

# Personal, Social and Health Education Policy



## **1. Context, including national and local policy and legislation**

The policy supports a whole school approach to PSHE in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance.

### **Duty to promote wellbeing:**

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

### **National Curriculum:**

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The National Curriculum Framework (2013) states specifically that 'all schools should make provision for PSHE, drawing on good practice.'

### **Health and wellbeing promoting schools/Healthy Schools:**

We are committed to providing a 'health and wellbeing climate and culture'. This means that we place teaching and learning in the wider context of our approach to:

- Leadership, management and managing change
- Policy development
- Curriculum, planning, resourcing and impact
- Teaching and learning
- Assessment, recording and reporting progress and achievement
- Pupil voice
- Pupils' support services
- Staff professional development needs
- Partnerships with parents/carers, the community and external agencies
- School culture and environment

## **2. Development process**

We are committed to the ongoing development of PSHE in our school. We will use the following indicators to monitor and evaluate our progress:

- a coordinated and consistent approach to curriculum delivery has been adopted

- the content of the SRE curriculum is flexible and responsive to pupils' differing needs which are gathered at least annually through the use of pupil perception data such as the My Health My School Survey
- pupils are receiving an entitlement curriculum for PSHE in line with national and local guidance
- there are clearly identified learning objectives for all PSHE activities, and pupils' learning is assessed using both formative and summative approaches
- opportunities for cross-curricular approaches are being used where appropriate
- the impact of training for staff and governors on practice is evaluated
- policy and practice is revised regularly and involves staff, governors and, where appropriate, pupils
- opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our PSHE, for example, through parent/carer information sessions
- a variety of methods is employed to communicate the key points of the policy and curriculum to the community
- the PHSE curriculum has been developed considering the needs of this school, the response to My Healthy Schools, preventative curriculum measures and community issues. This is reviewed annually.

This policy was drafted by *PSHE Leader* in consultation with *Families and Inclusion Leader*. Parents/carers and Governors were consulted through Pupil Support Committee, teaching and non-teaching staff were consulted through staff meetings, and pupils were consulted through School Council. This policy has been approved and adopted by the head teacher and governing body. The member of staff responsible for overseeing and reviewing this policy is: Samantha Lister. It will be reviewed in full every [2 – 3 years].

Significant new and emerging issues may be considered for inclusion in the policy by Samantha Lister, the headteacher and governing body as they emerge and outside of the 2 – 3 year review cycle.

### **3. Location and dissemination**

This policy document is freely available on request to the whole school community. The policy is referred to in the school prospectus as well as in relevant areas of the curriculum. A copy of the policy can be found on the school website. A physical copy of the policy is available from the school office.

### **4. Definition**

The DfES report 'Preparing Young People for Adult Life' stated that 'Society has a responsibility to help children and young people to meet the challenges of life by helping them to understand and value themselves, be optimistic about the future and life's possibilities, and to develop positive self-esteem, confidence and to take increasing control of, and responsibility, for their lives and play an active part in their own communities. Personal, Social and Health Education, including Sex Education and Drug Education, provides a whole school strategy for working in partnership with parents and others to help children to overcome the social pressures they face and the barriers they present to learning and achievement.'

(Preparing Young People for Adult Life – DfEE)

PSHE education can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.

As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The benefits to pupils of such an approach are numerous as PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

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## **5. Policy relationship to other policies**

The policy links to:

- Child Protection/Safeguarding
- Confidentiality
- Sex and Relationship Education
- Equal Opportunities
- SEN/Inclusion
- Behaviour/Anti-bullying
- Race Related Incidents
- Health & Safety
- Continued Professional Development
- Assessment, Recording and Reporting
- Teaching and Learning
- Monitoring and Evaluation
- Visitors in School
- E-safety/IT
- Medicines

## **6. Overall school aims for Personal, Social and Health Education**

Our approach to PSHE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and of the whole school community are actively promoted. Our PSHE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives.

Our PSHE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents/carers, workers and members of society. It is embedded within the wider learning offered by the school to ensure that pupils experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge;
- opportunities to turn that knowledge into personal understanding;
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

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Within this, the school aims to develop pupils' understanding of:

- identity, including personal qualities, attitudes, skills, attributes and achievements and what influences these;
- relationships, including different types and in different settings;
- a healthy lifestyle, including physically, emotionally and socially;
- a balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving and diet;
- risk, including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others;
- safety, including behaviour and strategies to employ in different settings;
- diversity and equality, in all its forms;
- rights, including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts;
- change and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance;
- power in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes;
- career, including enterprise, employability and economic understanding.

## **7. To whom the policy applies**

The policy applies to:

- The head teacher
- All school staff
- The governing body
- Pupils
- Parents/carers
- School SENDCo and other health professionals
- Partner agencies working in or with the school
- Religious leaders/faith groups

## **8. Key responsibilities for PSHE**

### **i) All staff**

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding PSHE;

- attend and engage in professional development training around PSHE provision, including individual and whole staff training/inset, where appropriate;
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used;
- report back to the PSHE Coordinator on any areas that they feel are not covered or inadequately provided for in the school's PSHE provision;
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously;
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone;
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHE in school;
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs;
- ask for support in this from the school SEND coordinator or the PSHE Coordinator, should they need it.

## ii) Lead member/s of staff

The lead member/s of staff is/are entitled to receive training in his/her role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

Specific responsibilities	Who – role?
Co-ordinating the PSHE provision, ensuring a spiral curriculum, ensuring a preventative curriculum	Sam Lister – PSHE lead, Matilda Brown – Curriculum Leader
Named governor responsible for PSHE	Jacqui Hallam
Accessing and co-ordinating training and support for staff	Sam Lister – PSHE lead, Jonny Davies – headteacher, Matt Boyle – inclusion lead, Matilda Brown – adult mental health lead
Establishing and maintaining links with external agencies/other health professionals	Sam Lister – PSHE lead, Jonny Davies – headteacher, Matt Boyle – inclusion lead
Policy development and review, including consultation	Sam Lister – PSHE lead Matilda Brown – Curriculum Lead
Implementation of the policy; monitoring and assessing its effectiveness in practice	Sam Lister – PSHE lead Matilda Brown – Curriculum Lead
Managing child protection/safe guarding issues	Heidi Hunter – Family & Inclusion Leader, Matt Boyle – DSL and inclusion lead, Jonny Davies – headteacher and DSL
Liaising with link schools to ensure a smooth transition	Heidi Hunter – Family & Inclusion Leader
Liaising with the media	Jonny Davies – Head teacher

The lead member/s of staff will:

- develop the school policy and review it on a yearly basis;
- ensure all members of the governing body will be offered appropriate PSHE training;
- ensure that all staff are given regular and ongoing training on issues relating to PSHE and how to deliver lessons on such issues;
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to PSHE;
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of PSHE;
- ensure that PSHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs;
- ensure that the knowledge and information regarding PSHE to which all pupils are entitled is provided in a comprehensive way;
- support parent/carers involvement in the development of the PSHE curriculum;
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced PSHE in school;
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for PSHE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate;
- ensure that provision of PSHE at home is complementary to the provision the school provides and communicate to parents/carers any additional support available where necessary or requested.

### **iii) Governors**

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. There is a named link governor for PSHE who works closely with, and in support of, the lead member/s of staff. When aspects of PSHE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

### **iv) Pupils**

All pupils:

- should support one another with issues that arise through PSHE;
- will listen in class, be considerate of other people's feelings and beliefs, and comply with confidentiality rules that are set in class;
- will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to PSHE or otherwise;
- will be asked for feedback on the school's PSHE provision yearly and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member/s of staff for PSHE and taken into consideration when the curriculum is prepared for the following year's pupils.

### **v) Parents/carers**

The school recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents/carers when planning and delivering PSHE.

The school will encourage this partnership by:

- keeping parents/carers informed about all aspects of the PSHE curriculum, including when it is going to be delivered;
- gathering parent /carers' views on the policy and take these into account when it is being reviewed;
- providing access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children;
- expecting parents/carers to share the responsibility of PSHE and support their children;
- encouraging parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through PSHE;
- providing support and encourage parents/carers to seek additional support in this from the school where they feel it is needed.

## **9. Staff support & CPD**

The school provides regular professional development training in how to deliver PSHE.

Staff, including non-teaching staff, CPD needs are identified and met through the following ways:

- an audit of staff CPD needs will be completed each year or at appropriate times throughout the year;
- training and support is organised by *PSHE leader* who may choose to liaise with *Head teacher* ;
- all members of the teaching and non-teaching staff will be offered generic PSHE training which includes sessions on: *confidentiality, setting ground rules, handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching PSHE is so important, learning outcomes and school policy*;
- teaching and non-teaching staff involved in the delivery of PSHE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions;
- the Health and Wellbeing Service can also support in meeting staff CPD needs.

## **10. PSHE Provision**

### **i) The National Curriculum**

#### **Key Stage 1**

- 1. Developing confidence and responsibility and making the most of their abilities**
  - a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
  - b. to share their opinions on things that matter to them and explain their views
  - c. to recognise, name and deal with their feelings in a positive way
  - d. to think about themselves, learn from their experiences and recognise what they are good at
  - e. how to set simple goals.
- 2. Preparing to play an active role as citizens**
  - a. to take part in discussions with one other person and the whole class
  - b. to take part in a simple debate about topical issues



- c. to recognise choices they can make, and recognise the difference between right and wrong
- d. to agree and follow rules for their group and classroom, and understand how rules help them
- e. to realise that people and other living things have needs, and that they have responsibilities to meet them
- f. that they belong to various groups and communities, such as family and school
- g. what improves and harms their local, natural and built environments and about some of the ways people look after them
- h. to contribute to the life of the class and school
- i. to realise that money comes from different sources and can be used for different purposes.

**3. Developing a healthy, safer lifestyle**

- a. how to make simple choices that improve their health and wellbeing
- b. to maintain personal hygiene
- c. how some diseases spread and can be controlled
- d. about the process of growing from young to old and how people's needs change
- e. the names of the main parts of the body
- f. that all household products, including medicines, can be harmful if not used properly
- g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

**4. Developing good relationships and respecting the differences between people**

- a. to recognise how their behaviour affects other people
- b. to listen to other people, and play and work cooperatively
- c. to identify and respect the differences and similarities between people
- d. that family and friends should care for each other
- e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

## **Key Stage 2**

**1. Developing confidence and responsibility and making the most of their abilities**

- a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
- f. to look after their money and realise that future wants and needs may be met through saving.

**2. Preparing to play an active role as citizens**

- a. to research, discuss and debate topical issues, problems and events
- b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- f. to resolve differences by looking at alternatives, making decisions and explaining choices
- g. what democracy is, and about the basic institutions that support it locally and nationally
- h. to recognise the role of voluntary, community and pressure groups
- i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- k. to explore how the media present information.

**3. Developing a healthy, safer lifestyle**

- a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- c. about how the body changes as they approach puberty
- d. which commonly available substances and drugs are legal and illegal, their effects and risks
- e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- g. school rules about health and safety, basic emergency aid procedures and where to get help.

**4. Developing good relationships and respecting the differences between people**

- a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- b. to think about the lives of people living in other places and times, and people with different values and customs
- c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- e. to recognise and challenge stereotypes
- f. that differences and similarities between people arise from a number of factors,

including cultural, ethnic, racial and religious diversity, gender and disability  
g. where individuals, families and groups can get help and support.

## **ii) The needs of the pupils**

We recognise that an interactive approach to PSHE will better develop the skills of our pupils, and also that, it is more likely to meet their needs. We involve pupils in the evaluation and development of their PSHE in ways appropriate to their age.

We will involve pupils through:

- discussions with small groups of pupils;
- questionnaires/surveys (e.g. the My Health My School Survey);
- draw and write activities;
- the use of anonymous question boxes;
- self-assessment activities;
- pupil focus groups formed specifically for PSHE;
- older pupils review the PSHE programme for younger pupils;
- pre and post assessment activities for PSHE;
- school council meetings;
- full class consultation activities which ensure all pupils have a voice in the process.

## **iii) The School's Curriculum – see Appendix 4**

## **iv) Curriculum organisation**

Pupils receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The PSHE programme is delivered through a variety of opportunities including:

- designated weekly or bi-weekly PSHE time;
- circle time;
- use of external agencies/services;
- school ethos;
- small group work;
- cross curricular links;
- assemblies;
- enrichment days / weeks;
- residential trips.

## **v) Working with visitors and other external agencies**

Where appropriate, we may use visits and visitors from external agencies or members of the community to support PSHE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it.

Residential trips can make a significant contribution to pupils' personal development. When planning such visits, we use opportunities to promote pupils' learning in relevant areas of the PSHE curriculum. Our partnership with the local community is also a priority, and we recognise and value its contribution to the PSHE programme.

Before involving visitors in any aspect of PSHE, teachers will ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme;
- there is appropriate planning, preparatory and follow up work for the sessions;
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection;
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have;
- the guidelines and checklist (Appendix 2a and 2b) should be used with the visitor to ensure success.

#### **vi) Inclusion and equal opportunities**

All pupils, whatever their experience, background and identity, are entitled to quality PSHE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of pupils to ensure all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

#### **Responding to pupils' diverse learning needs**

Considerations will be made for:

- religious and cultural diversity;
- differing gender needs and abilities, including SEND;
- diverse sexuality of pupils;
- homophobic/transphobic bullying and behaviour;
- pupil's age and physical and emotional maturity;
- pupils who are new to English.

