door is always open for all to flourish.

We encourage all to thoughtfully ask, graciously seek and courageously knock, so that together we can make a difference to our Rushwick school family and the wider world.

Our values underpin all we do, including all our interactions with each other, our children, parents and community.

**RESPECT
COMPASSION
COURAGE
TRUST
KINDNESS
GRATITUDE**

1. How this Policy was developed

This policy was written by Vicky Lloyd (PSHE Lead) and developed in consultation with parents/carers, teachers and other school staff, governors and the pupils at Rushwick CE Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all our pupils. It has been approved by the school's governing body.

2. Legal requirements of schools

From September 2026, schools will be required to teach the 2025 revised guidance for Relationships and Health Education – statutory documentation. The DfE also strongly encourages primary schools to deliver sex education in years 5 and/or 6 to help prepare children for their transition to secondary school, and in line with content about conception and birth, which forms part of the national curriculum for science.

This updated guidance gives a stronger focus on developing skills, as well as knowledge, particularly in navigating a complex, digital world safely and healthily. The guidance recognises there isn't a one-size-fits-all approach, and that

flexibility will help schools to meet the needs of their pupils best. The guidance has been strengthened with a focus on supporting boys to develop a positive sense of masculinity, benefiting both boys and girls by ensuring harmful stereotypes are challenged, thus improving boys' mental health by enabling emotional expression and promoting help-seeking behaviours. This will go some way to supporting children to develop positive relationships, including skills for navigating boundaries with kindness and respect, to put in the early preventative work to tackle sexual violence and abusive behaviour.

At Rushwick, we have reviewed, revised and updated our curriculum to reflect the new guidance and statutory expectations for September 2026 onwards.

We at Rushwick CE Primary School 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,¹ 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 powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
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 Rushwick, we are using the leading children's health and wellbeing charity, Coram SCARF, to support us in meeting the legal requirements. We do this in a two ways:

- A visit from a trained educator who will deliver aspects of the curriculum.
- Using Coram SCARF's online teaching resources.

More information about Coram SCARF and their resources can be found on their website:

<http://www.coramscarf.org.uk/>

SCARF is a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices². It covers all 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. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Vicky Lloyd, 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, unless adaptations are needed to suit the needs of the cohort. Lessons are weekly standalone sessions. 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

² 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.

teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

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 Stage³ as well an overview of our Science programmes of study⁴.

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.

The Department of Education (DfE) acknowledges that the RSHE guidance is only statutory for Y1 onwards, but strongly recommends that teachers introduce it, in an age-appropriate way, as soon as children begin school and the guidance stresses the value of a whole-school approach. The EYFS non-statutory curriculum guidance sits alongside the Early Years framework. The sections on "understanding the world" (pages 60-68) and "personal, social and emotional development" (pages 26-34 – see p32 for reception) contain recommended content that closely matches that of the Relationships Education guidance. It forms the basic building block for the RSHE curriculum.

Our lessons will support you to meet the following statutory requirements:

- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- How to report abuse, concerns about something they've seen online, or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence to do so.

Normalising the use of correct anatomical language from an early age helps reduce the stigma that comes with talking about bodies, puberty and sex. It lays the foundations for children to be able to talk openly about these topics and helps create a safe learning environment that allows questions to be asked and answered in an age-appropriate way. The alternative is that children adopt nicknames for their body parts - often unique to their family. This can lead to confusion and embarrassment in later years. It can also lead to missed opportunities as trusted adults are unable to safeguard children who haven't been taught to use the correct vocabulary. An example of this can be seen in this [social worker's account of child abuse](#).

The statutory content that schools must teach as part of RSHE (Relationships, Sex, Health Education) can be found in the appendix, or here: [Relationships Education, Relationships and Sex Education and Health](#)

³ 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

⁴ Relationships and Sex Education can also be found within National Curriculum Science

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 Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In 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 Y6, 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.

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

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

Relationships & Sex Education:

In September 2020, Relationships Education became compulsory in all primary schools in England. Relationships Education teaches the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults. Relationships education doesn't involve explaining the detail of different forms of sexual activity but can cover sensitive topics such as sexual violence to keep children safe.

This is **statutory in all primary schools in England** and focuses on helping children understand healthy, respectful relationships.

It includes:

- Different types of relationships (family, friendships, carers)
- Kindness, respect, and empathy
- Managing feelings and resolving conflict
- Staying safe (including online safety)
- Understanding boundaries and consent (in an age-appropriate way)

The emphasis is on **emotional and social development**, not sexual activity.

Sex Education in the primary phase is defined by SCARF as explaining sexual activity that leads to conception, known as sexual intercourse. Sex education in Primary School remains non-statutory, but the DfE recommends that schools have a sex education programme tailored to the age, and physical and emotional maturity of the pupils. All maintained schools should continue teaching reproduction as part of the Science National Curriculum.

It should be noted that there are three lessons in SCARF that include non-statutory Sex Education, to support schools to meet pupil need, in line with the new guiding principles laid out in the revised RSHE statutory guidance; Making Babies (y5/6), What is HIV? (y6) and Online Sexual Content (y6). As a school, we have chosen to solely teach Making Babies. Parents/Carers are only allowed to withdraw their child from non-statutory lessons. Therefore, it is **only** Y6 parents/carers that can choose to withdraw their child from the 'Making Babies' **lesson (as highlighted in red in Appendix 1)** following contact with the Headteacher. Please note, children still learn about reproduction through the Science Curriculum and cannot be withdrawn from these lessons.

Health Education:

Health Education is defined by the DfE as including physical health and mental wellbeing. Primary schools must teach pupils how to recognise the link between physical and mental health, make healthy lifestyle choices (e.g., diet, exercise, sleep), understand the changing adolescent body (puberty), and learn basic first aid. Health Education is compulsory; children cannot be withdrawn from these lessons, including those teaching puberty and scientific names of body parts including genitalia.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also 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 and respond to any disclosures following the schools safeguarding procedures / child protection policy which can be found on our school website.

Support is provided to children experiencing difficulties on a one-to-one basis, via our pastoral lead, if required. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library. Further information can also be found in our Supporting Families Offer.

Rationale for Teaching the Correct Terminology for Genitalia

Whilst it's not statutory to teach children Relationship and Health Education until Year 1, every school is responsible for helping to keep all children safe. With safeguarding in mind, it's important that children are taught the correct words for their genitals so that they may report abuse, as supported by the [Cochrane Review \(2015\)](#). We understand that some children may be taught by their parents/carers different words for their genitals, and it would be impossible for the teacher to teach a lesson where there are potentially 30 different words for the same part of the body, without teaching them the correct words so everyone knew what was being discussed.

SCARF recommend teaching the correct words from as young as possible. This ensures all children know the correct words to use and have the language to communicate to any member of staff, if they need to, about anything related to their genital health, as well as for safeguarding purposes.

The statutory guidance states that children should know:

"How to report concerns or abuse, and the vocabulary and confidence needed to do so".

Using the phrase 'private parts' might tackle this issue, but unfortunately, it doesn't go far enough in keeping children safe. During SCARF RSE parents' sessions, parents have disclosed that they were abused as children, but their cases never resulted in prosecution because as a child, they didn't have the vocabulary to give a specific and exact account of what happened. In recent years there have been many cases we've heard about from schools and in the media, where children haven't been able to report abuse because of this lack of accurate vocabulary, nor opportunity to raise their worries soon enough. An uninformed child is therefore a vulnerable child.

7. How PSHE education is monitored, evaluated and assessed

We use two methods of monitoring and assessing learning within PSHE at Rushwick.

SCARF Success

At the end of a unit, we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

Wearing my SCARF

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

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

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

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 to meet the learning outcomes.

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%⁵ 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,

⁵ <https://www.stonewall.org.uk/news/new-stats-reveal-that-lesbian-gay-and-bisexual-people-are-a-growing-part-of-uk-society>

schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information, which can be found on our school website.

