



This document maps the SCARF lesson plans for Reception to Y2 to the DfE statutory requirements for both Relationships and Health Education (RSHE). Lessons that are not part of the DfE’s statutory guidance are included because they ensure a comprehensive PSHE programme.

### How the mapping works

The left hand column has coded DfE topics and end-of-primary statements that are covered in whole or part by the SCARF lesson plans, which are listed in the middle column. You’ll find the full 67 statements for these DfE codes on pages 2, 3 and 4. Rows with no codes indicate lesson plans that cover subjects which are *not* DfE requirements but which are included to ensure a complete PSHE programme, including SMSC and British Values.

In the SCARF lesson plan column, ‘**half-termly unit**’ refers to the suggested groups of lessons that the SCARF curriculum has been organised into; this is for those schools that prefer a ready-planned, comprehensive PSHE and wellbeing curriculum.

### DfE topics and related codes:

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

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

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

By the end of primary school pupils should know:

<p>Families and people who care for me (FPC)</p>	<ol style="list-style-type: none"> <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>
<p>Caring friendships (CF)</p>	<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>
<p>Respectful relationships (RR)</p>	<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>
<p>Online relationships (OR)</p>	<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> </ol>

	<ol style="list-style-type: none"> <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> <li>2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>5. how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>6. how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>8. where to get advice e.g. family, school and/or other sources.</li> </ol>
Mental wellbeing (MW)	<ol style="list-style-type: none"> <li>1. that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ol>
Internet safety and harms (ISH)	<ol style="list-style-type: none"> <li>1. that for most people the internet is an integral part of life and has many benefits.</li> <li>2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>4. why social media, some computer games and online gaming, for example, are age restricted.</li> <li>5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ol>

	<ol style="list-style-type: none"> <li>6. 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>7. 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>1. the characteristics and mental and physical benefits of an active lifestyle.</li> <li>2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>3. the risks associated with an inactive lifestyle (including obesity).</li> <li>4. 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>1. what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>2. the principles of planning and preparing a range of healthy meals.</li> <li>3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ol>
Drugs, alcohol and tobacco (DAT)	<ol style="list-style-type: none"> <li>1. 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>1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> <li>6. the facts and science relating to allergies, immunisation and vaccination.</li> </ol>
Basic first aid (BFA)	<ol style="list-style-type: none"> <li>1. how to make a clear and efficient call to emergency services if necessary.</li> <li>2. 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>1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>2. 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
	<b>Me and My Relationships</b>	
		<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>
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> </ul>

Reception		
		<ul style="list-style-type: none"> <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>
	<b>Valuing Difference</b>	
		<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	<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>

Reception		
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> <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>
	<b>Keeping Safe</b>	
		<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	<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>

Reception		
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>
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>
	<b>Rights and Respect</b>	
		<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>



Reception		
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>
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>
	<b>Being My Best</b>	
		<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> </ul>

Reception		
		<ul style="list-style-type: none"> <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> <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> </ul>

Reception		
		<ul style="list-style-type: none"> <li>Suggest ways to have a calm evening and bedtime routine.</li> </ul>
	<b>Growing and Changing</b>	
		<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>
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> </ul>

Reception		
		<ul style="list-style-type: none"> <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	<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
	<b>Me and My Relationships</b>	
RR2, RR3	Why we have classroom rules	<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>
	<b>Valuing Difference</b>	
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> </ul>

YEAR 1		
		<ul style="list-style-type: none"> <li>● Begin to appreciate the positive aspects of these differences.</li> </ul>
CF2, CF3, CF4, RR5, RR6, MW8	Unkind, tease or bully?	<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>
	<b>Keeping Safe</b>	
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?	<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</li> </ul>

YEAR 1		
		<p>inappropriate touch;</p> <ul style="list-style-type: none"> <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>
RR8,OR1, OR2, OR3, OR4 OR5, BS1, BS2, BS6, ISH1, ISH3, ISH5, ISH7	Sharing pictures	<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	<ul style="list-style-type: none"> <li>• Recognise the range of feelings that are associated with loss.</li> </ul>
	<b>Rights and Respect</b>	
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)	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</li> </ul>

YEAR 1		
requirements)		family home.
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> <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	<ul style="list-style-type: none"> <li>● See link to external resources for further information.</li> </ul>
	<b>Being My Best</b>	
HE1, HE2, HE3	I can eat a rainbow	<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>



YEAR 1		
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> <li>• Understand and explain the simple bodily processes associated with them.</li> </ul>
<b>Growing and Changing</b>		
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>
CAB1	Then and now	<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>
FPC2, CAB1	Taking care of a baby	<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? (2)	<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>

YEAR 1		
BS3, BS7	Keeping privates private	<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
	<b>Me and My Relationships</b>	
RR2	Our ideal classroom (1)	<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	<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!	<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)	<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>
<b>Valuing difference</b>		
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>

YEAR 2		
	Keeping Safe	
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?	<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?	<ul style="list-style-type: none"> <li>• Identify safe secrets (including surprises) and unsafe secrets;</li> <li>• Recognise the importance of telling someone they</li> </ul>

YEAR 2		
		trust about a secret which makes them feel unsafe or uncomfortable.
	<b>Rights and respect</b>	
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>
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	<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?	<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> </ul>

YEAR 2		
		<ul style="list-style-type: none"> <li>Recognise that they all have a responsibility for helping to look after the school environment.</li> </ul>
	<b>Being My Best</b>	
Wider PSHE curriculum (not covered by DfE statutory requirements)	You can do it!	<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> <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?	<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>

YEAR 2		
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	<ul style="list-style-type: none"> <li>• See link to external resources for further information.</li> </ul>
<b>Growing and Changing</b>		
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	<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>
BS2, CAB1	My body, your body	<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	<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>