#### **Ethnicity, religion and cultural diversity**

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

### **Special educational needs and learning difficulties**

We ensure that all pupils receive PSHE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

### **Sexual identity and sexual orientation**

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

### **Pupils who are new to English**

The school should take into account the language skills of individual pupils, ensuring that all pupils have equal access to the PSHE provision and resources.

## **vii) Resources**

We use primarily SCARF scheme for PHSE. We will focus on the needs of the pupils and our planned learning objectives and have created a curriculum map personalised to the school including British Values and preventative measures.. We select carefully resources which meet these objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them (see checklist below).

We use children's books, both fiction and non-fiction, extensively within our PSHE programme. Teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual pupils in class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance.

## **viii) Learning environment and ground rules**

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of PSHE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

If pupils are to benefit fully from a PSHE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. A set ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our ground rules are:

- We listen to each other;
- We do not say or do anything that would hurt another person;
- We do not use people's names within an open forum;
- We signal when we want to say something;
- We may say pass;
- If a game involves touch, we may sit and watch before making a decision to join in.

We will develop these ground rules through:

#### **ix) Answering questions**

We acknowledge that sensitive and potentially difficult issues will arise in PSHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a question box where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- staff will set the tone by speaking in a matter-of-fact way;
- pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box or ask-it basket;
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up;
- if a verbal question is too personal, staff will remind the pupils of the ground rules;
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole-class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis;
- staff will not provide more information than is appropriate to the age of the pupil;
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed.

#### **x) Assessment, recording and reporting in PSHE**

We assess pupils' learning in PSHE in line with approaches used in the rest of the curriculum (including assessment for learning). We report to parents/carers at the end of the school year on pupils' learning and progress within PSHE.

**Assessment methods:**

- baseline or pre-assessment (essential for needs-led PSHE);
- needs assessment is used to identify existing knowledge and skills of pupils;
- assessment is built into the PSHE programme to inform planning;
- pupil self-assessment is used where appropriate;
- assessment focuses on knowledge as well as skill development and attitudes;
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it;
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school;
- National Curriculum End of Key Stage Statements are used to assess progress in PSHE, as phrased in the Progression Map (appendix 3);
- pupil progress and achievement is reported to parents/carers;
- pupil achievement in PSHE is celebrated and shared.

**xi) Monitoring and evaluation****Monitoring activities:**

- effective PSHE leadership with a system of lesson observations and peer support;
- a system for regular review of the PSHE policy and programme;
- pupil and staff interviews/questionnaires;
- pupil/staff/parent surveys;
- scrutinising staff planning;
- samples of pupils' work.

**Evaluation activities:**

- teacher and pupil evaluation of lessons, units and the overall PSHE programme;
- teacher and pupil evaluation of resources;
- evidence from lesson observations;
- evaluation of contributions of external partners;
- feedback and evaluation by pupils;
- scrutiny of assessment records;
- sampling pupils' work and portfolios.

**11. Safeguarding and Child Protection**

Any issues that arise from PSHE lessons around safe guarding and Child Protection will be referred to the Families and Inclusion Leader or the designated Child Protection staff in school. This will be in line with the school's policy.

**12. Confidentiality in the context of PSHE lessons**

The nature of PSHE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in PSHE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the pupil's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

Techniques used in school to minimise the chance of pupils making a disclosure in class include:

- depersonalising discussion
- puppets
- using role play to 'act out' scenarios
- appropriate DVDs and TV extracts
- case studies with invented characters
- visits to/from outside agencies

### **13. Liaison with other schools**

The PSHE leader will attend PSHE network meeting and also liaise with other schools within the cluster.

### **14. Support**

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

### **15. Complaints**

Parents/carers who have complaints or concerns regarding the PSHE provision should contact the school and follow the school's complaints policy.

### **16. Liaison with local media**

Please contact the press and media office on: 0113 247 4713

### **17. Local support available to schools**

The Health and Wellbeing Service can offer support through training, bespoke lessons and in school advisory sessions.

#### **Training available:**

- **PSHE & Healthy Schools network meeting**
- **Grief & Bereavement in Schools – everybody's business**



- **Growing up in a Social Media World**
- **Leading and Managing PSHE**
- **PSHE & Assessment**
- **Creative Approaches to PSHE**
- **Oh Lila – Primary Risk & Resilience and Drug Education**
- **Rory – Primary Alcohol Education**
- **Delivering DAT with Confidence**
- **Smoke Free Homes**
- **KS1 Drug Education – Nothing#**
- **Training from SCARF – the scheme of work upon which the curriculum is based.**

Further information on the above training, as well as how to book, can be found at: [www.schoolwellbeing.co.uk](http://www.schoolwellbeing.co.uk) and [www.leedsforlearning.co.uk](http://www.leedsforlearning.co.uk)

#### **Bespoke primary PSHE lessons delivered in school:**

- Puberty & Conception
- Body Image
- Healthy Relationships
- Social Media

For further information on the above bespoke sessions, please contact Emma Newton at: [emma.newton@leeds.gov.uk](mailto:emma.newton@leeds.gov.uk)

#### **In school advisory sessions:**

Primary PSHE: Helen Smithies – [helen.smithies@leeds.gov.uk](mailto:helen.smithies@leeds.gov.uk)

Primary PSHE: Gill Mullens – [gillian.mullens@leeds.gov.uk](mailto:gillian.mullens@leeds.gov.uk)

### **18. Local and national websites**

#### **Local sources of support:**

[www.schoolwellbeing.co.uk](http://www.schoolwellbeing.co.uk)

[www.healthyschools.org.uk](http://www.healthyschools.org.uk)

<http://www.leeds.gov.uk/phrc/Pages/default.aspx>

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

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

<http://www.leedsletschange.co.uk/>

<https://www.mindmate.org.uk/>

#### **National sources of support:**

<https://www.pshe-association.org.uk/>

<http://www.nhs.uk/change4life/Pages/change-for-life.aspx>

<https://www.nspcc.org.uk/>

<https://www.childline.org.uk>

<https://www.womensaid.org.uk/>

<http://www.nat.org.uk/Publications/Teachers-resources.aspx>

<http://www.childbereavementuk.org/>

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

## **Appendix 1 – Interactive teaching methods**

### Agony aunt/uncle/problem pages

Small groups of three to four. Each group takes on the role of an agony aunt or uncle. The group is asked to respond to an imaginary problem or letter. Groups may wish to share their solutions.

### Buzz group

Small groups of three to four. Groups are asked to discuss a dilemma or situation for a short, specified time, and then return to the large group to discuss ideas.

### Carousel

Half the group forms a circle facing outwards. The other half forms another circle around them, facing inwards. Each person in the inner circle should face someone in the outer circle. Each pair can be asked to talk about an issue or dilemma. Partners can be changed with ease by one or another circle moving round one place.

### Circle time/Circle discussion

Structured discussion where all participants sit in a circle – representing an inclusive and safe environment within which to discuss an issue or idea. Uses strategies such as silent statements (change places if you think that...), stem sentences (what I'm looking forward to most about becoming an adult is...), optional rounds (thumbs up if you'd like to say something about...) and open forum discussion.

### Consequences

Each group considers the possible options and consequences of a situation. It is important to consider realistic consequences, both positive and negative.

### Continuum

An imaginary line is drawn down the room. Pupils are told that one end of the line represents one extreme viewpoint, and the other end represents the opposite view. Statements relating to a particular issue are read out, and pupils stand along the continuum according to what they think. Pupils may discuss their view with someone else nearby, and/or with someone who has a different view.

### Corridor of conscience/conscience alley

Class line up in two lines as 'corridor' through which individual walks down. Each pupil in the corridor shouts out suggestions/advice/feelings to the individual walking. Could be used to explore a moral dilemma, hot seat a book/film character etc.

### Data search

Pupils search through a selection of resources to find out information and answers to questions. Pupils could devise their own questions, or set questions for another group to answer.

### Debate - active

Pupils have to decide to agree or disagree with a statement and move to the corresponding part of the room. They then discuss their opinion with other people in their group and decide upon the three main reasons why they have chosen to take that side; these are then shared with the class. Everyone

is given an opportunity to change sides if convinced by the arguments of another group. Can be expanded into strongly agree, agree, disagree, strongly disagree. Consider use of online blogs, votes /& discussion forums.

#### Debate - formal

A motion is decided on for discussion. Two opposing views are then presented to the pupils with relevant information or supporting evidence. After a question-and-answer session and discussion, the group votes for or against the motion. Consider use of online blogs, votes /& discussion forums

#### Diamond 9

Small groups are given prepared cards (nine or more), each with a statement relating to an issue for discussion, e.g. 'The qualities of a good friend'. Each group arranges nine cards in the shape of a diamond to represent their views on the relative importance of each statement. Pupils can also be given the opportunity to suggest their own statements for cards.

#### Discussion

In pairs, small groups, larger groups. Consider use of online blogs, votes /& discussion forums Drama / Role play/simulations Can be facilitated by theatre in education groups.

#### Draw and write

Pupils are asked to draw and/or write in response to a specific question, (e.g. in the box draw yourself showing how your body will change when you reach puberty. Write about these changes.) Can be used as needs assessment before a unit of work and/or assessment afterwards see 'Health for life' Nelson

#### Thornes envoys

Various groups of pupils are formed, each with a different task or issue to discuss or research. After a given amount of time, a representative from each group goes to another group to relate the key points or findings to them.

#### Film /TV

For example, films or TV soaps with substance misuse storylines supported by follow-up discussion, hot-seating of characters.

#### Fishbowl

One group performs an activity while the others sit around them and observe. The audience may be asked to observe generally, or to look for specific things. They could have a checklist of things to look for.

#### Graffiti boards

Pupils are asked to write comments/opinions/facts onto a large piece of paper that can then be displayed. Alternatively, each person may be given a piece of card, which can then be part of a 'wall' to which they all contribute. Consider use of online blogs, votes /& discussion forums

#### Interactive ICT

Educational software can be used. Pupils can also be given use of video recorders/digital cameras/computers to prepare presentations on a given topic.

## Literature

Pupils' literature can be combined with techniques such as hot-seating of characters/ agony aunt letters.

## Matching

This activity requires cards to be made up which can then be matched together by the pupils. For example, cards with the names of body parts may be matched to body functions.

## Media analysis

For example, consider gender issues reported in newspapers, how different types of family groupings are portrayed in TV soaps. Consider use of range of video resources including those on [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

## Mind maps

Write an issue, topic or problem in the middle of a page. Branch out from the centre with the main themes and continue to branch out the ideas as far as possible.

## Peer education

Individuals of the same or similar ages act as educators or mentors, e.g. small groups could research different topics and then teach the other groups about their topic.

## Puppets

A distancing technique to use with younger pupils

## Question boxes / Ask-it baskets

Pupils write down questions, anonymously if preferred, and post them in a question box or ask-it basket. The teacher/nurse may choose to answer the questions in the next lesson/session having had time to consider appropriate responses. Consider use of online blogs, votes /& discussion forums

## Question display

What questions do we want to find the answers to? Display the questions and refer to them as the questions are answered. Pupils to decide: How can we find out the information? How can we display the results? Consider use of online blogs, surveys, votes /& discussion forums.

## Questionnaires / Quizzes

Can be done individually, in pairs or small groups. Can be teacher/nurse led or researched and written by pupils for peers. Consider use of online blogs, surveys, votes /& discussion forums.

## Role play

Pupils take on the role of another person and act out a scenario. The audience can rewind the action, fast-forward, freeze-frame and explore different consequences and decisions. They can also 'spotlight' certain characters and question them in role.

### Rounds

Everyone is given the opportunity to express a view or opinion about a particular situation. This works well at the beginning or end of sessions.

### Sides

Similar to the Continuum, except there is no middle ground.

### Snowballing

Everyone works alone for a few minutes, listing ideas related to a task. They then form pairs and share views. The pairs then double up and share their ideas.

### Syndicates

A type of role play where pupils formed into groups to represent a view, opinion or organisation. The group has to enter negotiations with another group representing a different view.

### Tour

Groups of pupils prepare visual material in the form of posters to display on the wall. They then tour the displays and discuss the materials.

### Triad

A pupil engages in an activity with another individual while a third observes, maybe writes notes, and gives feedback. Roles can then be changed.

### Word storm / Thought shower

Individuals offer spontaneous suggestions regarding any issue. This is a short, quick activity where suggestions are recorded, but not discussed or challenged. Recorded material can be used later.

*(From PSHE CPD Leads Handbook, March 2009)*



# PHSE Curriculum Progression Map

Tailored to St Oswald's C of E Primary School using SCARF



DfE topics and related codes:

Relationships Education	Code	Health Education	Code
Families and people who care for me	FPC	Mental wellbeing	MW
Caring friendships	CF	Internet safety and harms	ISH
Respectful relationships	RR	Physical health and fitness	PHF
Online relationships	OR	Healthy eating	HE
Being safe	BS	Drugs, alcohol and tobacco	DAT
		Health and prevention	HP
		Basic first aid	BFA
		Changing adolescent body	CAB
KEY			
To teach within PHSE			
To teach within other curriculum area			
Part of our preventative curriculum.			