9. Parental concerns and withdrawal of students

If a parent wants to withdraw their child from Relationships Education in **Reception** they can. Once a school starts teaching Relationships Education and Health Education from Year 1, the programme they choose to teach which meets the statutory requirements then becomes statutory, and a parent/carer does not have the right to request that their child is withdrawn from the lessons.

From Year 1 to Year 6, parents/carers cannot withdraw their child from Relationships and Health education, as this is compulsory; this includes those lessons teaching puberty and scientific names of body parts including genitalia.

Our curriculum includes one non-statutory Sex Education lesson: Making Babies, which is part of the Year 6 curriculum. Parents/Carers are only allowed to withdraw their child from this non-statutory lesson following contact with the Headteacher. 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. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Please note, children still learn about reproduction through the Science Curriculum and cannot be withdrawn from these lessons, as they are part of the statutory National Curriculum Science Education.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities 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 will provide opportunities for parents to view examples through email communications. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own family's values about relationships and sex alongside the information they receive at school.

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 the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead via the school office.

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 DfE (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)

This policy should be read in conjunction with the following:

- Safeguarding / Child Protection policy (inc. responding to disclosures)
- Confidentiality policy
- Anti-bullying policy
- Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2025)

Useful resources / Appendix

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>

The Sex Education Forum RSE Policy Guidance

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

The Sex Education Forum has 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>

Appendix I - curriculum content and mapping, including key vocabulary.

This document maps the SCARF lesson plans for Pre-School 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.

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

DfE Statutory Guidance Categories: Relationships Education (Primary)

By the end of primary school pupils should know:

Families and people who care for me (FPC)	That families are important for children growing up safe and happy because they can provide love, security and stability. 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. 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. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
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Caring friendships (CF)	How important friendships are in making us feel happy and secure, and how people choose and make friends. 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. 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. 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. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. How to manage conflict, and that resorting to violence is never right. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships (RKR)	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. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 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. 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. 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. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. The conventions of courtesy and manners. 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. 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. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness (OSA)	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. 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. 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. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 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. 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.

Being safe (BS)	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. 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. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 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. 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.
General wellbeing (GW)	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. The importance of promoting general wellbeing and physical health. 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. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That isolation and loneliness can affect children, and the benefits of seeking support. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 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. 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). That it is common to experience mental health problems, and early support can help.
Wellbeing online (WO)	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. 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. 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. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 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 That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. How to understand the information they find online, including from search engines, and know how information is selected and targeted That they have rights in relation to sharing personal data, privacy and consent. Where and how to report concerns and get support with issues online.

Physical health and fitness (PHF)	The characteristics and mental and physical benefits of an active lifestyle. 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. The risks associated with an inactive lifestyle, including obesity. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating (HE)	What constitutes a healthy diet (including understanding calories and other nutritional content). Understanding the importance of a healthy relationship with food. The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping (DATV)	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.
Health protection and prevention (HP)	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 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. 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. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 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.
Personal safety (PS)	About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid (BFA)	How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies (DB)	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. 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. 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.

Reception			
DfE Statutory Requirements - end of primary statements (Statutory from Year 1)	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes	Key Vocabulary
Me and My Relationships			
Overarching learning intentions across this unit: Children will be able to: 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.			
RKR1, RKR5, RKR8, FPC1, FPC3, CFI	All about me	Talk about their own interests; Talk about their families; Talk about how they are the same or different to others.	same, different, special, practice, effort
FPC1, FPC3, RKR5, RKR8	What makes me special	Share their favourite interests and objects; Talk about themselves positively; Listen to what others say and respond.	same, different, special, favourite
FPC1, FPC2, FPC3, CFI, RKR1, RKR5, GW9	Me and my special people	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.	same, different, help, family, special people
FPC1, FPC2, CFI, CF2, CF3, RKR5, BS1, BS5, BS7, GW9	Who can help me?	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.	friends, help, family
FPC6, GW3, GW4, GW6, GW9, PHF4, HP3	My feelings	Describe different emotions; Explore how we feel at certain times or events; Identify ways to change feelings and calm down.	sad, feelings, emojis, happy

Reception			
FPC6, CF1, CF2, CF3, CF4, CF5, CF7, RKR3, RKR5, RKR6, GW3, GW4, GW6, GW9	My feelings (2)	Identify events that can make a person feel sad; Suggest ways in which they can help a friend who is sad; Choose ways to help themselves when they feel sad.	sad, kind, feelings, happy, helpful, worried, confused, frustrated
Valuing Difference			
Overarching learning intentions across this unit Children will be able to: 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.			
RKR1, RKR8	I'm special, you're special	Describe their own positive attributes; Share their likes and dislikes; Listen to and respect the ideas of others.	special, favourite, dislikes, likes
CF1, CF2, CF3, CF4, CF5, FPC1, FPC2, FPC3, FPC4, FPC5, RKR1, RKR4, RKR5, RKR8, GW3	Same and different	Recognise the similarities and differences amongst their peers; Discuss why differences should be celebrated; Retell a story.	same, different, kind, unkind, compliment, affirmation
FPC1, FPC2, FPC3, FPC4, RKR5	Same and different families	Talk about their family, customs and traditions; Listen to others talk about their experiences; Compare their own experiences with those of others.	Same, different, family
FPC3, FPC4, RKR7, RKR5	Same and different homes	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.	Same, different, home

Reception			
CF2, CF3, CF4, FPC2, FPC3, FPC5, RKR1, RKR3, RKR4	I am caring	Suggest ways in which we can be kind towards others; Demonstrate skills in cooperation with others.	kind, kindness, trust, apologise, lonely
CF1, CF2, CF3, CF4, CF5, FPC1, FPC2, FPC3, FPC4, FPC5, RKR1, RKR3, RKR6	I am a friend	Show friendly behaviour towards a peer; Build relationships with others.	friendship, kindness, new friend, trust, caring, apologise, lonely
Keeping Safe (Enhanced with RLSS Water Safety Code lessons during Water Safety Week)			
Overarching learning intentions across this unit: Children will be able to: 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.			
HP2, HP4, HP5, GW4	What's safe to go onto my body	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.	keep clean, keep safe
PHF1, PHF4, HE2, HE4, DATV1	Keeping myself safe - what's safe to go into my body (including medicines)	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).	cuddle, doctor, grown up, water, food, fresh air, sleep, medicine, chemist
FPC1, HP2, PSI, PS2	Safe indoors and outdoors	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.	safe, unsafe, detective

Reception			
RKR2, RKR11, BS1, BS2, BS3, BS4, BS5, BS6, BS7	Listening to my feelings	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.	safe, tummy feelings, unsafe,
CF5, FPC1, FPC2, OSA3, OSA4, OSA5, OSA6, WO1, WO4, WO8, WO11	Keeping safe online	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.	safe, tell, worried, adult, trust, screen usage
FCP2, FCP4, FCP6, BS4, BS5, BS6, PS1, PS2	People who help to keep me safe	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.	safe, tell, worried, adult, trust, address
Rights and Respect			
Overarching learning intentions across this unit: Children will be able to: Understand that they can make a difference; Identify how they can care for their home, school and special people; Talk about similarities and differences between themselves; Demonstrate building relationships with friends.			
FPC1, FPC2, FPC3, FPC4, RKR5	Looking after my special people	Name the special people in their lives; Understand that our special people can be different to those of others.	family, look after, help each other, be alone
CF1, CF2, CF3, RKR1, RKR4, RKR6, RKR7	Looking after my friends	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.	friends, help, safe, look after, trust, be alone, uncomfortable, lonely, stranger

Reception			
RKR6, RKR7	Being helpful at home and caring for our classroom	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.	responsibility, helpful, working together, caring
RKR7, GWI	Caring for our world	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.	environment, litter, electricity, pollution, recycling
WO6	Looking after money (1): recognising, spending, using	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.	money, buy, shop, cost, pay, online gaming, digital money
Wider PSHE curriculum (not covered by DfE statutory requirements)	Looking after money (2): saving money and keeping it safe	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.	money, save, safe place, digital money

Being My Best

Overarching learning intentions across this unit:

Children will be able to:

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.