Families and people who care for me (FPC)	<ol style="list-style-type: none"> <li>1. that families are important for children growing up because they can give love, security and stability.</li> <li>2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ol>
Caring friendships (CF)	<ol style="list-style-type: none"> <li>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ol>
Respectful relationships (RR)	<ol style="list-style-type: none"> <li>1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>2. practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>3. the conventions of courtesy and manners.</li> <li>4. the importance of self-respect and how this links to their own happiness.</li> <li>5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>8. the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ol>
Online relationships (OR)	<ol style="list-style-type: none"> <li>1. that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>5. how information and data is shared and used online.</li> </ol>
Being safe (BS)	<ol style="list-style-type: none"> <li>1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ol>

	<ol style="list-style-type: none"> <li>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.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ol>
Mental wellbeing (MW)	<ol style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ol>
Internet safety and harms (ISH)	<ol style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>where and how to report concerns and get support with issues online.</li> </ol>
Physical health and fitness (PHF)	<ol style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ol>
Healthy eating (HE)	<ol style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ol>

	<ol style="list-style-type: none"> <li>the principles of planning and preparing a range of healthy meals.</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ol>
Drugs, alcohol and tobacco (DAT)	<ol style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ol>
Health and prevention (HP)	<ol style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ol>
Basic first aid (BFA)	<ol style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ol>
Changing adolescent body (CAB)	<ol style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ol>

Reception		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
		<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Talk about similarities and differences;</li> <li>• Name special people in their lives;</li> <li>• Describe different feelings;</li> <li>• Identify who can help if they are sad, worried or scared;</li> <li>• Identify ways to help others or themselves if they are sad or worried.</li> </ul>
FPC1, FPC3, RR1, RR4, RR5, CF1	All about me	<ul style="list-style-type: none"> <li>• Talk about their own interests;</li> <li>• Talk about their families;</li> <li>• Talk about how they are the same or different to others.</li> </ul>
FPC1, FPC3, RR1, RR3,RR4	What makes me special	<ul style="list-style-type: none"> <li>• Share their favourite interests and objects;</li> <li>• Talk about themselves positively;</li> <li>• Listen to what others say and respond.</li> </ul>
FPC1, FPC2, FPC3, CF1, RR1	Me and my special people	<ul style="list-style-type: none"> <li>• Talk about the important people in their lives;</li> <li>• Understand that we have different special people;</li> <li>• Name key people outside of families that care for them.</li> </ul>
FPC1, FPC2, FPC4, FPC6, CF1, CF2, CF3, CF5, BS5, BS8, MW9	Who can help me?	<ul style="list-style-type: none"> <li>• Talk about when they might feel unsafe or unhappy;</li> <li>• Name the people who will help them;</li> <li>• Notice when a friend is in need at school and help them.</li> </ul>

Reception		
FPC2, FPC6, MW2, MW3, MW6, MW7, MW9, CF5	My feelings	<ul style="list-style-type: none"> <li>Describe different emotions;</li> <li>Explore how we feel at certain times or events;</li> <li>Identify ways to change feelings and calm down.</li> </ul>
MW2, MW3, MW6, MW7, MW9, CF2, CF5, FPC6	My feelings (2)	<ul style="list-style-type: none"> <li>Identify events that can make a person feel sad;</li> <li>Suggest ways in which they can help a friend who is sad;</li> <li>Choose ways to help themselves when they feel sad.</li> </ul>
	Valuing Difference	
		<p><b>Overarching learning intentions across this unit</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Be sensitive towards others and celebrate what makes each person unique;</li> <li>Recognise that we can have things in common with others;</li> <li>Use speaking and listening skills to learn about the lives of their peers;</li> <li>Know the importance of showing care and kindness towards others;</li> <li>Demonstrate skills in building friendships and cooperation.</li> </ul>
RR1, RR4	I'm special, you're special	<ul style="list-style-type: none"> <li>Describe their own positive attributes;</li> <li>Share their likes and dislikes;</li> <li>Listen to and respect the ideas of others.</li> </ul>
CF1, CF2, CF3, RR1, RR4, RR5, BS6, MW3	Same and different	<ul style="list-style-type: none"> <li>Recognise the similarities and differences amongst their peers;</li> <li>Discuss why differences should be celebrated;</li> <li>Retell a story.</li> </ul>
FPC1, FPC2, FPC3, FPC4, RR1	Same and different families – families extra lessons	<ul style="list-style-type: none"> <li>Talk about their family, customs and traditions;</li> <li>Listen to others talk about their experiences;</li> <li>Compare their own experiences with those of others.</li> </ul>
RR1, RR3	Same and different homes	<ul style="list-style-type: none"> <li>Recognise the similarities and differences between their home and those of others;</li> </ul>

Reception		
		<ul style="list-style-type: none"> <li>• Talk about what makes their home feel special and safe;</li> <li>• Be sensitive towards others.</li> </ul>
CF2, CF3, RR2, RR3	Kind and caring (1)	<ul style="list-style-type: none"> <li>• Suggest ways in which we can be kind towards others;</li> <li>• Demonstrate skills in cooperation with others.</li> </ul>
CF1, CF2, CF3, RR1, RR2, RR3	Kind and caring (2)	<ul style="list-style-type: none"> <li>• Show friendly behaviour towards a peer;</li> <li>• Build relationships with others.</li> </ul>
	Keeping Safe	
		<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Talk about how to keep their bodies healthy and safe;</li> <li>• Name ways to stay safe around medicines;</li> <li>• Know how to stay safe in their home, classroom and outside;</li> <li>• Know age-appropriate ways to stay safe online;</li> <li>• Name adults in their lives and those in their community who keep them safe.</li> </ul>
MW3, HP4, HP5, BS5	What's safe to go onto my body (ref child on child abuse.)	<ul style="list-style-type: none"> <li>• Name things that keep their bodies safe;</li> <li>• Name things that keep their bodies clean and protected;</li> <li>• Think about how to recognise things that might not be safe.</li> </ul>
HE3, HP3, PHF4, DAT1	Keeping myself safe - what's safe to go into my body (including medicines)	<ul style="list-style-type: none"> <li>• Make safe decisions about items they don't recognise;</li> <li>• Talk about what our bodies need to stay well;</li> <li>• Name the safe ways to store medicine and who can give it to children (adults).</li> </ul>
FPC1, BS5	Safe indoors and outdoors	<ul style="list-style-type: none"> <li>• Name some hazards and ways to stay safe inside;</li> <li>• Name some hazards and ways to stay safe outside;</li> <li>• Show how to care for the safety of others.</li> </ul>

Reception		
BS3, BS5, BS6, BS7 RR8	Listening to my feelings (1)	<ul style="list-style-type: none"> <li>Name the adults who they can ask for help from, and will keep them safe;</li> <li>Recognise the feelings they have when they are unsafe;</li> <li>Talk about keeping themselves safe, safe touches and consent.</li> </ul>
OR3, BS2, BS5, BS6	Keeping safe online	<ul style="list-style-type: none"> <li>Share ideas about activities that are safe to do on electronic devices;</li> <li>What to do and who to talk to if they feel unsafe online.</li> </ul>
FPC2, FPC6, BS4, BS5, BS6, BS8	People who help to keep me safe	<ul style="list-style-type: none"> <li>Name the people in their lives who help to keep them safe;</li> <li>Name people in their community who help to keep them safe;</li> <li>Talk about ways to keep themselves safe in their environment.</li> </ul>
	Rights and Respect	
		<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Understand that they can make a difference;</li> <li>Identify how they can care for their home, school and special people;</li> <li>Talk about how they can make an impact on the natural world;</li> <li>Talk about similarities and differences between themselves;</li> <li>Demonstrate building relationships with friends.</li> </ul>
FPC1, FPC2, FPC3, FPC4	Looking after my special people	<ul style="list-style-type: none"> <li>Name the special people in their lives;</li> <li>Understand that our special people can be different to those of others.</li> </ul>
CF1, CF2, CF3, RR1, RR8, BS6	Looking after my friends	<ul style="list-style-type: none"> <li>Talk about why friends are important and how they help us;</li> <li>Identify ways to care for a friend in need;</li> <li>Identify ways to help others in their community.</li> </ul>
RR2, RR3	Being helpful at home and caring for our classroom	<ul style="list-style-type: none"> <li>Identify ways in which they help at home;</li> <li>Recognise the importance of taking care of a shared environment;</li> <li>Name ways in which they can look after their learning environment.</li> </ul>

Reception		
FPC1, RR3	Caring for our world	<ul style="list-style-type: none"> <li>Think about what makes the world special and beautiful;</li> <li>Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less;</li> <li>Talk about what can happen to living things if the world is not cared for.</li> </ul>
	Looking after money (1): recognising, spending, using	<ul style="list-style-type: none"> <li>Recognise coins and other items relating to money;</li> <li>Identify the uses of money.</li> </ul>
	Looking after money (2): saving money and keeping it safe	<ul style="list-style-type: none"> <li>Talk about why it's important to keep money safe;</li> <li>Identify ways to save money;</li> <li>Talk about why we save money.</li> </ul>
	Being My Best	
		<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Feel resilient and confident in their learning;</li> <li>Name and discuss different types of feelings and emotions;</li> <li>Learn and use strategies or skills in approaching challenges;</li> <li>Understand that they can make healthy choices;</li> <li>Name and recognise how healthy choices can keep us well.</li> </ul>
MW2, MW3, CF2, RR2	Bouncing back when things go wrong	<ul style="list-style-type: none"> <li>Share an experience where they haven't achieved their goal;</li> <li>Develop their confidence and resilience towards having a growth mindset;</li> <li>Name a strategy to overcome a hurdle.</li> </ul>
MW2, MW3, CF2	Yes, I can!	<ul style="list-style-type: none"> <li>Share an experience where they haven't achieved their goal.</li> <li>Develop their confidence and resilience towards having a growth mindset.</li> <li>Name a strategy to overcome a hurdle.</li> </ul>
HE1, HE2	Healthy eating (1)	<ul style="list-style-type: none"> <li>Name and choose healthy foods and drink;</li> <li>Understand there are some foods that are a "just sometimes" food or drink (eating in moderation);</li> </ul>



Reception		
		<ul style="list-style-type: none"> <li>Explain the jobs of different food groups.</li> </ul>
HE1	Healthy eating (2)	<ul style="list-style-type: none"> <li>Name and choose healthy foods and drink;</li> <li>Understand there are some foods that are a “just sometimes” food or drink (eating in moderation);</li> <li>Explain the jobs of different food groups.</li> </ul>
PHF2, HE1, HP3, HP4, HP5	Move your body	<ul style="list-style-type: none"> <li>Describe the changes in their body during exercise and what is happening to their body;</li> <li>Explain how exercise can help us stay well - physically and mentally;</li> <li>Name some ways to keep their body fit and well.</li> </ul>
HP3, HP4, HP5	A good night’s sleep	<ul style="list-style-type: none"> <li>Understand why our body needs sleep;</li> <li>Talk about their own bedtime routine;</li> <li>Suggest ways to have a calm evening and bedtime routine.</li> </ul>
	Growing and Changing	
		<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Understand that there are changes in nature and humans;</li> <li>Name the different stages in childhood and growing up;</li> <li>Understand that babies are made by a man and a woman;</li> <li>Use the correct vocabulary when naming the different parts of the body;</li> <li>Know how to keep themselves safe.</li> </ul>
CAB1	Seasons	<ul style="list-style-type: none"> <li>Name the different seasons and describe their differences;</li> <li>Explain the changes that occur as seasons change;</li> <li>Talk about how they have grown in resilience.</li> </ul>
CAB1	Life stages - plants, animals, humans	<ul style="list-style-type: none"> <li>To understand that animals and humans change in appearance over time;</li> <li>Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals);</li> <li>Make observations and ask questions about living things.</li> </ul>

Reception		
	Do in other area of the curriculum	
FPC2, FPC3, FPC4, FPC5, CAB1, BS3		<ul style="list-style-type: none"> <li>Retell a story and respond to questions about it.</li> <li>Use the language and describe the different life stages of: baby, child, teenager, adult, older age.</li> <li>Talk about their own experience of growing up.</li> </ul>
FPC1, FPC3, FPC4, RR1, CAB1	Where do babies come from?	<ul style="list-style-type: none"> <li>Explain that a baby is made by a woman and a man, and grows inside a mother's tummy.</li> <li>Understand that every family is different.</li> <li>Talk about similarities and differences between themselves and others.</li> </ul>
FPC1, FPC3, FPC4, RR1, CAB1, HE1, HE3, HP3	Getting bigger	<ul style="list-style-type: none"> <li>Talk about how they have changed as they have grown.</li> <li>Explain the differences between babies, children, and adults.</li> <li>Understand that we are all unique.</li> </ul>
BS2, BS3, BS7, RR7, RR8	Me and my body - girls and boys (ref child on child abuse)	<ul style="list-style-type: none"> <li>Name parts of the body (including reproductive parts) using the correct vocabulary.</li> <li>Explain which parts of their body are kept private and safe and why.</li> <li>Tell or ask an appropriate adult for help if they feel unsafe.</li> </ul>

YEAR 1		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2, RR3	Why we have classroom rules – first week back activities	<ul style="list-style-type: none"> <li>Understand that classroom rules help everyone to learn and be safe;</li> <li>Explain their classroom rules and be able to contribute to making these.</li> </ul>
RR1, CF2, CF4, CF5	How are you listening?	<ul style="list-style-type: none"> <li>Demonstrate attentive listening skills;</li> <li>Suggest simple strategies for resolving conflict situations;</li> <li>Give and receive positive feedback, and experience how this makes them feel.</li> </ul>
BS5, MW2, MW3, MW4, MW7	Thinking about feelings	<ul style="list-style-type: none"> <li>Recognise how others might be feeling by reading body language/facial expressions;</li> <li>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).</li> </ul>
BS5, MW1, MW2, MW3, MW4, MW7	Our feelings	<ul style="list-style-type: none"> <li>Identify a range of feelings;</li> <li>Identify how feelings might make us behave;</li> <li>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> </ul>
MW2, MW3, MW6, MW7	Feelings and bodies	<ul style="list-style-type: none"> <li>Recognise that people's bodies and feelings can be hurt;</li> <li>Suggest ways of dealing with different kinds of hurt.</li> </ul>
CF1, CF2, CF3	Good friends	<ul style="list-style-type: none"> <li>Identify simple qualities of friendship;</li> <li>Suggest simple strategies for making up.</li> </ul>
	Valuing Difference	