Reception			
CF2, RKR3, RKR8, GW3, GW4, GW5, GW9	Bouncing back when things go wrong	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.	encourage, bounce back, try again
CF3, RKR8, GW3, GW4	Yes, I can!	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.	friends, help, goals, positive, resilient, yet
HE1, HE2, HE3, HE4, HP4	Healthy eating	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.	food, fruit, vegetables, energy, grow, healthy, dairy, tooth decay
GW1, GW2, PHF1, PHF2, PHF4	My healthy mind	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.	food, sleep, exercise, energy, grow, healthy, wash
PHF1, PHF2, HE1, HP3, HP4, HP5	Move your body	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.	muscles, exercise, heart
HP3, HP4, HP5	A good night's sleep	Understand why our body needs sleep; Talk about their own bedtime routine; Suggest ways to have a calm evening and bedtime routine.	sleep, routine, calm

Reception			
Growing and changing			
Overarching learning intentions across this unit: Children will be able to: 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.			
DB1	Seasons	Name the different seasons and describe their differences; Explain the changes that occur as seasons change; Talk about how they have grown in resilience.	seasons, summer, spring, winter, autumn, cycle
DB1, DB2	Life stages - plants, animals, humans	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.	egg, change, grow, growing, life cycles, seed, baby, old, young
FPC2, FPC4, FPC5, CF6, RKR5, RKR6, DB1, DB2	Life Stages: Human life stage - who will I be?	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. Talk about marriage and civil partnerships – what they are and why people might choose them. Talk about their own experience of growing up.	adoption, adult, baby, child, teenager, old age, marriage, civil partnership, wedding, ceremony, celebration
FPC1, FPC2, FPC3, FPC5, RKR5, DB1, DB2	Where do babies come from?	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.	womb, surrogacy, adoption, pregnancy, breasts/breastfeeding, love, family, care, baby, tummy, same-sex parents, one-parent families

Reception			
FPC3, PHF2, HE1, HE2, DB1, DB2, DB3	Getting bigger	Talk about how they have changed as they have grown. Explain the differences between babies, children, and adults. Understand that we are all unique.	surrogacy, adoption, IVF, grow, adult, baby, child, teenager, messages (DNA/Genes), families of different beliefs
RKR3, RKR10, BS2, BS3, DB1, DB2	Me and my body - girls and boys	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.	testicles, vagina, penis, breasts/breastfeeding, vulva, private parts, privacy, my body is mine (body autonomy), dolls and cars are for everyone (gender stereotyping), nipples, anus

YEAR 1			
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes	Key Vocabulary
Me and My Relationships			
RKR2, RKR3, RKR6, RKR7	Why we have classroom rules	Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these.	responsibility, rules, safe, work together
CF4, CF5, CF6, CF7, RKR1, RKR11	How are you listening?	Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.	respect, safe, unsafe, listening, fair, apologise
BS5, GW3, GW4, GW5, GW6	Thinking about feelings	Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).	feelings, safe, body language, emotions, support
BS5, GW2, GW3, GW4, GW5, GW6	Our feelings	Identify a range of feelings; Identify how feelings might make us behave; Suggest strategies for someone experiencing 'not so good' feelings to manage these.	feelings, behaviour
RKR8, GW1, GW3, GW4, GW6	Feelings and bodies	Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt.	help, feelings, hurt, heal
CF3	Good friends	Identify simple qualities of friendship; Suggest simple strategies for making up.	friendship, safe, making up, lonely, alone, include
Valuing Difference			

YEAR 1			
FPC3, FPC4, RKR1, RKR2	Same or different?	Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences.	same, different, difference, respect, talents, equal
CF2, CF4, CF5, CF7, RKR5, RKR6, RKR9, RKR11, GW7, OSA1, OSA6	Unkindness, teasing or bullying?	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.	safe, unsafe, unkind, behaviour, unkindness, tease, teasing, bullying, aggressive, target, online bullying
BS1, RKR3, RKR5	Harold's school rules	Explain some of their school rules and how those rules help to keep everybody safe.	rules, safe, fair
CF2, CF3, CF4, CF5, CF7, RKR2, RKR3, RKR11	It's not fair!	Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.	kind, safe, unsafe, unkind, bullying, fair, unfair, include
FPC1, FPC2, FPC3, FPC4, GW1, RKR8	Who are our special people?	Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them.	feelings, special people, qualities
FPC3, FPC4	Our special people balloons	Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us.	family, special people
Keeping Safe (Enhanced with RLSS Water Safety Code lessons during Water Safety Week)			
HP3	Super sleep	Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep;	sleep, grow, rest, tired, screen usage

YEAR 1			
		To explore how screen use can make us feel and learn how to make healthy and sensible choices.	
FPC6, CF5, CF7, RKR11, BS5	Who can help? (1)	Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe.	sad, feelings, safe, unsafe, worried, support, nervous, scared
FPC6, RKR8, BS1, BS2, BS5, BS6, BS7, DB2	Good or bad touches?	Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say “no” to unwanted touch; Start thinking about who they trust and who they can ask for help.	testicles, vagina, penis, private, vulva, trust, privates, nipples, buttocks, bottom, scrotum
OSA3, OSA4, OSA5, OSA6, WO1, WO4, WO8, WO11	Sharing pictures	Start thinking about how to stay safe online, including safety around sharing images; Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.	consent, entertainment, donating, risks, harmful
DATV1, PSI	What could Harold do?	Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety about medicines and their use.	responsibility, safe, medicine, harmful
GW3, GW8	Harold loses Geoffrey	Recognise the range of feelings that are associated with loss.	feelings, emotions, loss, lost
Rights and Respect			
CF4, CF5, CF7, RKR2, RKR3, RKR5, RKR11	Harold has a bad day	Recognise how a person's behaviour (including their own) can affect other people.	safe, unsafe, behaviour, consequences, promise, special promise, gratitude, grateful

YEAR 1			
Wider PSHE curriculum (not covered by DfE statutory requirements)	Around and about the school	Identify what they like about the school environment; Recognise who cares for and looks after the school environment.	responsibility, environment
RKR5	Taking care of something	Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others.	needs, responsible, responsibility, rules, respect
WO6	Harold's money	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.	money, cost, bills, spending, afford, online gaming, digital money
Wider PSHE curriculum (not covered by DfE statutory requirements)	How should we look after our money?	Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).	safe, money, bank, coin, note, worth, saving, digital money, digital payments
BFA1, BFA2	Basic first aid	See link to external resources for further information.	risk, safe, first aid, accident, danger, hazard, kettle, burn, scald, emergency
Being My Best			
HE1, HE2, HE3, HE4	I can eat a rainbow	Recognise the importance of fruit and vegetables in their daily diet;	fruit, vegetables, dairy, starchy, protein, vitamins, portion

YEAR 1			
		Know that eating at least five portions of vegetables and fruit a day helps to maintain health.	
HE1, HE2, HE3, HE4	Eat well	Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy.	sugar, fruit, vegetables, healthy, dairy, salt, cereal, meat
HP4, HP5	Harold's wash and brush up	Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order.	clean, routine, hygiene
HP5	Catch it! Bin it! Kill it!	Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases.	germs, hygiene, disease, spread
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold learns to ride his bike	Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.	practice, learning, make mistakes, confidence, achievement
CF3, CF4, CF6, RKR1, RKR3, RKR5, RKR6	Pass on the praise!	Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.	encourage, feelings, safe, support, praise, feedback, respectful, teamwork, resilient, include, team
Growing and Changing			
HP3, HP4, PHF1, PHF3, WO3	Healthy me	Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle;	water, food, sleep, exercise, energy, healthy, oxygen, air, screen usage