YEAR 1		
FPC3, FPC4, RR1, RR2	Same or different?	<ul style="list-style-type: none"> <li>Identify the differences and similarities between people;</li> <li>Empathise with those who are different from them;</li> <li>Begin to appreciate the positive aspects of these differences.</li> </ul>
CF2, CF3, CF4, RR5, RR6, MW8	Unkind, tease or bully? (ref child on child)	<ul style="list-style-type: none"> <li>Explain the difference between unkindness, teasing and bullying;</li> <li>Understand that bullying is usually quite rare.</li> </ul>
RR3, RR5, BS1	Harold's school rules	<ul style="list-style-type: none"> <li>Explain some of their school rules and how those rules help to keep everybody safe.</li> </ul>
CF2, CF3, CF4, RR2, RR3	It's not fair!	<ul style="list-style-type: none"> <li>Recognise and explain what is fair and unfair, kind and unkind;</li> <li>Suggest ways they can show kindness to others.</li> </ul>
FPC1, FPC2, FPC3, FPC4, MW6	Who are our special people?	<ul style="list-style-type: none"> <li>Identify some of the people who are special to them;</li> <li>Recognise and name some of the qualities that make a person special to them.</li> </ul>
FPC3, FPC4	Our special people balloons	<ul style="list-style-type: none"> <li>Recognise that they belong to various groups and communities such as their family;</li> <li>Explain how these people help us and we can also help them to help us.</li> </ul>
	Keeping Safe	
HP3	Super sleep	<ul style="list-style-type: none"> <li>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>Identify simple bedtime routines that promote healthy sleep.</li> </ul>
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help? (1)	<ul style="list-style-type: none"> <li>Recognise emotions and physical feelings associated with feeling unsafe;</li> <li>Identify people who can help them when they feel unsafe.</li> </ul>
FPC6, RR8, BS1, BS2, BS5, BS7, BS8	Good or bad touches? (ref child on child abuse)	<ul style="list-style-type: none"> <li>Understand and learn the PANTS rules;</li> <li>Name and know which parts should be private;</li> <li>Explain the difference between appropriate and inappropriate touch;</li> <li>Understand that they have the right to say "no" to unwanted touch;</li> <li>Start thinking about who they trust and who they can ask for help.</li> </ul>

YEAR 1		
RR8, OR1, OR2, OR3, OR4, OR5, BS1, BS2, BS6, ISH1, ISH3, ISH5, ISH7	Sharing pictures (ref child on child abuse)	<ul style="list-style-type: none"> <li>Start thinking about how to stay safe online, including safety around sharing images;</li> <li>Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.</li> </ul>
DAT1	What could Harold do?	<ul style="list-style-type: none"> <li>Understand that medicines can sometimes make people feel better when they're ill;</li> <li>Explain simple issues of safety about medicines and their use.</li> </ul>
MW2	Harold loses Geoffrey – families additional lessons week	<ul style="list-style-type: none"> <li>Recognise the range of feelings that are associated with loss.</li> </ul>
	Rights and Respect	
CF2, CF4, RR2, RR3, RR5	Harold has a bad day	<ul style="list-style-type: none"> <li>Recognise how a person's behaviour (including their own) can affect other people.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Around and about the school	<ul style="list-style-type: none"> <li>Identify what they like about the school environment;</li> <li>Recognise who cares for and looks after the school environment.</li> </ul>
RR5	Taking care of something	<ul style="list-style-type: none"> <li>Demonstrate responsibility in looking after something (e.g. a class pet or plant);</li> <li>Explain the importance of looking after things that belong to themselves or to others.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's money	<ul style="list-style-type: none"> <li>Explain where people get money from;</li> <li>List some of the things that money may be spent on in a family home.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	How should we look after our money?	<ul style="list-style-type: none"> <li>Recognise that different notes and coins have different monetary value;</li> <li>Explain the importance of keeping money safe;</li> <li>Identify safe places to keep money;</li> </ul>

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		<ul style="list-style-type: none"> <li>Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</li> </ul>
BFA1, BFA2	Basic first aid – summer 2 first aid day	<ul style="list-style-type: none"> <li>See link to external resources for further information.</li> </ul>
	Being My Best	
HE1, HE2, HE3	I can eat a rainbow – include in DT and Science	<ul style="list-style-type: none"> <li>Recognise the importance of fruit and vegetables in their daily diet;</li> <li>Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</li> </ul>
HE1, HE2, HE3	Eat well	<ul style="list-style-type: none"> <li>Recognise that they may have different tastes in food to others;</li> <li>Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;</li> <li>Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</li> </ul>
HP4, HP5	Harold's was up and brush up	<ul style="list-style-type: none"> <li>Recognise the importance of regular hygiene routines;</li> <li>Sequence personal hygiene routines into a logical order.</li> </ul>
HP5	Catch it! Bin it! Kill it!	<ul style="list-style-type: none"> <li>Understand how diseases can spread;</li> <li>Recognise and use simple strategies for preventing the spread of diseases.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold learns to ride his bike	<ul style="list-style-type: none"> <li>Recognise that learning a new skill requires practice and the opportunity to fail, safely;</li> <li>Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</li> </ul>
CF2, CF5, RR1, RR3, RR5	Pass on the praise!	<ul style="list-style-type: none"> <li>Demonstrate attentive listening skills;</li> <li>Suggest simple strategies for resolving conflict situations;</li> <li>Give and receive positive feedback, and experience how this makes them feel.</li> </ul>
PHF4	Inside my wonderful body! (OPTIONAL)	<ul style="list-style-type: none"> <li>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</li> </ul>

YEAR 1		
		<ul style="list-style-type: none"> <li>Understand and explain the simple bodily processes associated with them.</li> </ul>
	Growing and Changing	
PHF1, PHF3, HP3, HP4	Healthy me	<ul style="list-style-type: none"> <li>Understand that the body gets energy from food, water and air (oxygen);</li> <li>Recognise that exercise and sleep are important parts of a healthy lifestyle.</li> </ul>
FPC2, CAB1	Taking care of a baby – taught within science	<ul style="list-style-type: none"> <li>Identify things they could do as a baby, a toddler and can do now;</li> <li>Identify the people who help/helped them at those different stages.</li> </ul>
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help? (ref child on child abuse)	<ul style="list-style-type: none"> <li>Explain the difference between teasing and bullying;</li> <li>Give examples of what they can do if they experience or witness bullying;</li> <li>Say who they could get help from in a bullying situation.</li> </ul>
FPC6, CF4, RR8, BS1, BS2, BS4, BS5, BS6, BS7, BS8	Suprises and secrets	<ul style="list-style-type: none"> <li>Explain the difference between a secret and a nice surprise;</li> <li>Identify situations as being secrets or surprises;</li> <li>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> </ul>
BS3, BS7	Keeping privates private (ref child on child abuse)	<ul style="list-style-type: none"> <li>Identify parts of the body that are private;</li> <li>Describe ways in which private parts can be kept private;</li> <li>Identify people they can talk to about their private parts.</li> </ul>

YEAR 2		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2	Our ideal classroom (1) – do in first week back activities	<ul style="list-style-type: none"> <li>Suggest actions that will contribute positively to the life of the classroom;</li> <li>Make and undertake pledges based on those actions.</li> </ul>
RR3	Our ideal classroom (2) (OPTIONAL)	<ul style="list-style-type: none"> <li>The conventions of courtesy and manners.</li> </ul>
MW2, MW3	How are you feeling today?	<ul style="list-style-type: none"> <li>Use a range of words to describe feelings;</li> <li>Recognise that people have different ways of expressing their feelings;</li> <li>Identify helpful ways of responding to other's feelings.</li> </ul>
MW2, MW9	Let's all be happy	<ul style="list-style-type: none"> <li>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul>
CF1, CF2, CF3	Being a good friend	<ul style="list-style-type: none"> <li>Recognise that friendship is a special kind of relationship;</li> <li>Identify some of the ways that good friends care for each other.</li> </ul>
RR5, RR6	Types of bullying (ref child on child)	<ul style="list-style-type: none"> <li>Explain the difference between bullying and isolated unkind behaviour;</li> <li>Recognise that there are different types of bullying and unkind behaviour;</li> <li>Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> </ul>
RR5, RR6	Don't do that! (ref child on child)	<ul style="list-style-type: none"> <li>Understand and describe strategies for dealing with bullying;</li> <li>Rehearse and demonstrate some of these strategies.</li> </ul>



YEAR 2		
RR5, RR6	Bullying or teasing? (OPTIONAL) (ref child on child)	<ul style="list-style-type: none"> <li>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</li> <li>Identify situations as to whether they are incidents of teasing or bullying.</li> </ul>
	Valuing difference	
RR1, RR2	What makes us who we are?	<ul style="list-style-type: none"> <li>Identify some of the physical and non-physical differences and similarities between people;</li> <li>Know and use words and phrases that show respect for other people.</li> </ul>
FPC1, FPC2, FPC3, FPC4	My special people	<ul style="list-style-type: none"> <li>Identify people who are special to them;</li> <li>Explain some of the ways those people are special to them.</li> </ul>
RR2, MW3	How do we make others feel?	<ul style="list-style-type: none"> <li>Recognise and explain how a person's behaviour can affect other people.</li> </ul>
CF3, MW7	When someone is feeling left out	<ul style="list-style-type: none"> <li>Explain how it feels to be part of a group;</li> <li>Explain how it feels to be left out from a group;</li> <li>Identify groups they are part of;</li> <li>Suggest and use strategies for helping someone who is feeling left out.</li> </ul>
CF3, RR2, RR3, MW3	An act of kindness	<ul style="list-style-type: none"> <li>Recognise and describe acts of kindness and unkindness;</li> <li>Explain how these impact on other people's feelings;</li> <li>Suggest kind words and actions they can show to others;</li> <li>Show acts of kindness to others in school.</li> </ul>
CF4, CF5	Solve the problem	<ul style="list-style-type: none"> <li>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul>
	Keeping Safe	

YEAR 2		
MW3, MW5, DAT1	Harold's picnic	<ul style="list-style-type: none"> <li>Understand that medicines can sometimes make people feel better when they're ill;</li> <li>Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>Explain simple issues of safety about medicines and their use.</li> </ul>
BS1, BS3, BS5	How safe would you feel?	<ul style="list-style-type: none"> <li>Identify situations in which they would feel safe or unsafe;</li> <li>Suggest actions for dealing with unsafe situations including who they could ask for help.</li> </ul>
BS1, BS3, BS4	What should Harold say?	<ul style="list-style-type: none"> <li>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.</li> </ul>
BS3, BS4, MW2, RR8	I don't like that!	<ul style="list-style-type: none"> <li>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>Identify the types of touch they like and do not like;</li> <li>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul>
BS1, BS3, BS5	Fun or not? (ref child on child abuse)	<ul style="list-style-type: none"> <li>Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>Know that they can ask someone to stop touching them;</li> <li>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul>
BS1, BS2, BS3, BS5	Should I tell? (ref child on child abuse)	<ul style="list-style-type: none"> <li>Identify safe secrets (including surprises) and unsafe secrets;</li> <li>Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> </ul>
	Rights and respect	
CF5, RR3, RR5, RR6	Getting on with others	<ul style="list-style-type: none"> <li>Describe and record strategies for getting on with others in the classroom.</li> </ul>
MW3, MW4	When I feel like erupting	<ul style="list-style-type: none"> <li>Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> </ul>

YEAR 2		
BS6, BS7, BS8	Feeling safe	<ul style="list-style-type: none"> <li>Identify special people in the school and community who can keep them safe;</li> <li>Know how to ask for help.</li> </ul>
OR1, OR2, OR3, OR4, OR5, BS1, BS2, BS6, ISH1, ISH2, ISH3, ISH5, ISH7	Playing games (ref child on child abuse)	<ul style="list-style-type: none"> <li>Know the importance of keeping personal information private, when online and only talking to people they know in real life;</li> <li>Know that they can tell an adult they trust if anything happens that makes them worried.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold saves for something special	<ul style="list-style-type: none"> <li>Understand that people have choices about what they do with their money;</li> <li>Know that money can be saved for a use at a future time;</li> <li>Explain how they might feel when they spend money on different things.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold goes camping (OPTIONAL)	<ul style="list-style-type: none"> <li>Recognise that money can be spent on items which are essential or non-essential;</li> <li>Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	How can we look after our environment? – WORLD WEEK	<ul style="list-style-type: none"> <li>Identify what they like about the school environment;</li> <li>Identify any problems with the school environment (e.g. things needing repair);</li> <li>Make suggestions for improving the school environment;</li> <li>Recognise that they all have a responsibility for helping to look after the school environment.</li> </ul>
	Being My Best	
Wider PSHE curriculum (not covered by DfE statutory requirements)	You can do it! – within Reflect Ed	<ul style="list-style-type: none"> <li>Explain the stages of the learning line showing an understanding of the learning process;</li> <li>Suggest phrases and words of encouragement to give someone who is learning something new;</li> <li>Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> </ul>
MW3, PHF2, HE1	My day	<ul style="list-style-type: none"> <li>Understand and give examples of things they can choose themselves and things that others choose for them;</li> </ul>

YEAR 2		
		<ul style="list-style-type: none"> <li>● Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>● Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> </ul>
HP5, HP6	Harold's postcard - helping us to keep clean and healthy	<ul style="list-style-type: none"> <li>● Explain how germs can be spread;</li> <li>● Describe simple hygiene routines such as hand washing;</li> <li>● Understand that vaccinations can help to prevent certain illnesses.</li> </ul>
HP4	Harold's bathroom	<ul style="list-style-type: none"> <li>● Explain the importance of good dental hygiene;</li> <li>● Describe simple dental hygiene routines.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	What does my body do? – HEALTH WEEK	<ul style="list-style-type: none"> <li>● Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>● Describe how food, water and air get into the body and blood.</li> </ul>
PHF1, HE1, HP3	My body needs... (OPTIONAL)	<ul style="list-style-type: none"> <li>● Understand that the body gets energy from food, water and oxygen;</li> <li>● Recognise that exercise and sleep are important to health.</li> </ul>
BFA1, BFA2	Basic first aid – first aid and safety	<ul style="list-style-type: none"> <li>● See link to external resources for further information.</li> </ul>
	Growing and Changing	
CF3	A helping hand	<ul style="list-style-type: none"> <li>● Demonstrate simple ways of giving positive feedback to others.</li> </ul>
MW2	Sam moves house – families lessons	<ul style="list-style-type: none"> <li>● Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> </ul>
CAB1	Haven't you grown?	<ul style="list-style-type: none"> <li>● Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>● Understand and describe some of the things that people are capable of at these different stages.</li> </ul>

YEAR 2		
BS2, CAB1	My body, your body (ref child on child abuse)	<ul style="list-style-type: none"> <li>Identify which parts of our body are private;</li> <li>Explain that our genitals help us make babies when we are older;</li> <li>Understand that we mostly have the same body parts but how they look is different from person to person.</li> </ul>
BS2	Respecting privacy	<ul style="list-style-type: none"> <li>Explain what privacy means;</li> <li>Know that you are not allowed to touch someone's private belongings without their permission;</li> <li>Give examples of different types of private information.</li> </ul>
BS1, BS2, BS3, BS4, MW2	Some secrets should never be kept (ref child on child abuse)	<ul style="list-style-type: none"> <li>Identify how inappropriate touch can make someone feel;</li> <li>Understand that there are unsafe secrets and secrets that are nice surprises;</li> <li>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.</li> </ul>

YEAR 3		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
ISH4	As a rule	<ul style="list-style-type: none"> <li>Explain why we have rules;</li> <li>Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>Suggest appropriate rules for a range of settings;</li> <li>Consider the possible consequences of breaking the rules.</li> </ul>

YEAR 3		
FPC2, CF1, CF2	Looking after our special people	<ul style="list-style-type: none"> <li>Identify people who they have a special relationship with;</li> <li>Suggest strategies for maintaining a positive relationship with their special people.</li> </ul>
CF3, CF4, RR1	How can we solve this problem?	<ul style="list-style-type: none"> <li>Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Tangram team challenge (OPTIONAL)	<ul style="list-style-type: none"> <li>Define and demonstrate cooperation and collaboration;</li> <li>Identify the different skills that people can bring to a group task;</li> <li>Demonstrate how working together in a collaborative manner can help everyone to achieve success.</li> </ul>
CF1, CF2, CF4, CF5, RR3	Friends are special	<ul style="list-style-type: none"> <li>Identify qualities of friendship;</li> <li>Suggest reasons why friends sometimes fall out;</li> <li>Rehearse and use, now or in the future, skills for making up again.</li> </ul>
RR1, RR2, RR3	'Thanks'	<ul style="list-style-type: none"> <li>Express opinions and listen to those of others;</li> <li>Consider others' points of view;</li> <li>Practice explaining the thinking behind their ideas and opinions.</li> </ul>
BS1	Dan's dare	<ul style="list-style-type: none"> <li>Explain what a dare is;</li> <li>Understand that no-one has the right to force them to do a dare;</li> <li>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> </ul>
MW2, MW3, MW4	My special pet (OPTIONAL) – FAMILIES LESSONS	<ul style="list-style-type: none"> <li>Explain some of the feelings someone might have when they lose something important to them;</li> <li>Understand that these feelings are normal and a way of dealing with the situation.</li> </ul>
	Valuing Difference	
RR1, RR3	Respect and challenge	<ul style="list-style-type: none"> <li>Reflect on listening skills;</li> <li>Give examples of respectful language;</li> </ul>

YEAR 3		
		<ul style="list-style-type: none"> <li>Give examples of how to challenge another's viewpoint, respectfully.</li> </ul>
FPC1, FPC2, FPC3, FPC4, FPC6, RR7	Family and friends – families focus lessons	<ul style="list-style-type: none"> <li>Recognise that there are many different types of family;</li> <li>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</li> </ul>
MW5	My community	<ul style="list-style-type: none"> <li>Define the term 'community';</li> <li>Identify the different communities that they belong to;</li> <li>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> </ul>
RR1, RR2	Our friends and neighbours – BRITISH VALUES WEEK	<ul style="list-style-type: none"> <li>Explain that people living in the UK have different origins;</li> <li>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> <li>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</li> </ul>
FPC3, RR1, RR2, RR6, OR2, MW8, ISH5	Let's celebrate our differences (ref child on child abuse)	<ul style="list-style-type: none"> <li>Recognise the factors that make people similar to and different from each other;</li> <li>Recognise that repeated name calling is a form of bullying;</li> <li>Suggest strategies for dealing with name calling (including talking to a trusted adult).</li> </ul>
RR1, RR2, RR3, RR5, RR6, RR7, OR2, MW8, ISH5	Zeb (ref child on child abuse.)	<ul style="list-style-type: none"> <li>Understand and explain some of the reasons why different people are bullied;</li> <li>Explore why people have prejudiced views and understand what this is.</li> </ul>
	Keeping safe	
BS1, BS4, BS5, BS6, BS7, BS8	Safe or unsafe?	<ul style="list-style-type: none"> <li>Identify situations which are safe or unsafe;</li> <li>Identify people who can help if a situation is unsafe;</li> <li>Suggest strategies for keeping safe.</li> </ul>
BS4	Danger or risk?	<ul style="list-style-type: none"> <li>Define the words danger and risk and explain the difference between the two;</li> <li>Demonstrate strategies for dealing with a risky situation.</li> </ul>

YEAR 3		
BS2, BS5	The Risk Robot	<ul style="list-style-type: none"> <li>Identify risk factors in given situations;</li> <li>Suggest ways of reducing or managing those risks.</li> </ul>
OR3, OR4, OR5, ISH1, ISH3, ISH6	Super Searcher	<ul style="list-style-type: none"> <li>Evaluate the validity of statements relating to online safety;</li> <li>Recognise potential risks associated with browsing online;</li> <li>Give examples of strategies for safe browsing online.</li> </ul>
HE3, DAT1	Help or harm? – HEALTH WEEK	<ul style="list-style-type: none"> <li>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> </ul>
HE3, DAT1	Alcohol and cigarettes: the facts – HEALTH WEEK	<ul style="list-style-type: none"> <li>Identify some key risks from and effects of cigarettes and alcohol;</li> <li>Know that most people choose not to smoke cigarettes; (Social Norms message)</li> <li>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> </ul>
OR5, BS1, BS6, ISH2, ISH6	Raisin Challenge (1) (OPTIONAL)	<ul style="list-style-type: none"> <li>Demonstrate strategies for assessing risks;</li> <li>Understand and explain decision-making skills;</li> <li>Understand where to get help from when making decisions.</li> </ul>
	Rights and Respect	
BS8	Helping each other to stay safe – in HEALTH WEEK	<ul style="list-style-type: none"> <li>Identify key people who are responsible for them to stay safe and healthy;</li> <li>Suggest ways they can help these people.</li> </ul>
OR4, ISH6	Recount task	<ul style="list-style-type: none"> <li>Understand the difference between 'fact' and 'opinion';</li> <li>Understand how an event can be perceived from different viewpoints;</li> <li>Plan, draft and publish a recount using the appropriate language.</li> </ul>
MW5	Our helpful volunteers	<ul style="list-style-type: none"> <li>Define what a volunteer is;</li> <li>Identify people who are volunteers in the school community;</li> <li>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory)	Can Harold afford it?	<ul style="list-style-type: none"> <li>Understand the terms 'income', 'saving' and 'spending';</li> <li>Recognise that there are times we can buy items we want and times when</li> </ul>



YEAR 3		
requirements)		<p>we need to save for them;</p> <ul style="list-style-type: none"> <li>• Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.);</li> <li>• Explain that people earn their income through their jobs;</li> <li>• Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Earning money	<ul style="list-style-type: none"> <li>• Explain that people earn their income through their jobs;</li> <li>• Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's environment project – WORLD WEEK	<ul style="list-style-type: none"> <li>• Define what is meant by the environment;</li> <li>• Evaluate and explain different methods of looking after the school environment;</li> <li>• Devise methods of promoting their priority method.</li> </ul>
	Let's have a tidy up (OPTIONAL)	
	Being My Best	
HE1, HE2, HE3	Derek cooks dinner! HEALTH WEEK	<ul style="list-style-type: none"> <li>• Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;</li> <li>• Explain what is meant by the term 'balanced diet';</li> <li>• Give examples what foods might make up a healthy balanced meal.</li> </ul>
HP5, HP6	Poorly Harold	<ul style="list-style-type: none"> <li>• Explain how some infectious illnesses are spread from one person to another;</li> <li>• Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li> <li>• Suggest medical and non-medical ways of treating an illness.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Body team work	<ul style="list-style-type: none"> <li>• Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain);</li> </ul>

YEAR 3		
requirements)		<ul style="list-style-type: none"> <li>Describe how food, water and air get into the body and blood.</li> </ul>
RR1, RR2, RR3	For or against?	<ul style="list-style-type: none"> <li>Develop skills in discussion and debating an issue;</li> <li>Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>Empathise with different viewpoints;</li> <li>Make recommendations, based on their research.</li> </ul>
OR1	I am fantastic!	<ul style="list-style-type: none"> <li>Identify their achievements and areas of development;</li> <li>Recognise that people may say kind things to help us feel good about ourselves;</li> <li>Explain why some groups of people are not represented as much on television/in the media.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Top talents	<ul style="list-style-type: none"> <li>Explain some of the different talents and skills that people have and how skills are developed;</li> <li>Recognise their own skills and those of other children in the class.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Getting on with your nerves! (OPTIONAL)	<ul style="list-style-type: none"> <li>Demonstrate how working together in a collaborative manner can help everyone to achieve success;</li> <li>Understand and explain how the brain sends and receives messages through the nerves.</li> </ul>
	Growing and Changing	
CF1, CF2, CF5, OR2	Relationship Tree (ref child on child abuse)	<ul style="list-style-type: none"> <li>Identify different types of relationships;</li> <li>Recognise who they have positive healthy relationships with.</li> </ul>
BS3, BS7	Body space	<ul style="list-style-type: none"> <li>Understand what is meant by the term body space (or personal space);</li> <li>Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>Rehearse strategies for when someone is inappropriately in their body space.</li> </ul>

YEAR 3		
OR1, OR2, OR3, OR4, OR5, BS1, BS4, BS5, MW3, MW4, ISH3, ISH5, ISH7, RR8	None of your business! (ref child on child abuse)	<ul style="list-style-type: none"> <li>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</li> <li>Recognise and describe appropriate behaviour online as well as offline;</li> <li>Identify what constitutes personal information and when it is not appropriate or safe to share this;</li> <li>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li> </ul>
BS2, RR8	Secret or surprise (ref child on child abuse)	<ul style="list-style-type: none"> <li>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>Recognise how different surprises and secrets might make them feel;</li> <li>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>
BS7, CAB1, CAB2	My changing body	<ul style="list-style-type: none"> <li>Recognise that babies come from the joining of an egg and sperm;</li> <li>Explain what happens when an egg doesn't meet a sperm;</li> <li>Understand that for girls, periods are a normal part of puberty.</li> </ul>
BFA1, BFA2	Basic first aid – summer 2 FIRST AID DAY	<ul style="list-style-type: none"> <li>See link to external resources for further information</li> </ul>

YEAR 4		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2	Human machines	<ul style="list-style-type: none"> <li>• Demonstrate strategies for working on a collaborative task;</li> <li>• Define successful qualities of teamwork and collaboration.</li> </ul>
CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, MW3, HE3	Ok or not ok? (1)	<ul style="list-style-type: none"> <li>• Explain what we mean by a 'positive, healthy relationship';</li> <li>• Describe some of the qualities that they admire in others.</li> </ul>
CF2, CF4, CF5, RR1, RR4, RR5, OR1, OR2, MW3, HE3	Ok or not ok? (2)	<ul style="list-style-type: none"> <li>• Recognise that there are times when they might need to say 'no' to a friend;</li> <li>• Describe appropriate assertive strategies for saying 'no' to a friend.</li> </ul>
CF2, CF3, MW3, MW6, MW7	An email from Harold!	<ul style="list-style-type: none"> <li>• Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>• Explain how different words can express the intensity of feelings.</li> </ul>
MW1, MW2, MW3, MW4	Different feelings	<ul style="list-style-type: none"> <li>• Identify a wide range of feelings;</li> <li>• Recognise that different people can have different feelings in the same situation;</li> <li>• Explain how feelings can be linked to physical state.</li> </ul>
MW3, MW4	When feelings change (OPTIONAL)	<ul style="list-style-type: none"> <li>• Demonstrate a range of feelings through their facial expressions and body language;</li> <li>• Recognise that their feelings might change towards someone or something once they have further information.</li> </ul>
RR1, RR6, MW8, ISH5	Under pressure (ref child on child abuse)	<ul style="list-style-type: none"> <li>• Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>• Understand and give examples of who or where pressure to behave in an</li> </ul>