YEAR 1			
		To explore how screen use can make us feel and learn how to make healthy and sensible choices.	
DB1	Then and now	Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages.	needs, help, change, growing, size, height
FPC2, DB1, DB2	Taking care of a baby	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.	needs, love, help, caring, attention,
FPC6, CF2, CF4, CF5, CF7, RKR4, RKR5, RKR6, RKR9, RKR11, OSA1, OSA5, OSA6, BS5, BS6, BS7, GW7	Who can help? (2)	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.	safe, unsafe, unkind, unkindness, tease, teasing, bullying, witness, experience, getting help, aggressive, online bullying
FPC6, CF5, CF7, RKR8, RKR11, BS1, BS2, BS4, BS5, BS6, BS7, DB2	Surprises and secrets	Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.	surprise, secret
BS3, BS6, DB2	Keeping privates private	Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.	testicles, vagina, penis, doctor, breastfeeding, private, vulva, help, change, my body is mine (body autonomy), privates, nipples, hygiene, sore, private activity, scrotum, breasts, anus

YEAR 2			
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes	Key Vocabulary
Me and My Relationships			
RKR2, RKR3	Our ideal classroom (I)	Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions.	friendly, safe, happy, caring
GW3, GW4	How are you feeling today?	Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings.	help, feelings, showing feelings
GW3, GW9	Let's all be happy	Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour.	help, feelings
CF1, CF2, CF4	Being a good friend	Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other.	friendly, friendship, kind, safe, unsafe, unkind, include
CF3, CF4, RKR5, RKR6, RKR9, OSA1, OSA4,	Types of bullying	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.	respect, bullying, repeated, online bullying, loneliness
CF4, RKR5, RKR6, RKR9	Don't do that!	Understand and describe strategies for dealing with bullying;	help, bullying, don't do that, aggressor, target, online bullying

YEAR 2			
		Rehearse and demonstrate some of these strategies. Understand that there are different types of bullying, including online.	
CF4, RKR4, RKR5, RKR6, RKR9, OSA1, OSA4, OSA5, OSA6	Bullying or teasing? (OPTIONAL)	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.	teasing, bullying, repeated, regular, aggressive, online bullying
Valuing difference			
RKR1, RKR2, RKR6	What makes us who we are?	Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people.	respect, unique
FPC1, FPC2, FPC3, FPC4	My special people	Identify people who are special to them; Explain some of the ways those people are special to them.	help, special people
RKR2, GW4	How do we make others feel?	Recognise and explain how a person's behaviour can affect other people.	feelings, calm, behaviour, aggressive, solve
CF2, GW6	When someone is feeling left out	Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out.	feelings, cooperate
CF2, RKR2, RKR3, GW4	An act of kindness	Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others;	kind, feelings, unkind, kindness

YEAR 2			
		Show acts of kindness to others in school.	
CF5, CF6, CF7, RKR11	Solve the problem	Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.	listening, being listened to, problem, listen
Keeping Safe (Enhanced with RLSS Water Safety Code lessons during Water Safety Week)			
RKR8, GW1, GW4, DATVI	Harold's picnic	Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety about medicines and their use.	medicines, sleep, safety
BS1, BS3, BS5, PSI, DB2	How safe would you feel?	Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help.	feelings, safe, unsafe, worried
BS1, BS3, BS4, PSI, DB2	What should Harold say?	Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.	feelings, safe, unsafe, getting help
BS4, GW3	I don't like that!	Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.	feelings, touch
BS1, BS3, BS5, DB2	Fun or not?	Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them;	hurt, touch

YEAR 2			
		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?	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.	safe, tell, unsafe, surprise, secret
Rights and respect			
CF4, CF6, RKR3, RKR5, RKR6, RKR9	Getting on with others	Describe and record strategies for getting on with others in the classroom.	responsibility, help, listen, share, take turns
GW4, GW5	When I feel like erupting	Explain, and be able to use, strategies for dealing with impulsive behaviour.	feelings, control, erupt
BS6, BS7, DB2	Feeling safe	Identify special people in the school and community who can keep them safe; Know how to ask for help.	safe, unsafe, uniform, ask for help
OSA1, OSA2	Playing games	Know the importance of keeping personal information private, when online and only talking to people they know in real life; Know that they can tell an adult they trust if anything happens that makes them worried.	risk, gamer, personal information, internet
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold saves for something special	Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things.	money, spending, saving, digital payments
WO6	Harold goes camping	Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this;	money, spending, saving, online gaming

YEAR 2			
		Understand the money risks related to online gaming.	
Being My Best			
Wider PSHE curriculum (not covered by DfE statutory requirements)	You can do it!	Explain the stages of the learning line showing an understanding of the learning process; Suggest phrases and words of encouragement to give someone who is learning something new; Identify and describe where they are on the learning line in each activity and apply its positive mindset strategies to their own learning.	challenge, encourage, practice, goal, achieve
PHF2, HE1, GW4	My day	Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.	choose, healthy, choices, unhealthy
HP5, HP6	Harold's postcard - helping us to keep clean and healthy	Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses.	germs, hygiene, disease, vaccination, injection
HP4	Harold's bathroom	Explain the importance of good dental hygiene; Describe simple dental hygiene routines.	teeth, hygiene, dental
Wider PSHE curriculum (not covered by DfE statutory requirements)	What does my body do?	Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood.	water, food, heart, lungs, brain, stomach, small intestine, large intestine
BFA1, BFA2	Basic first aid	See link to external resources for further information.	risk, safe, first aid, accident, danger, hazard, kettle, burn, scald, emergency

YEAR 2			
Growing and Changing			
CF2	A helping hand	Demonstrate simple ways of giving positive feedback to others.	help, support, supportive
GW3, GW8	Sam moves house	Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.	feelings, change, emotions, nervous, loss, frightened
DB1	Haven't you grown?	Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages.	food, sleep, care, change, growing, rest, learning, forward looking, making choices, asking permission
BS3, DB1, DB2, DB3	My body, your body	Identify which parts of our body are private; Explain that our genitals help us make babies when we are older; Understand that we mostly have the same body parts but how they look is different from person to person.	ovaries, sperm, testicles, vagina, penis, womb, pregnancy, breastfeeding, vulva, special, private parts, my body is mine (body autonomy), eggs, nipples, bottom, unique, scrotum, breasts, anus
BS2, DB2,	Respecting privacy	Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information.	penis, private, vulva, privacy, consent, genitals, permission
BS1, BS2, BS3, BS4, GW3, DB2	Some secrets should never be kept	Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.	penis, private, vulva, tell, unsafe, private parts, consent, secret, uncomfortable, someone you trust, genitals, permission

YEAR 3			
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes	Key Vocabulary
Me and My Relationships			
WO5, WO7, WO9, OSA6	As a rule	Explain why we have rules; Explore why rules are different for different age groups, for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules.	rules, safety, misinformation, disinformation
CF3, CF4, RKR6	Looking after our special people	Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people.	friendship, safe, making up, falling out, compromise
CF2, CF5, CF7, RKR1, RKR11	How can we solve this problem?	Rehearse and demonstrate simple strategies for resolving given conflict situations.	needs, respect, compromise, conflict, point of view, preferences
CF1, CF3, CF4, CF5, CF6, CF7, RKR3, RKR6, RKR11	Friends are special	Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.	safe, unsafe, trust, calm, making up, listen, point of view, strategies, apologise
RKR1, RKR2, RKR3	'Thunks'	Express opinions and listen to those of others; Consider others' points of view; Practice explaining the thinking behind their ideas and opinions.	continuum, opinions, respectful, courteous, challenging, preferences

YEAR 3			
BS1, PSI	Dan's dare	Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.	feelings, dare, persuade
GW3, GW4, GW5, GW8	My special pet (OPTIONAL)	Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a way of dealing with the situation.	responsibility, feelings, care, loss
Valuing Difference			
RKR1, RKR3	Respect and challenge	Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully.	respect, cooperation, listening skills, politeness, courtesy, manners
FPC1, FPC3, FPC4, FPC6, RKR10, RKR11	Family and friends	Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'	adoption, blended family, family, fostering, same-sex couple, stereotype
GW1, RKR8	My community	Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.	belonging, community
FPC3, RKR1, RKR2, RKR5	Our friends and neighbours	Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need to get on together.	needs, respect, similarities, differences, identity