YEAR 4		
		unhealthy, unacceptable or risky way might come from.
	Valuing difference	
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, OR2, OR4	Can you sort it?	<ul style="list-style-type: none"> <li>Define the terms 'negotiation' and 'compromise';</li> <li>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> </ul>
FPC3, CF4, CF5, RR1, RR2, RR3, RR5, RR6, BS1	What would I do?	<ul style="list-style-type: none"> <li>List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>Recognise potential consequences of aggressive behaviour;</li> <li>Suggest strategies for dealing with someone who is behaving aggressively.</li> </ul>
FPC3, CF3, RR1, RR2, RR5	The people we share our world with	<ul style="list-style-type: none"> <li>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li> <li>Define the word respect and demonstrate ways of showing respect to others' differences.</li> </ul>
RR7, OR5, ISH2, ISH5, ISH6	That is such a stereotype!	<ul style="list-style-type: none"> <li>Understand and identify stereotypes, including those promoted in the media.</li> </ul>
FPC1, FPC2, CF1, CF2, RR1	Friend or acquaintance? (include in lessons on families)	<ul style="list-style-type: none"> <li>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>Give examples of features of these different types of relationships, including how they influence what is shared.</li> </ul>
CF5, RR8, BS1, BS3, BS5, MW4	Islands	<ul style="list-style-type: none"> <li>Understand that they have the right to protect their personal body space;</li> <li>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> </ul>
	Keeping Safe	

YEAR 4		
OR4, BS4, BS5, ISH2, PHF3, HE1, HE3, DAT1, HP2	Danger, risk or hazard?	<ul style="list-style-type: none"> <li>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>Identify situations which are either dangerous, risky or hazardous;</li> <li>Suggest simple strategies for managing risk.</li> </ul>
CF5, RR4, RR6, OR2, BS1, BS6, MW4	How dare you!	<ul style="list-style-type: none"> <li>Define what is meant by the word 'dare';</li> <li>Identify from given scenarios which are dares and which are not;</li> <li>Suggest strategies for managing dares.</li> </ul>
CF3, CF5, RR4, RR6, OR3, DAT1	Keeping ourselves safe	<ul style="list-style-type: none"> <li>Describe stages of identifying and managing risk;</li> <li>Suggest people they can ask for help in managing risk.</li> </ul>
OR5, BS1, ISH2, ISH6	Raisin Challenge (2)	<ul style="list-style-type: none"> <li>Understand that we can be influenced both positively and negatively;</li> <li>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> </ul>
OR3, OR5, ISH3, ISH5	Picture Wise (ref peer on peer abuse)	<ul style="list-style-type: none"> <li>Identify images that are safe/unsafe to share online;</li> <li>Know and explain strategies for safe online sharing;</li> <li>Understand and explain the implications of sharing images online without consent.</li> </ul>
DAT1, HP5	Medicines: check the label – to be done in Health Week	<ul style="list-style-type: none"> <li>Understand that medicines are drugs;</li> <li>Explain safety issues for medicine use;</li> <li>Suggest alternatives to taking a medicine when unwell;</li> <li>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li> </ul>
HE3, DAT1	Know the norms (formerly Tell Mark II) (OPTIONAL – do be done in Health Week)	<ul style="list-style-type: none"> <li>Understand some of the key risks and effects of smoking and drinking alcohol;</li> <li>Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</li> </ul>
OR3, OR5, ISH3	Traffic lights (OPTIONAL)	<ul style="list-style-type: none"> <li>Identify strategies for keeping personal information safe online;</li> <li>Describe safe behaviours when using communication technology.</li> </ul>

YEAR 4		
	Taught in Computing	
	Rights and respect	
PHF4	Who helps us stay healthy and safe? (British Values Week – police)	<ul style="list-style-type: none"> <li>Explain how different people in the school and local community help them stay healthy and safe;</li> <li>Define what is meant by 'being responsible';</li> <li>Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>Suggest ways they can help the people who keep them healthy and safe.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	It's your right	<ul style="list-style-type: none"> <li>Understand that humans have rights and also need to respect the rights of other;</li> <li>Identify some rights and also need to respect the rights of others that come with these rights.</li> </ul>
RR3, RR5, OR2, OR3, BS2	How do we make a difference?	<ul style="list-style-type: none"> <li>Understand the reason we have rules;</li> <li>Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council);</li> <li>Recognise that everyone can make a difference within a democratic process.</li> </ul>
RR3, OR4, OR5, ISH2, ISH6, ISH7	In the news!	<ul style="list-style-type: none"> <li>Define the word influence;</li> <li>Recognise that reports in the media can influence the way they think about an topic;</li> <li>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> </ul>
RR5, RR6, BS7	Safety in numbers	<ul style="list-style-type: none"> <li>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> <li>Recognise that they can play a role in influencing outcomes of situations by their actions.</li> </ul>
Wider PSHE curriculum (not	Harold's expenses (OPTIONAL)	<ul style="list-style-type: none"> <li>Define the terms 'income' and 'expenditure';</li> <li>List some of the items and services of expenditure in the school and in the home;</li> </ul>

YEAR 4		
covered by DfE statutory requirements)		<ul style="list-style-type: none"> <li>● Prioritise items of expenditure in the home from most essential to least essential.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Why pay taxes? – British Values Week	<ul style="list-style-type: none"> <li>● Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</li> <li>● Understand how a payslip is laid out showing both pay and deductions;</li> <li>● Prioritise public services from most essential to least essential.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Logo quiz (OPTIONAL)	<ul style="list-style-type: none"> <li>● Understand some of the ways that various national and international environmental organisations work to help take care of the environment;</li> <li>● Understand and explain the value of this work.</li> </ul>
	Being My Best	
RR1, RR2, RR4	What makes me ME! (formerly Diversity World)	<ul style="list-style-type: none"> <li>● Identify ways in which everyone is unique;</li> <li>● Appreciate their own uniqueness;</li> <li>● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul>
CF2, RR1, OR4	Making choices	<ul style="list-style-type: none"> <li>● Give examples of choices they make for themselves and choices others make for them;</li> <li>● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul>
PHF1, PHF2, HE1, HE2, HE3, HP3, ISH2, ISH3	SCARF hotel (formerly Diversity World Hotel)  (HEALTH WEEK)	<ul style="list-style-type: none"> <li>● Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li> <li>● Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</li> </ul>



YEAR 4		
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's Seven Rs	<ul style="list-style-type: none"> <li>Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (1)	<ul style="list-style-type: none"> <li>Define what is meant by the word 'community';</li> <li>Suggest ways in which different people support the school community;</li> <li>Identify qualities and attributes of people who support the school community.</li> </ul>
BFA1, BFA2	Basic first aid  HEALTH WEEK Summer 2	<ul style="list-style-type: none"> <li>See link to external resources for further information</li> </ul>
	Growing and Changing	
MW2, MW3, MW9	Moving house (families focus lessons)	<ul style="list-style-type: none"> <li>Describe some of the changes that happen to people during their lives;</li> <li>Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>Suggest people who may be able to help them deal with change.</li> </ul>
FPC1, FPC2, FPC3, FPC4, CF5, RR2, MW3, MW4, CAB1	My feelings are all over the place!	<ul style="list-style-type: none"> <li>Name some positive and negative feelings;</li> <li>Suggest reasons why young people sometimes fall out with their parents;</li> <li>Take part in a role play practising how to compromise.</li> </ul>
BS7, CAB1	All change!	<ul style="list-style-type: none"> <li>Identify parts of the body that males and females have in common and those that are different;</li> <li>Know the correct terminology for their genitalia;</li> <li>Understand and explain why puberty happens.</li> </ul>
CAB1, CAB2	Preparing for changes at puberty (formerly Period positive)	<ul style="list-style-type: none"> <li>Recognise that babies come from the joining of an egg and sperm;</li> <li>Explain what happens when an egg doesn't meet a sperm;</li> <li>Understand that periods are a normal part of puberty for girls;</li> <li>Identify some of the ways they can cope better with periods.</li> </ul>

YEAR 4		
RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3	Secret or surprise? (REF child on child abuse)	<ul style="list-style-type: none"> <li>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>Recognise how different surprises and secrets might make them feel;</li> <li>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>
FPC3, FPC4, FPC5, CF1, CF2, CF4, CF5, RR1	Together (families focus lessons)	<ul style="list-style-type: none"> <li>Recognise that marriage includes same sex and opposite sex partners;</li> <li>Know the legal age for marriage in England or Scotland;</li> <li>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>

YEAR 5		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Collaboration Challenge!	<ul style="list-style-type: none"> <li>• Explain what collaboration means;</li> <li>• Give examples of how they have worked collaboratively;</li> <li>• Describe the attributes needed to work collaboratively.</li> </ul>
CF2, CF3	Give and take	<ul style="list-style-type: none"> <li>• Explain what is meant by the terms negotiation and compromise;</li> <li>• Describe strategies for resolving difficult issues or situations.</li> </ul>
OR2, OR3, MW8	Communication (OPTIONAL)	<ul style="list-style-type: none"> <li>• Understand that online communication can be misinterpreted;</li> <li>• Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li> </ul>
CF1, CF2, CF3, CF4, MW1, MW2, MW3	How good a friend are you?	<ul style="list-style-type: none"> <li>• Demonstrate how to respond to a wide range of feelings in others;</li> <li>• Give examples of some key qualities of friendship;</li> <li>• Reflect on their own friendship qualities.</li> </ul>
CF2, CF3, CF4, CF5, RR3, RR4, RR5	Relationship cake recipe (ref child on child abuse)	<ul style="list-style-type: none"> <li>• Identify what things make a relationship unhealthy;</li> <li>• Identify who they could talk to if they needed help.</li> </ul>
MW2, MW3, MW4, MW9, MW10	Our emotional needs	<ul style="list-style-type: none"> <li>• Recognise basic emotional needs, understand that they change according to circumstance;</li> <li>• Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> </ul>
CF2, CF3, CF5, RR1	Being assertive	<ul style="list-style-type: none"> <li>• Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>• Understand and rehearse assertiveness skills.</li> </ul>
	Valuing Difference	

YEAR 5		
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5	Qualities of friendship	<ul style="list-style-type: none"> <li>Define some key qualities of friendship;</li> <li>Describe ways of making a friendship last;</li> <li>Explain why friendships sometimes end.</li> </ul>
RR1, RR2, RR4, RR5	Kind conversations	<ul style="list-style-type: none"> <li>Rehearse active listening skills;</li> <li>Demonstrate respectfulness in responding to others;</li> <li>Respond appropriately to others.</li> </ul>
RR1, RR2, RR3, RR4, RR5, RR6, RR7	Happy being me	<ul style="list-style-type: none"> <li>Recognise some of the feelings associated with feeling excluded or 'left out';</li> <li>Give examples of ways in which people behave when they discriminate against others who are different from them;</li> <li>Understand the importance of respecting others, even when they are different from themselves.</li> </ul>
FPC3, CF3, RR1, RR2, RR4, RR5	The land of the Red People	<ul style="list-style-type: none"> <li>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>Describe the benefits of living in a diverse society;</li> <li>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul>
RR1, RR2, RR6, RR7, OR2, OR3, OR4, OR5, BS1, ISH2, ISH3, ISH5, ISH6	Is it true?	<ul style="list-style-type: none"> <li>Understand that the information we see online either text or images, is not always true or accurate;</li> <li>Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</li> <li>Understand and explain the difference sex, gender identity, gender expression and sexual orientation.</li> </ul>
RR1, RR6, RR7	Stop, start stereotypes	<ul style="list-style-type: none"> <li>Recognise that some people can get bullied because of the way they express their gender;</li> <li>Give examples of how bullying behaviours can be stopped.</li> </ul>
CF1, CF2, CF3, CF5	It could happen to anyone (OPTIONAL)	<ul style="list-style-type: none"> <li>Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>Give examples of how individual/group actions can impact on others in a positive or negative way.</li> </ul>

YEAR 5		
	Keeping Safe	
RR1, RR6, OR1, OR2, OR3, OR5, MW8, ISH4, ISH5	Spot bullying (ref child on child abuse)	<ul style="list-style-type: none"> <li>Demonstrate strategies to deal with both face-to-face and online bullying;</li> <li>Demonstrate strategies and skills for supporting others who are bullied;</li> <li>Recognise and describe the difference between online and face-to-face bullying.</li> </ul>
OR1, OR2, OR3, OR4, OR5, BS1, BS4, ISH1, ISH2, ISH3, ISH5, ISH7	Play, Like, Share	<ul style="list-style-type: none"> <li>Reflect on what information they share offline and online;</li> <li>Recognise that people aren't always who they say they are online;</li> <li>Know how to protect personal information online.</li> </ul>
CF5	Decision dilemmas	<ul style="list-style-type: none"> <li>Recognise which situations are risky;</li> <li>Explore and share their views about decision making when faced with a risky situation;</li> <li>Suggest what someone should do when faced with a risky situation.</li> </ul>
CF5, RR2, RR4, RR5, RR8, BS1, BS2	Ella's diary dilemma	<ul style="list-style-type: none"> <li>Define what is meant by a dare;</li> <li>Explain why someone might give a dare;</li> <li>Suggest ways of standing up to someone who gives a dare.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jay's dilemma (OPTIONAL)	<ul style="list-style-type: none"> <li>Recognise that there are positive and negative risks;</li> <li>Explain how to weigh up risk factors when making a decision;</li> <li>Describe some of the possible outcomes of taking a risk.</li> </ul>
	Vaping: healthy or unhealthy?	
BS1	Would you risk it?	<ul style="list-style-type: none"> <li>Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;</li> <li>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> </ul>
DAT1	'Thinking' about habit (OPTIONAL)	<ul style="list-style-type: none"> <li>Explain what a habit is, giving examples;</li> <li>Describe why and how a habit can be hard to change.</li> </ul>