YEAR 3			
FPC3, RKR1, RKR2, RKR6, RKR9, OSA1, OSA4, OSA5, OSA6, GW7, WO8	Let's celebrate our differences	Recognise the factors that make people like 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).	needs, respect, bullying, similarities, differences, name calling, bystander, online bullying, upstander
CF4, RKR1, RKR2, RKR3, RKR5, RKR6, RKR7, RKR9, RKR10, RKR11, OSA1, OSA4, OSA5, OSA6, GW7, WO8	Zeb	Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is.	colour, prejudice, disability, gender, race, sexuality, stereotype, discrimination, cyberbullying, bystander, trolling, online bullying, upstander, abuse
Keeping Safe (Enhanced with RLSS Water Safety Code lessons during Water Safety Week)			
BS1, BS4, BS5, BS6, BS7, DB2	Safe or unsafe?	Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe.	safe, unsafe, trust
BS4, PS1	Danger or risk?	Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation.	feelings, strategies, danger (dangerous), risk (risky), consequence
BS5, PS1, PS2	The Risk Robot	Identify risk factors in given situations; Suggest ways of reducing or managing those risks.	risk, safer
OSA2, OSA3, OSA4, OSA5, WO1, WO3, WO4, WO5, WO6, WO7, WO9, WO11	Super Searcher	Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online; To think about screen usage and understand that online gaming can be addictive.	risk, browsing, phishing, search engine, fake news, internet safety, misinformation, disinformation
HE4, DATV1	Help or harm?	Understand that medicines are drugs and suggest ways that they can be helpful or harmful.	medicines, helpful, harmful, instructions, drugs

YEAR 3			
HE4, DATVI	Alcohol and cigarettes: the facts	Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs.	risk, drugs, cigarettes, nicotine, alcohol
Rights and Respect			
BS7	Helping each other to stay safe	Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people.	responsible, safe, healthy, helper
WO7, WO9	Recount task	Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language.	fake news, fact, opinion, misinformation, disinformation
GW1, RKR8	Our helpful volunteers	Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.	wellbeing, volunteer
Wider PSHE curriculum (not covered by DfE statutory requirements)	Can Harold afford it?	Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for them; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.); Understand the financial risks related to online gaming.	spending, saving, income
Wider PSHE curriculum (not covered by DfE statutory requirements)	Earning money	Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).	income, earning

YEAR 3			
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's environment project	Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method.	environment, waste
Being My Best			
HE1, HE2, HE3, HE4	Derek cooks dinner!	Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal.	balanced diet, muscles, teeth, energy, healthy, dairy, proteins, bones, starchy carbohydrates, fruit & veg
HP5, HP6	Poorly Harold	Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness.	water, sleep, medicine, rest, hygiene, safety, instructions, infection, cleanliness, dose, drug
RKR1, RKR2, RKR3	For or against?	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.	continuum, respectful, courteous, debate, discussion, justify
OSA2	I am fantastic!	Identify their achievements and areas of development; Recognise that people may say kind things to help us feel good about ourselves; Explain why some groups of people are not represented as much on television/in the media.	achieve, ambitions, improve, goals, gender identity
Wider PSHE curriculum (not covered by DfE statutory requirements)	Top talents	Explain some of the different talents and skills that people have and how skills are developed; Recognise their own skills and those of other children in the class.	goal setting, talents, skills, intelligence
Growing and Changing			

YEAR 3			
CF1, CF4, CF6, OSA1	Relationship Tree	Identify different types of relationships; Recognise who they have positive healthy relationships with.	trust, caring, healthy, positive, relationships, online relationships, misinterpretation
BS3, BS6, DB2	Body space	Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space.	testicles, vagina, penis, respect, vulva, nipples, uncomfortable, touch, scrotum, personal space, body space, invade, stop, anus
RKR2, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1, BS4, BS5, BS6, GW4, GW5, WO1, WO2, WO3, WO4, WO8, WO9, WO11	None of your business!	Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs; 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.	internet safety, private, personal information, public, profile, digital tattoo
RKR8, BS1, BS2, BS3, BS4, BS5, BS6, GW3, GW4, DB2	Secret or surprise	Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel;	excited, feelings, worried, scared, surprise, secret, uncomfortable, angry, upset, jealous, talk

YEAR 3			
		Know who they could ask for help if a secret made them feel uncomfortable or unsafe.	
BFA1, BFA2	Basic first aid	See link to external resources for further information	risk, safe, first aid, accident, danger, hazard, kettle, burn, scald, emergency

YEAR 4			
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes	Key Vocabulary
Me and My Relationships			
RKR2	Human machines	Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration.	collaborate, teamwork, collaboration, collaborative
CF2, CF4, CF5, CF6, CF7, RKR1, RKR2, RKR3, RKR5, RKR6, RKR11, GW4	Ok or not ok? (1)	Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others.	respect, safe, unsafe, qualities, aggressive, positive, healthy relationship, responsibilities, excluded, assertive, negotiate
CF4, CF5, CF6, CF7, RKR1, RKR4, RKR5, RKR6, RKR11, OSA1, OSA2, GW4	Ok or not ok? (2)	Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend.	friendly, aggressive, compromise, respectful, assertive, rude, face-to-face, controlling
CF2, CF3, CF4, RKR8, GW1, GW4, GW6	An email from Harold!	Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings.	sad, feelings, happy, calm, scared, sore, frightened, physical effects, unhappy, devastated, miserable, distressed, lonely, alone, ignored, isolated, abandoned, apologetic, regretful, rueful, remorseful, repentant, aching, agonising, painful, delighted, ecstatic, joyful, untroubled, assured, confident, peaceful, petrified, terrified, bothered
GW2, GW3, GW4, GW5	Different feelings	Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state.	feelings, physical effects

YEAR 4			
GW4, GW5, BS5	When feelings change	Demonstrate a range of feelings through their facial expressions and body language; Recognise that their feelings might change towards someone or something once they have further information.	body language, facial expressions
CF4, RKR1, RKR6, RKR9, OSA5, OSA6, GW7, WO8	Under pressure	Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from; 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.	unkind, tease, bullying, prejudice, pressure, independent, discrimination, aggressor, online bullying, upstander
Valuing difference			
CF1, CF2, CF3, CF4, CF5, CF6, CF7, RKR1, RKR2, RKR3, RKR5, RKR6, RKR11, WO9, OSA1	Can you sort it?	Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.	respect, safe, unsafe, compromise, conflict, negotiation, disrespect, agree, disagree
FPC3, CF4, CF5, CF6, CF7, RKR1, RKR2, RKR3, RKR5, RKR6, RKR7, RKR9, RKR11, OSA1, OSA4, OSA6, BS1	What would I do?	List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively; 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.	respect, fair, aggressive, apologise, prejudice, discrimination, bystander, aggressor, target, upstander, equal
CF2, CF4, FPC3, RKR1, RKR2, RKR4, RKR5	The people we share our world with	List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);	respect, similarities, responsibilities, belief

YEAR 4			
		Define the word respect and demonstrate ways of showing respect to others' differences.	
RKR10, RKR11, OSA5, OSA6, WO3, WO8, WO9	That is such a stereotype!	Understand and identify stereotypes, including those promoted in the media.	challenge, stereotype, upstander, disagree
FPC1, FPC2, CF1, CF3, CF4, RKR1	Friend or acquaintance?	Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared.	friendly, friend, sharing, relationships, acquaintances, self-confidence
CF6, RKR8, GW5, BS1, BS3, BS5, DB2	Islands	Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.	body space, invade
Keeping Safe (Enhanced with RLSS Water Safety Code lessons during Water Safety Week)			
PHF3, WO3, WO9, BS4, BS5, HE4, PS1, PS2, HP2, DATVI	Danger, risk or hazard?	Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk.	risk, danger, hazard, hazardous, dangerous, risky, sunburn
CF6, RKR4, RKR6, RKR9, OSA1, GW5, BS1, BS7	How dare you!	Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares.	risks, aggressive, dare, assertive, online challenge, critical thinking, controlling
CF2, CF6, RKR1, RKR4, RKR6, RKR9,	Keeping ourselves safe	Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk.	assertive, persevere, controlling