YEAR 5		
	Health Week	
DAT1	Drugs: true or false? (OPTIONAL) Health Week	<ul style="list-style-type: none"> <li>Understand some of the complexities of categorising drugs;</li> <li>Know that all medicines are drugs but not all drugs are medicines;</li> <li>Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</li> </ul>
ISH6, DAT1	Smoking: what is normal? (OPTIONAL) Health Week	<ul style="list-style-type: none"> <li>Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> </ul>
	Rights and Respect	
ISH6, PHF2, PHF3, HE1	What's the story?	<ul style="list-style-type: none"> <li>Identify, write and discuss issues currently in the media concerning health and wellbeing;</li> <li>Express their opinions on an issue concerning health and wellbeing;</li> <li>Make recommendations on an issue concerning health and wellbeing.</li> </ul>
OR4, ISH6	Fact or opinion?	<ul style="list-style-type: none"> <li>Understand the difference between a fact and an opinion;</li> <li>Understand what biased reporting is and the need to think critically about things we read.</li> </ul>
MW5	Mo makes a difference	<ul style="list-style-type: none"> <li>Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>Give examples of voluntary groups, the kind of work they do and its value.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Rights, respect and duties – British Values Week	<ul style="list-style-type: none"> <li>Define the differences between respect, rights and duties;</li> <li>Discuss what can make them difficult to follow;</li> <li>Identify the impact on individuals and the wider community if duties are not carried out.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory)	Spending wisely	<ul style="list-style-type: none"> <li>State the costs involved in producing and selling an item;</li> <li>Suggest questions a consumer should ask before buying a product.</li> </ul>

YEAR 5		
requirements)		
Wider PSHE curriculum (not covered by DfE statutory requirements)	Lend us a fiver!	<ul style="list-style-type: none"> <li>Define the terms loan, credit, debt and interest;</li> <li>Suggest advice for a range of situations involving personal finance.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Local councils (OPTIONAL)  British Values Week	<ul style="list-style-type: none"> <li>Explain some of the areas that local councils have responsibility for;</li> <li>Understand that local Councillors are elected to represent their local community.</li> </ul>
	Being My Best	
Wider PSHE curriculum (not covered by DfE statutory requirements)	It all adds up!	<ul style="list-style-type: none"> <li>Know the basic functions of the four systems covered and know they are inter-related.</li> <li>Explain the function of at least one internal organ.</li> <li>Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Different skills	<ul style="list-style-type: none"> <li>Identify their own strengths and talents;</li> <li>Identify areas that need improvement and describe strategies for achieving those improvements.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (2) – British Values Week	<ul style="list-style-type: none"> <li>State what is meant by community;</li> <li>Explain what being part of a school community means to them;</li> <li>Suggest ways of improving the school community.</li> </ul>
BS1	Independence and responsibility	<ul style="list-style-type: none"> <li>Identify people who are responsible for helping them stay healthy and safe;</li> <li>Identify ways that they can help these people.</li> </ul>
ISH4	Star qualities	<ul style="list-style-type: none"> <li>Describe 'star' qualities of celebrities as portrayed by the media;</li> <li>Recognise that the way people are portrayed in the media isn't always an</li> </ul>

YEAR 5		
		accurate reflection of them in real life; • Describe 'star' qualities that 'ordinary' people have.
BFA1, BFA2	Basic first aid, including Sepsis Awareness – first aid day summer 2	• See link to external resources for further information
DAT1	Getting fit (ARCHIVED)	• Know two harmful effects each of smoking/drinking alcohol; • Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health; • Understand the actual norms around smoking and the reasons for common misperceptions of these.
	Growing and Changing	
MW2, MW3, MW4	How are they feeling?	• Use a range of words and phrases to describe the intensity of different feelings; • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience.
RR5, BS1, BS3, BS4, BS5, BS7, BS8	Taking notice of our feelings	• Identify people who can be trusted; • Describe strategies for dealing with situations in which they would feel uncomfortable.
BS2, BS4, BS5, BS6, BS7, BS8	Dear Ash – (ref child on child abuse)	• Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe.
FPC6, BS2, BS3, CAB1, CAB2	Growing up and changing bodies	• Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens.
BS7, CAB1	Changing bodies and feelings	• Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty.
FPC2, FPC4, RR1, RR2, RR3, RR4,	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;



YEAR 5		
CAB1		<ul style="list-style-type: none"> <li>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Dear Hetty (OPTIONAL) – family, loss, bereavement	<ul style="list-style-type: none"> <li>Explain how someone might feel when they are separated from someone or something they like;</li> <li>Suggest ways to help someone who is separated from someone or something they like.</li> </ul>

YEAR 6		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Working together	<ul style="list-style-type: none"> <li>• Demonstrate a collaborative approach to a task;</li> <li>• Describe and implement the skills needed to do this.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Let's negotiate (OPTIONAL)	<ul style="list-style-type: none"> <li>• Explain what is meant by the terms 'negotiation' and 'compromise';</li> <li>• Suggest positive strategies for negotiating and compromising within a collaborative task;</li> <li>• Demonstrate positive strategies for negotiating and compromising within a collaborative task.</li> </ul>
CF2, CF3, CF4, CF5	Solve the friendship problem	<ul style="list-style-type: none"> <li>• Recognise some of the challenges that arise from friendships;</li> <li>• Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</li> </ul>
FPC1, FPC2, CF1, CF2, CF3, MW1, MW2, MW3, MW4, CAB1	Dan's day (OPTIONAL)	<ul style="list-style-type: none"> <li>• Describe the consequences of reacting to others in a positive or negative way;</li> <li>• Suggest ways that people can respond more positively to others.</li> </ul>
RR1, RR2, RR4, RR5, RR6, BS6	Behave yourself	<ul style="list-style-type: none"> <li>• Recognise and empathise with patterns of behaviour in peer-group dynamics;</li> <li>• Recognise basic emotional needs and understand that they change according to circumstance;</li> <li>• Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</li> </ul>

YEAR 6		
CF5, RR2, RR4, RR5, RR8	Assertiveness Skills – revisit in transition	<ul style="list-style-type: none"> <li>List some assertive behaviours;</li> <li>Recognise peer influence and pressure;</li> <li>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</li> </ul>
FPC3, FPC4, FPC5, FPC6, RR1, RR5, RR8, BS3, BS4, BS5, BS7	Don't force me	<ul style="list-style-type: none"> <li>Describe ways in which people show their commitment to each other;</li> <li>Know the ages at which a person can marry, depending on whether their parents agree.</li> </ul>
RR5, RR6, BS1, BS2, BS3, BS4, BS5, BS6, BS7, BS8	Acting appropriately – (ref child on child abuse)	<ul style="list-style-type: none"> <li>Recognise that some types of physical contact can produce strong negative feelings;</li> <li>Know that some inappropriate touch is also illegal.</li> </ul>
	Valuing Difference	
CF2, RR1, RR6, BS1, MW3	Ok to be different (ref child on child abuse)	<ul style="list-style-type: none"> <li>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> <li>Suggest strategies for dealing with bullying, as a bystander;</li> <li>Describe positive attributes of their peers.</li> </ul>
RR1, RR5, RR6, OR2	We have more in common than not (ref child on child abuse)	<ul style="list-style-type: none"> <li>Know that all people are unique but that we have far more in common with each other than what is different about us;</li> <li>Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> <li>Demonstrate ways of offering support to someone who has been bullied.</li> </ul>
RR1, RR2, RR3, RR5	Respecting differences – British Values Week	<ul style="list-style-type: none"> <li>Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> </ul>
RR1, RR2, RR5	Tolerance and respect for others – British Values Week	<ul style="list-style-type: none"> <li>Understand and explain the term prejudice;</li> <li>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> </ul>

YEAR 6		
		<ul style="list-style-type: none"> <li>Describe the benefits of living in a diverse society;</li> <li>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul>
FPC1, FPC4, CF1, CF2, CF3, CF4, CF5, MW6	Advertising friendships!	<ul style="list-style-type: none"> <li>Explain the difference between a friend and an acquaintance;</li> <li>Describe qualities of a strong, positive friendship;</li> <li>Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</li> </ul>
RR1, RR2, RR6, RR7, ISH2, ISH6	Boys will be boys? Challenging gender stereotypes	<ul style="list-style-type: none"> <li>Define what is meant by the term stereotype;</li> <li>Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>Recognise that people fall into a wide range of what is seen as normal;</li> <li>Challenge stereotypical gender portrayals of people.</li> </ul>
	Keep Safe	
RR8, OR2, OR3, OR4, BS1, ISH4, ISH5	Think before you click!	<ul style="list-style-type: none"> <li>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</li> <li>Understand and describe the ease with which something posted online can spread.</li> </ul>
RR8, OR2, OR3, OR4, OR5, BS1, BS2, BS4, ISH1, ISH3, ISH4, ISH5, ISH7	It's a puzzle (OPTIONAL)	<ul style="list-style-type: none"> <li>Identify strategies for keeping personal information safe online;</li> <li>Describe safe and respectful behaviours when using communication technology.</li> </ul>
OR1, OR3, OR5, BS1, BS2, BS3, BS5, BS7, ISH3, ISH5, ISH7	To share or not to share? (ref child on child abuse – sexual images)	<ul style="list-style-type: none"> <li>Know that it is illegal to create and share sexual images of children under 18 years old;</li> <li>Explore the risks of sharing photos and films of themselves with other people directly or online;</li> <li>Know how to keep their information private online.</li> </ul>

YEAR 6		
MW1, MW3, MW4, MW5, MW6, MW7, MW9, MW10, HE3, DAT1  HE3, DAT1	Rat Park WITH  What sort of drug is...?  These are two lessons combined	<ul style="list-style-type: none"> <li>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</li> <li>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</li> <li>Explain how drugs can be categorised into different groups depending on their medical and legal context;</li> <li>Demonstrate an understanding that drugs can have both medical and non-medical uses;</li> <li>Explain in simple terms some of the laws that control drugs in this country.</li> </ul>
HE3, DAT1	Drugs: it's the law! – British values week	<ul style="list-style-type: none"> <li>Understand some of the basic laws in relation to drugs;</li> <li>Explain why there are laws relating to drugs in this country.</li> </ul>
HE3, DAT1	Alcohol: what is normal?	<ul style="list-style-type: none"> <li>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</li> <li>Describe some of the effects and risks of drinking alcohol.</li> </ul>
CF2, CF3, CF5, RR1, RR4, MW4, MW6, MW7, HE3, BS4, BS6, BS7	Joe's story (part 1) (OPTIONAL)  Return to as part of transition	<ul style="list-style-type: none"> <li>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</li> <li>Explain how these emotional needs impact on people's behaviour;</li> <li>Suggest positive ways that people can get their emotional need met.</li> </ul>
FPC1, CF1, CF2, CF3, CF4, RR5, OR1	Joe's story (part 2) (OPTIONAL)	<ul style="list-style-type: none"> <li>Understand that with independence comes responsibility</li> <li>Explain how these emotional needs impact on people's behaviour;</li> <li>Suggest positive ways that people can get their emotional needs met.</li> </ul>
	Rights and Respect	
RR7, ISH6	Two sides to every story – within English	<ul style="list-style-type: none"> <li>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</li> <li>Describe the language and techniques that make up a biased report;</li> <li>Analyse a report also extract the facts from it.</li> </ul>

YEAR 6		
RR8, OR1, MW1, ISH4, ISH6	'Fakebook' Friends (ref Child on Child abuse – psychological)	<ul style="list-style-type: none"> <li>• Know the legal age (and reason behind these) for having a social media account;</li> <li>• Understand why people don't tell the truth and often post only the good bits about themselves, online;</li> <li>• Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	What's it worth?	<ul style="list-style-type: none"> <li>• Explain some benefits of saving money;</li> <li>• Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>• Describe the costs that go into producing an item;</li> <li>• Suggest sale prices for a variety of items, taking into account a range of factors;</li> <li>• Explain what is meant by the term interest.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jobs and taxes (OPTIONAL)	<ul style="list-style-type: none"> <li>• Recognise and explain that different jobs have different levels of pay and the factors that influence this;</li> <li>• Explain the different types of tax (income tax and VAT) which help to fund public services;</li> <li>• Evaluate the different public services and compare their value.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Happy shoppers	<ul style="list-style-type: none"> <li>• Explain what is meant by living in an environmentally sustainable way;</li> <li>• Suggest actions that could be taken to live in a more environmentally sustainable way.</li> </ul>
MW5	Action stations! (OPTIONAL)	<ul style="list-style-type: none"> <li>• Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>• Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Project Pitch (parts 1 & 2) (OPTIONAL)	<ul style="list-style-type: none"> <li>• That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment;</li> <li>• Continue to develop the skills to exercise these responsibilities.</li> </ul>