YEAR 4			
OSA3, OSA4, OSA6, PS2, DATVI			
OSA5, WO3, WO9, BSI	Raisin Challenge (2)	Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.	consequences, influence, influencer, aggressor, target, online bullying
OSA3, OSA4, OSA5, OSA6, WO4, WO7, WO8, WO9	Picture Wise	Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent.	privacy, privacy settings, security, AI – Artificial Intelligence
HP5, DATVI	Medicines: check the label	Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).	Medicine, drug
HE4, DATVI	Know the norms	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).	choices, social norm
Rights and respect			
GW9, PHF4, BS6, BS7, DB2	Who helps us stay healthy and safe?	Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe.	being responsible, reliable, trustworthy
Wider PSHE curriculum (not covered by DfE)	It's your right	Understand that humans have rights and need to respect the rights of other; Identify some rights and also need to respect the rights of others that come with these rights.	responsibility, rules, safe, healthy, laws, rights, United Nations

YEAR 4			
statutory requirements)			
RKR3, RKR5, OSA1, OSA3, OSA4, OSA6, WO1, WO3, WO4, WO5, WO6, WO8, BS2	How do we make a difference?	Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process; Understand the risks relating to online gaming and that gaming can become addictive.	phishing, rules, democracy, trolling, scams, griefers
RKR3, OSA5, OSA6, WO3, WO7, WO9, WO11	In the news!	Define the word influence; Recognise that reports in the media can influence the way they think about a topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.	respectful, courteous, opinion, influence, influencer, misinformation, disinformation
RKR5, RKR6, RKR9, BS6, DB2	Safety in numbers	Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions.	witness, anti-social behaviour, aggressor, upstander
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's expenses	Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home; Prioritise items of expenditure in the home from most essential to least essential.	income, expenditure, essential
Wider PSHE curriculum (not covered by DfE statutory requirements)	Why pay taxes?	Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential.	income tax, VAT, national insurance, deductions, public services
Being My Best			

YEAR 4			
RKR1, RKR2, RKR4	What makes me ME!	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.	unique, individual
CF4, RKR1, RKR6, WO9, HE2	Making choices	Give examples of choices they make for themselves, and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently; Understand that making healthy choices around food is important for their wellbeing	wellbeing, respect, encourage, support, choices, respectful, decisions, health, agree, disagree
PHF1, PHF2, WO3, HP3, HE1, HE2, HE3, HE4	SCARF hotel	Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate); Understand the importance of a healthy relationship with food Understand the importance of good quality sleep and take practical steps for improving sleep.	balanced diet, wellbeing, mental health, screen usage
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's Seven Rs	Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios.	refuse, reduce, re-use, recycle, rot, repair, re-think
BFA1, BFA2	Basic first aid	See link to external resources for further information	first aid, accident, burn, scald, emergency, injury, minor, blood, nosebleed, choking, breathing, airway, unresponsive, casualty, wound, recovery

YEAR 4			
Growing and Changing			
GW3, GW4, GW9	Moving house	Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change.	practice, learning line
FPC1, FPC2, FPC4, CF6, RKR2, GW4, GW5, DB1	My feelings are all over the place!	Name some positive and negative feelings; Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise.	puberty, hormones, feelings, compromise, conflict, independence
BS6, DB1, DB2, DB3	All change!	Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens.	ovaries, sperm, testicles, puberty, vagina, penis, womb, wet dreams, semen, vulva, privacy, eggs, nipples, scrotum, breasts, spots, sweat, pubic hair, If using the film clips, the following words are also used:, clitoris, labia, legal age of consent, marriage, Puberty for boys:, facial hair, underarm hair, body odour, ejaculation, spontaneous erections, pleasure, masturbation, growth spurt, deeper voice, acne, breast growth, reproduction, testosterone, mood swings, sexual feelings/horny, romantic/sexual interest, Puberty for girls:, hair removal, wider hips, All about getting your period:, endometrium (uterus lining), foetus, stomach ache, headache, cramps, anus
CF4, BS7, DB1 DB2 DB3	My changing body FROM YEAR 3 LESSONS	Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm;	egg, ovaries, sperm, testicles, puberty, vagina, penis, womb, erection, birth, cervix, wet dreams, menstrual cycle, fallopian tube, period, vulva, nipples, genitals, scrotum,

YEAR 4			
		Understand that for girls, periods are a normal part of puberty.	lining, period/menstruation pad, tampon, menstruation cup, breasts, mammals, hips, fertilise, spots, sweat, pubic hair, If using the film clips, the following words are also used:, fertilised egg, ovary, uterus (womb), periods, menstruation, pregnant, anus, involuntary erections
FPC4, OSA4, DB1, DB2, DB3	Preparing for changes at puberty	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.	ovaries, sperm, testicles, puberty, vagina, penis, cervix, wet dreams, semen, ejaculate, menstrual cycle, ovulation, fallopian tube, vulva, eggs, genitals, scrotum, period/menstruation pad, tampon, menstruation cup, breasts, hips, spots, sweat, pubic hair, If using the film clips, the following words are also used:, fertilised egg, periods, menstruation, pregnant, spontaneous erections, What is a wet dream?, nocturnal emission, whitish fluid, wet, lubricated, slippery, sexual nature, felt good, pee, sheets, laundry, guilty, embarrassed, normal, natural, voice deepens, lining of the uterus, pads, menstrual cup, Menstruation Film Clip, anus, vaginal discharge, involuntary erections
RKR8, GW3, GW4, BS1, BS2, BS3, BS4, BS5, BS6, DB2	Secret or surprise?	Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.	surprise, secret, uncomfortable feelings

YEAR 4			
FPC3, FPC4, FPC5, CF1, CF4, CF5, CF6, CF7, RKRI, RKRII	Together	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.	safe, unsafe, relationships, marriage, live together, civil partnership, forced marriage, wedding, ceremony

YEAR 5			
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes	Key Vocabulary
Me and My Relationships			
Wider PSHE curriculum (not covered by DfE statutory requirements)	Collaboration Challenge!	Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively.	Collaborate
CF2, CF3, CF4	Give and take	Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations.	safe, unsafe, compromise, conflict, negotiation, resolution, self-esteem, loneliness
OSA1, OSA3, OSA4, OSA5, OSA6, GW7, WO2, WO4	Communication (OPTIONAL)	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.	body language, face-to-face, non-verbal, tone of voice, digital footprint, digital tattoo
CF1, CF2, CF3, CF4, CF5, CF7, RKR11, GW2, GW3, GW4	How good a friend are you?	Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities.	lonely, insensitive, sensitive, self-esteem, insecure
CF2, CF3, CF4, CF5, CF6, CF7, RKR3, RKR4, RKR5, RKR11	Relationship cake recipe	Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help.	respect, unsafe, aggressive, assertive, unhealthy relationship, verbal abuse, physical abuse, sexual abuse, uncomfortable touching, passive, self-esteem, include, controlling, abuse, neglect
GW3, GW4, GW5, GW9, GW10	Our emotional needs	Recognise basic emotional needs, understand that they change according to circumstance;	emotions, emotional needs

YEAR 5			
		Identify risk factors in each situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.	
CF2, CF3, CF4, CF6, RKR1	Being assertive	Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills.	safe, unsafe, bullying, aggressive, assertive, lonely, passive, bystander, self-esteem, loneliness, rejection
Valuing Difference			
CF1, CF2, CF3, CF4, CF5, CF6, CF7, RKR1, RKR2, RKR3, RKR4, RKR5, RKR11	Qualities of friendship	Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.	friendship, listening, compromise, assertive, negotiate, talking, self-esteem, loneliness, controlling
RKR1, RKR2, RKR4, RKR5	Kind conversations	Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others.	respect, compromise, listening skills, assertive, negotiate, controlling, neglect
RKR1, RKR2, RKR3, RKR4, RKR5, RKR6, RKR9, RKR10, RKR11	Happy being me	Recognise some of the feelings associated with feeling excluded or 'left out'; Give examples of ways in which people behave when they discriminate against others who are different from them; Understand the importance of respecting others, even when they are different from themselves.	prejudice, excluded, stereotype, discrimination, upstander, neglect, justice
FPC3, CF2, RKR1, RKR2, RKR4, RKR5	The land of the Red People	Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.	metaphor, diverse, multi-cultural society, prejudice, discrimination, equity, equality, neglect
RKR1, RKR2, RKR6, RKR9, RKR10, OSA1,	Is it true?	Understand that the information we see online either text or images, is not always true or accurate;	fake news, fact, assertive, biased, self-esteem, online

YEAR 5			
OSA3, OSA4, OSA5, OSA6, BSI, WO3, WO4, WO7, WO8, WO9		Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;	bullying, misinformation, disinformation, critical thinking, disagree
RKR1, RKR6, RKR9, RKR10, RKR11, OSA1, OSA6, WO4, WO8	Stop, start stereotypes	Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped. Understand what online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.	prejudice, assertive, verbal abuse, physical abuse, sexual orientation, gender identity, gender expression, biological sex, online bullying, gender reassignment (protected characteristic), transgender, disagree
Keeping Safe (Enhanced with RLSS Water Safety Code lessons during Water Safety Week)			
RKR5, RKR6, RKR9, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, GW7, WO8	Spot bullying	Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying.	bullying, cyberbullying, bystander, aggressor, target, online bullying, upstander
OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BSI, BS4, WO1, WO2, WO3, WO4, WO7, WO8, WO9, WO10, WO11	Play, Like, Share 1	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 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; 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.	personal information, privacy settings
OSA1, OSA2, OSA3, OSA4, OSA5, OSA6,	Play, like, Share 2	Consider what information is safe/unsafe to share offline and online;	bystander, target, online

YEAR 5			
BS1, BS4, WO1, WO2, WO3, WO4, WO7, WO8, WO9, WO10, WO11		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.	bullying, upstander, digital footprint, digital tattoo
RKR5, PS2	Decision dilemmas	Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation.	pressure, influence, assessing risk, risk taking
CF6, RKR2, RKR3, RKR4, RKR5, RKR6, RKR8, RKR9, BS1, BS2, OSA1, OSA4, OSA5, WO4, WO8	Ella's diary dilemma	Define what is meant by a dare; Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare. 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.	dare, assertive, pressure, resist pressure, digital footprint, digital tattoo, controlling, equality, fairness
DATVI	Vaping: healthy or unhealthy?	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.	substance, stimulant
CF1, CF2, CF4, CF5, CF6, CF7, RKR2, RKR3, RKR4, RKR6, OSA2, OSA3, WO9,	Would you risk it?	Identify risk factors in each 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.	assertive, risk taking

YEAR 5			
WO11, BS1, BS4, DATVI			
RKR4, DATVI	Drugs: true or false?	Understand some of the complexities of categorising drugs; Know that all medicines are drugs, but not all drugs are medicines; Understand ways in which medicines can be helpful or harmful and used safely or unsafely.	aggressive, drugs, cigarettes, alcohol, assertive, self-esteem, controlling, neglect
WO9, DATVI	Smoking: what is normal?	Understand the actual norms around smoking and the reasons for common misperceptions of these.	norms, perception
Rights and Respect			
HE1, PHF2, PHF3, WO7, WO9	What's the story?	Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing.	responsibility, misinformation, disinformation, AI – Artificial Intelligence
WO7, WO9	Fact or opinion?	Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read.	fake news, fact, opinion, biased, unbiased, misinformation, disinformation
GW1, RKR8	Mo makes a difference	Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value.	voluntary group, community group, pressure (action) group
Wider PSHE curriculum (not covered by DfE statutory requirements)	Rights, respect and duties	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.	responsibility, rights, duties
Wider PSHE curriculum (not covered by DfE statutory requirements)	Spending wisely	State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product.	costs, wages, salaries, rent, Fairtrade

YEAR 5			
Wider PSHE curriculum (not covered by DfE statutory requirements)	Lend us a fiver!	Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.	borrow, loan, credit, debit, interest
Being My Best			
HE2	It all adds up!	Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.	energy, organs, body systems
Wider PSHE curriculum (not covered by DfE statutory requirements)	Different skills	Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements.	commitment, resilience, determination, patience, interpersonal skills, perseverance
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (2)	State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community.	community, school community
BSI	Independence and responsibility	Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people.	responsibility, independence
OSA6, WO5	Star qualities	Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have.	personal qualities, celebrities
BFA1, BFA2	Basic first aid, including Sepsis Awareness	See link to external resources for further information	life skill, sepsis

YEAR 5			
Growing and Changing			
GW3, GW4, GW5	How are they feeling?	Use a range of words and phrases to describe the intensity of different feelings; Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience.	wellbeing, resilience
RKR5, BS1, BS3, BS4, BS5, BS6, BS7, DB2	Taking notice of our feelings	Identify people who can be trusted; Describe strategies for dealing with situations in which they would feel uncomfortable.	trust, resilience, unwanted attention, unwanted touch
BS2, BS4, BS5, BS6, BS7, DB2	Dear Ash	Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence to keep someone safe.	in confidence, break a confidence, confidential
FPC6, RKR8, OSA4, BS2, BS3, DB1, DB2, DB3, HP4	Growing up and changing bodies	Identify some products that they may need during puberty and why; Know what menstruation is and why it happens.	testicles, puberty, vagina, penis, semen, period, vulva, nipples, scrotum, period/menstruation pad, tampon, menstruation, clitoris, labia, vaginal discharge, genitalia, managing feelings, oral health
BS3, DB1, DB2, DB3	Changing bodies and feelings	Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.	testicles, vagina, penis, hips widen, wet dreams, hormones, doctor, vulva, sleep, exercise, emotions, nipples, scrotum, menstruation cup, spots, sweat, pubic hair, If using the film clips, the following words are also used:, periods, menstruation, clitoris, body odour, acne, hair removal, height gain, (FGM)cuts to the vulva, lips (labia), vaginal

YEAR 5			
			opening, urinary opening, period protection, washing, body confidence, body autonomy, vaginal discharge, involuntary erections, hydration, breast development, genitalia, deodorant, shower gel, tissues, washing powder, spot cream, facial wash, period products, circumcised, Taking care of your body, chemicals, oil glands, good hygiene, showers, soap, shampoo, clean underwear, pimples, zits, acne cream, hair growth, under arm, chest hair, healthy food, medication
FPC2, FPC4, RKR1, RKR2, RKR3, RKR4, DBI	Help, I'm a teenager...get me out of here!	Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient to find someone who will listen to you.	puberty, hormones, respect, compromise, conflict, negotiate, mood swings, emotional changes, neglect
Wider PSHE curriculum (not covered by DfE statutory requirements)	Dear Hetty	Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like.	separation, fostered

YEAR 6			
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes	Key Vocabulary
Me and My Relationships			
Wider PSHE curriculum (not covered by DfE statutory requirements)	Working together	Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this.	teamwork, collaboration
CF2, CF3, CF4, CF5, CF6, CF7, RKR I I	Solve the friendship problem	Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.	respectful, assertive, balanced friendship
RKR I, RKR2, RKR4, RKR5, RKR6, RKR9, BS7	Behave yourself	Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.	resolution, assertiveness, rejected
CF6, RKR2, RKR4, RKR5, RKR8	Assertiveness Skills	List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.	assertiveness, peer pressure, controlling, abuse, neglect
FPC3, FPC4, FPC5, FPC6, RKR I, RKR5, RKR8, BS3, BS4, BS5, BS6, DB2	Don't force me	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 Understand that everyone has the right to be free to choose who and whether to marry or have a civil partnership.	marriage, civil partnership, forced marriage, illegal, preferences, abuse