YEAR 6		
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 1 – Elections (within British Values Week)	<ul style="list-style-type: none"> <li>Why and how rules and laws that protect them and others are made and enforced;</li> <li>Why different rules are needed in different situations and how to take part in making and changing rules;</li> <li>Begin to understand the way in which democracy in Britain works.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 2 - How (most) laws are made (Within British Values Week)	<ul style="list-style-type: none"> <li>Why and how rules and laws that protect them and others are made and enforced;</li> <li>Why different rules are needed in different situations and how to take part in making and changing rules.</li> </ul>
	Community art (OPTIONAL)	
	Being My Best	
Wider PSHE curriculum (not covered by DfE statutory requirements)	This will be your life!	<ul style="list-style-type: none"> <li>Identify aspirational goals;</li> <li>Describe the actions needed to set and achieve these.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Our recommendations	<ul style="list-style-type: none"> <li>Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</li> </ul>
CF2, CF3, CF5, RR1, RR4, RR6, BS1, BS5, DAT1	What's the risk? (1)	<ul style="list-style-type: none"> <li>Identify risk factors in a given situation (involving alcohol);</li> <li>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> </ul>

YEAR 6		
FPC1, OR1, OR3, BS1, BS2, BS4, ISH6, CAB1	What's the risk? (2)  (ref: child on child abuse – sharing information safely)	<ul style="list-style-type: none"> <li>Identify risk factors in a given situation;</li> <li>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.</li> </ul>
BFA1, BFA2	Basic first aid – addressed separately	<ul style="list-style-type: none"> <li>See link to external resources for further information</li> </ul>
MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6, BFA1, BFA2	Five Ways to Wellbeing project	<ul style="list-style-type: none"> <li>Explain what the five ways to wellbeing are;</li> <li>Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</li> </ul>
	Growing and Changing	
RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CAB1	I look great!	<ul style="list-style-type: none"> <li>Understand that fame can be short-lived;</li> <li>Recognise that photos can be changed to match society's view of perfect;</li> <li>Identify qualities that people have, as well as their looks.</li> </ul>
RR1, RR4, RR7, OR1, ISH2, ISH5	Media manipulation	<ul style="list-style-type: none"> <li>Define what is meant by the term stereotype;</li> <li>Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>Recognise that people fall into a wide range of what is seen as normal;</li> <li>Challenge stereotypical gender portrayals of people.</li> </ul>
OR1, OR3, OR4, OR5, OR6, BS1, BS3, BS4, BS5	Pressure online (ref child on child abuse)	<ul style="list-style-type: none"> <li>Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> </ul>
FPC2, FPC6, MW2,	Helpful or unhelpful? Managing change	<ul style="list-style-type: none"> <li>Recognise some of the changes they have experienced and their emotional responses to those changes;</li> </ul>



YEAR 6		
MW4, MW6, MW9		<ul style="list-style-type: none"> <li>● Suggest positive strategies for dealing with change;</li> <li>● Identify people who can support someone who is dealing with a challenging time of change.</li> </ul>
RR1, BS7, CAB1, CAB2	Is this normal?	<ul style="list-style-type: none"> <li>● Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>● Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>● Understand what FGM is and that it is an illegal practice in this country;</li> <li>● Know where someone could get support if they were concerned about their own or another person's safety.</li> </ul>
FPC3, FPC4, BS3, BS6, BS7, BS8, CAB1, CAB2	Making babies	<ul style="list-style-type: none"> <li>● Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>● Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li> <li>● Know the legal age of consent and what it means.</li> </ul>
HP5	What is HIV? (OPTIONAL)	<ul style="list-style-type: none"> <li>● Explain how HIV affects the body's immune system;</li> <li>● Understand that HIV is difficult to transmit;</li> <li>● Know how a person can protect themselves from HIV.</li> </ul>



## Appendix 4 – PHSE Long Term Plan

[illegible]

Autumn 2	SCARF	Valuing Difference <ul style="list-style-type: none"> <li>• I'm special, you're special.</li> <li>• Same and different.</li> <li>• Kind and caring.</li> </ul>	Valuing Difference <ul style="list-style-type: none"> <li>• Same or different?</li> <li>• Unkind, bully or tease?</li> <li>• Harold's school rules</li> <li>• It's not fair</li> <li>• Our special people balloons</li> </ul>	Valuing Difference <ul style="list-style-type: none"> <li>• What makes us who we are?</li> <li>• My special people?</li> <li>• How do we make others feel?</li> <li>• When someone feels left out.</li> <li>• An act of kindness.</li> </ul>	Valuing Difference <ul style="list-style-type: none"> <li>• Respect and Challenge</li> <li>• Celebrate Differences</li> <li>• My Community</li> <li>• Zeb</li> </ul>	Valuing Difference <ul style="list-style-type: none"> <li>• Can you sort it?</li> <li>• What would I do?</li> <li>• The people we share our world with?</li> <li>• That is such a stereotype!</li> <li>• Islands</li> </ul>	Valuing Difference <ul style="list-style-type: none"> <li>• Qualities of friendship</li> <li>• Happy being me</li> <li>• Land of the Red People</li> <li>• Is it true?</li> <li>• Stop Start Stereotypes</li> </ul>	Valuing Difference <ul style="list-style-type: none"> <li>• Ok to be different</li> <li>• We have more in common than not</li> <li>• Advertising friendship</li> <li>• Boys will be boys</li> </ul>
	Mindmate	Being the Same and Being Different	Being the Same and Being Different	Being the Same and Being Different	Being the Same and Being Different	Being the Same and Being Different	Being the Same and Being Different	Being the Same and Being Different
	Other							
	Visits/Visitors/events							Bikeability
School Value	Wonder							
Spring 1	SCARF	Being my Best <ul style="list-style-type: none"> <li>• Bouncing back when things go wrong.</li> <li>• Yes I can!</li> <li>• A good night's sleep.</li> </ul>	Being my Best <ul style="list-style-type: none"> <li>• Eat well</li> <li>• Harold's Wash up and brush up</li> <li>• Catch it, bin it, kill it!</li> <li>• Pass on the Praise!</li> </ul>	Being my Best <ul style="list-style-type: none"> <li>• My Day</li> <li>• Harold's postcard</li> <li>• Harold's bathroom</li> <li>• My body needs</li> </ul>	Being my Best <ul style="list-style-type: none"> <li>• Poorly Harold</li> <li>• Body Work, Team Work</li> <li>• For or Against</li> <li>• I am Fantastic</li> </ul>	Being my Best <ul style="list-style-type: none"> <li>• What makes me me?</li> <li>• Different choices</li> <li>• Harold's 7 Rs</li> <li>• Our School Community</li> </ul>	Being my Best <ul style="list-style-type: none"> <li>• It all adds up</li> <li>• Different Skills</li> <li>• Independence and Responsibility</li> <li>• Star Skills</li> </ul>	Being my Best <ul style="list-style-type: none"> <li>• This will be your life</li> <li>• What's the risk 1</li> <li>• What's the risk 2</li> <li>• Wellbeing project</li> </ul>

					• Top Talents			
	Mindmate	Feeling Good and Being Me	Feeling Good and Being Me	Feeling Good and Being Me	Feeling Good and Being Me	Feeling Good and Being Me	Feeling Good and Being Me	Feeling Good and Being Me
	Other							
	Visits/Visitors/events World Week							
School Value	Perseverance							
Spring 2	SCARF	Growing and Changing <ul style="list-style-type: none"> <li>• Where do babies come from?</li> <li>• Growing bigger</li> <li>• Me and my body – girls and boys</li> </ul>	Growing and Changing <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Who can help?</li> <li>• Surprises and secrets</li> <li>• Keeping Privates Private</li> <li>•</li> </ul>	Growing and Changing <ul style="list-style-type: none"> <li>• Haven't you grown?</li> <li>• My body, my body</li> <li>• Respecting privacy</li> <li>• Some secrets should never be kept</li> </ul>	Growing and Changing <ul style="list-style-type: none"> <li>• Relationship Tree</li> <li>• Body Space</li> <li>• None of your Business!</li> <li>• Secret or Surprise</li> <li>• My Changing Body</li> </ul>	Growing and Changing <ul style="list-style-type: none"> <li>• My feelings are all over the place</li> <li>• All Change</li> <li>• Preparing for Puberty</li> <li>• Secret or Surprise</li> </ul>	Growing and Changing <ul style="list-style-type: none"> <li>• Taking notice of our feelings</li> <li>• Dear Ash</li> <li>• Growing Up and Changing Bodies</li> <li>• Changing Bodies and Feelings</li> </ul>	Growing and Changing <ul style="list-style-type: none"> <li>• I look great</li> <li>• Pressure online</li> <li>• Is this normal?</li> <li>• Making babies</li> </ul>
	Mindmate	Life Changes	Life Changes	Life Changes	Life Changes	Life Changes	Life Changes	Life Changes
	Other	Family – types, loss and bereavement	Family – types, loss and bereavement	Family – types, loss and bereavement	Family – types, loss and bereavement	Family – types, loss and bereavement	Family – types, loss and bereavement	Family – types, loss and bereavement <ul style="list-style-type: none"> <li>• Stonewall resources</li> </ul>

	Visits/Visitors /events Health Week							Visit – body image, social media
School Value	Excellence							
Summer 1	SCARF	Rights and Respect <ul style="list-style-type: none"> <li>Looking after my special people.</li> <li>Looking after my friends.</li> <li>Caring for our world.</li> </ul>	Rights and Respect <ul style="list-style-type: none"> <li>Harold has a bad day</li> <li>Taking care of something</li> <li>Harold's money</li> <li>How should we look after our money?</li> </ul>	Rights and Respect <ul style="list-style-type: none"> <li>Getting on with others</li> <li>When I feel like erupting</li> <li>Feeling Safe</li> <li>Playing Games</li> <li>Harold Saves for Something Special</li> <li></li> </ul>	Rights and Respect <ul style="list-style-type: none"> <li>Recount Task</li> <li>Helpful Volunteers</li> <li>Can Harold Afford it?</li> <li>Earning Money</li> </ul>	Rights and Respect <ul style="list-style-type: none"> <li>It's your right</li> <li>How do we make a difference?</li> <li>In the News</li> <li>Safety in Numbers</li> </ul>	Rights and Respect <ul style="list-style-type: none"> <li>What's the Story?</li> <li>Fact or Opinion</li> <li>Mo makes a Difference               <ul style="list-style-type: none"> <li>Spending Wisely</li> </ul> </li> </ul>	Rights and Respect <ul style="list-style-type: none"> <li>Fakebook friends</li> <li>What's it worth?</li> <li>Happy Shoppers</li> <li>Action Stations!</li> </ul>
	Mindmate	Strong Emotions	Strong Emotions	Strong Emotions	Strong Emotions	Strong Emotions	Strong Emotions	Strong Emotions
	Other	Pol-Ed	Pol-Ed	Pol-Ed	Pol-Ed	Pol-Ed	Pol-Ed	Pol-Ed
	Visits/Visitors/e vents <ul style="list-style-type: none"> <li>British Values Week</li> </ul>							
Summer 2	SCARF	Keeping Safe <ul style="list-style-type: none"> <li>Where's safe to go on my body?</li> </ul>	Keeping Safe <ul style="list-style-type: none"> <li>Super sleep</li> <li>Who can help?</li> </ul>	Keeping Safe <ul style="list-style-type: none"> <li>Harold's picnic</li> </ul>	Keeping Safe <ul style="list-style-type: none"> <li>Safe or Unsafe</li> </ul>	Keeping Safe <ul style="list-style-type: none"> <li>Risk, Danger, Hazard</li> </ul>	Keeping Safe <ul style="list-style-type: none"> <li>Stop Bullying</li> <li>Like, Play, Share</li> </ul>	Keeping Safe <ul style="list-style-type: none"> <li>Think before you click</li> </ul>

		<ul style="list-style-type: none"> <li>• Keeping myself safe.</li> <li>• Safe indoors and outdoors.</li> <li>• Listening to my feelings?</li> </ul>	<ul style="list-style-type: none"> <li>• Good and bad touches</li> <li>• Sharing pictures</li> <li>• What could Harold do?</li> </ul>	<ul style="list-style-type: none"> <li>• How safe would you feel?</li> <li>• I don't like that!</li> <li>• Fun or not?</li> <li>• Should I tell?</li> </ul>	<ul style="list-style-type: none"> <li>• Danger or Risk</li> <li>• Risk Robot</li> <li>• Super Searcher</li> <li>• Raisin Challenge (1)</li> </ul>	<ul style="list-style-type: none"> <li>• How Dare You?</li> <li>• Keeping Ourselves Safe</li> <li>• Raisin Challenge</li> <li>• Picture Wise</li> </ul>	<ul style="list-style-type: none"> <li>• Ella's Diary</li> <li>• Would you risk it?</li> </ul>	<ul style="list-style-type: none"> <li>• To share or not to share</li> <li>• Rat Park + What sort of drug is..</li> <li>• Alcohol – What is Normal?</li> </ul>
	Mindmate	Solving Problems	Solving Problems	Solving Problems	Solving Problems	Solving Problems	Solving Problems	Solving Problems
	Other	Fire Safety	Fire Safety	Fire Safety	Fire Safety	Fire Safety	First Aid Fire Safety	First Aid Fire Safety
	Visits/Visitors/events <ul style="list-style-type: none"> <li>• First Aid Day</li> <li>• Water safety week</li> </ul>		Pedestrian Training	Pedestrian Training		Pedestrian Training	Pedestrian Training	First Aid Training?