YEAR 6			
RKR4, RKR5, RKR6, RKR9, BS1, BS2, BS3, BS4, BS5, BS6, BS7, DB2	Acting appropriately	Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal.	assertive, illegal, appropriate, inappropriate, bystander, upstander
Valuing Difference			
CF3, CF4, RKR1, RKR6, RKR9, GW4, BS1	Ok to be different	Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers.	confidence, witness, unique, problem, compromise, conflict, negotiate, isolated, bystander, positive feedback, self-esteem, self-worth, insecure, self-worth, solution
RKR1, RKR4, RKR5, RKR6, RKR9, OSA1	We have more in common than not	Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied.	unique, prejudice, assertive, stereotype, discrimination, sexual orientation, gender identity, gender expression, biological sex, diversity
RKR1, RKR2, RKR3, RKR5	Respecting differences	Demonstrate ways of showing respect to others, using verbal and non-verbal communication.	respect, body language, point of view, empathy, cultural norms, disrespect
CF4, RKR1, RKR2, RKR5	Tolerance and respect for others	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.	respect, unique, identity, prejudice, discrimination, diversity, tolerance
CF1, CF2, CF3, CF4, CF5, CF6, CF7, FPC1,	Advertising friendships!	Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship;	friend, relationships, acquaintance

YEAR 6			
FPC4, RKR8, RKR11, GW1		Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).	
CF4, RKR1, RKR2, RKR5, RKR6, RKR8, RKR9, RKR10, RKR11, OSA1, OSA6, WO3, WO4, WO9	Boys will be boys? Challenging gender stereotypes	Define what is meant by the term stereotype; Recognise how the media (including digital platforms) 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.	prejudice, assertive, stereotype, discrimination, gender stereotype, media influence, assumption, upstander, digital platforms
Keeping Safe (Enhanced with RLSS Water Safety Code lessons during Water Safety Week)			
RKR8, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1, WO5, WO8, WO9	Think before you click!	Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe the ease with which something posted online can spread; 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.	sharing, online safety, social media, parental consent, trolling, misinformation, disinformation, digital footprint, bot, troll, digital tattoo
BS1, BS2, BS3, BS5, BS6, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, GW7, WO2, WO4, WO5, WO8, WO10, WO11, DB2	To share or not to share?	Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online; 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.	permission, illegal, trolling, right to privacy, sharing online, sexual images, sexting, nudes, digital footprint, digital tattoo

YEAR 6			
RKR8, GW1, GW2, GW4, GW5, GW6, GW9, GW10, HE4, DATVI	Rat Park	Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.	emotional needs, habit, addiction
DATVI, HE4	What sort of drug is...?	Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country.	drug, illegal, legal, medical, non-medical
DATVI, HE4	Drugs: it's the law!	Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country.	illegal, drug laws, age restrictions, possess, supply, produce, penalties
DATVI, HE4	Alcohol: what is normal?	Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol.	risks, alcohol, norms, short-term effects, long-term effects
Rights and Respect			
RKR10, RKR11, WO9	Two sides to every story	Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it.	aggressive, assertive, emotional needs, passive, self-esteem, physical needs, controlling, neglect
RKR8, OSA2, OSA6, GW2, WO5, WO9	'Fakebook' Friends	Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives.	sharing, profile, online safety, social media, image

YEAR 6			
WO6	What's it worth?	Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Suggest sale prices for a variety of items, considering 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.	saving, interest, bank (building society) account, Junior ISA, debit card, cash, value, online gaming, digital resilience
Wider PSHE curriculum (not covered by DfE statutory requirements)	Happy shoppers	Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way.	energy, recycling, waste, re-use, Fairtrade, environmentally sustainable, composting, materials, transport, shop local, food mile
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 1 - Elections	Why and how rules and laws that protect them and others are made and enforced; Why different rules are needed in different situations and how to take part in making and changing rules; Begin to understand the way in which democracy in Britain works.	democracy, elections, manifesto, voting booth, voting, candidate, policies, ballot slip, ballot box, constituencies, House of Commons, MP
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 2 - How (most) laws are made	Why and how rules and laws that protect them and others are made and enforced; Why different rules are needed in different situations and how to take part in making and changing rules.	debate, penalties, House of Commons, proposal, amendments, enforcement, majority, House of Lords, Royal Assent
Being My Best			
Wider PSHE curriculum (not covered by DfE statutory requirements)	This will be your life!	Identify aspirational goals; Describe the actions needed to set and achieve these.	perseverance, aspirations, goal setting

YEAR 6			
HE2, HE3	Our recommendations	Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. Develop a holistic approach to healthy eating.	wellbeing, reliable, accurate, sources, health, misinformation, disinformation
CF2, CF3, CF4, CF6, RKR1, RKR4, RKR5, RKR6, RKR9, OSA1, OSA4, OSA5, OSA6, BSI, BS5, DATVI	What's the risk? (1)	Identify risk factors in each situation (including online); Understand and explain the outcomes of risk-taking in each situation, including emotional risks; Know where to go for advice and support when they feel worried or concerned about something online.	assessing risk, self-esteem, weigh up, dilemma, controlling, neglect, self-worth
FPC1, RKR5, OSA2, OSA3, OSA4, OSA6, WO7, WO9, BSI, BS2, BS4, DB1	What's the risk? (2)	Identify risk factors in each situation; Understand and explain the outcomes of risk-taking in each situation, including emotional risks; Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.	choices, influence, assessing risk, weigh up, misinformation, online behaviours
BFA1, BFA2	Basic first aid	See link to external resources for further information	feelings, adult, calm, first aid, emergency, unresponsive, life skill, sepsis, Red Cross, ambulance, operator, information, serious, scenario, script, role, panic, responsive
CF3, RKR8, GW1, GW2, GW6, WO3, PHF2, PHF3, PHF4, HPI, HP3, HP4	Five Ways to Wellbeing project	Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.	wellbeing, connect, be active, take notice (mindful), give, keep learning (get creative)
Growing and Changing			
GW4, GW7, GW9, RKR1, RKR2, RKR4, RKR6, RKR8, RKR9, OSA1, OSA4, OSA5,	I look great!	Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks;	body image, manipulation, self-esteem, deepfake, digital media, self-worth

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WO3, WO7, WO8, WO9, DBI		Understand the importance of avoiding putting pressure on others to share information and images online.	
RKR1, RKR4, RKR10, OSA2, OSA4, OSA5, OSA6, WO3, WO8	Media manipulation	Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.	assertive, stereotype, gender stereotype, media manipulation, gender reassignment (protected characteristic)
OSA2, OSA3, OSA4, OSA5, OSA6, BS1, BS3, BS4, BS5, WO9, DB2	Pressure online	Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.	online safety, peer pressure, right to privacy, sharing online
FPC2, FPC6, RKR8, GW1, GW3, GW5, GW9	Helpful or unhelpful? Managing change	Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change.	change, support, conversation, discuss
RKR1, BS6, HE2, DB1, DB2, DB3	Is this normal?	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.	testicles, puberty, vagina, penis, hormones, vulva, friends, nipples, scrotum, identity, spots, If using the film clips, the following words are also used:, periods, rights, mood swings, FGM/cuts to the vulva, period products, emotional changes, physical changes, FGM, voice deepening, Puberty and finding out who you are:, manage emotions, feeling funny sexually, start to have questions about sex,

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			sexual reaction, more independence, increased weight
FPC3, FPC4, BS3, BS6, BS7, DB1, DB2, DB3	Making babies	Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means.	egg, ovaries, sperm, testicles, puberty, vagina, penis, orgasm, embryo, womb, sexual intercourse, consensual, condom, surrogacy, adoption, IVF, age of consent, miscarriage, conception, consensual relationship, hug, cuddle, kiss, erection, vaginal wetness, excited, pleasurable feeling, implant, pregnancy, birth, caesarean, cut, labour, muscles, cervix, hips widen, wet dreams, loving relationship, If using film clip - Reproduction Planned Parenthood: , cells, semen, ejaculate, hormones, menstrual cycle, ripen, lining of womb, mature egg, ovulation, fallopian tube, fertilisation, uterine lining, period, How a baby is born: , vaginal childbirth, pelvis, efface, dilate, contractions, mucous plug, water break, doctor, midwife, cervical opening, birth canal, delivery, active labour, contracts, crowning foetal head, episiotomy, skull bones, umbilical cord, placenta, breastfeeding, All the different ways couples can create babies:, queer couple, LGBTQ+, stepchildren, foster parents, artificial insemination, co maternity, blended family, donate

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			sperm, sperm bank, derogatory, homophobic, vulva, nipples, scrotum

