



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

How the mapping works

The left-hand column has coded DfE topics and end-of-primary statements that are covered in whole or part by the SCARF lesson plans, which are listed in the middle column. You'll find the full 80 statements for these DfE codes on pages two through six. Rows with no codes indicate lesson plans that cover subjects which are *not* DfE requirements, but which are included to ensure a complete PSHE programme, including SMSC and British Values.

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

DfE topics and related codes:

Relationships Education	Code	Health Education	Code
Families and people who care for me	FPC	General wellbeing	GW
Caring friendships	CF	Wellbeing online	WO
Respectful, kind relationships	RKR	Physical health and fitness	PHF
Online safety and awareness	OSA	Healthy eating	HE
Being safe	BS	Drugs, alcohol, tobacco and vaping	DATV
		Health protection and prevention	HP
		Personal safety	PS
		Basic first aid	BFA

		Developing bodies	DB
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*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:

Families and people who care for me (FPC)	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships (CF)	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind ationships (RKR)	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. the importance of self-respect and how this links to their own happiness. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness (OSA)	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe (BS)	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
General wellbeing (GW)	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help.

Wellbeing online (WO)	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical health and fitness (PHF)	1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating (HE)	1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping (DATV)	1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention (HP)	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety (PS)	1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid (BFA)	1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies (DB)	1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Nursery		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
		Overarching learning intentions across this unit: Children will be able to: ● Recognise that we are unique; ● Describe different feelings and use this skill to manage relationships;

Nursery		
		Understand that some families are different from theirs, but these families also love and care for one another.
RKR8, DB2	Marvellous me! RRSA 7 and 31	- Share their likes and dislikes with their friends and adults in their classroom; - Name the different features of their face and parts of their body; - Use their senses to explore the world around them.
RKR8, GW3, GW4	I'm special RRSA 4 Rule of law	- Speak positively about themselves;
MyHappyMind	Meet the Brain	We are learning the different things that our brains help us with and the importance of our brain.
	Meet the Brain	We are learning to understand our incredible brains.
	Meet the Brain	We are learning to stop and think about how our brain has helped us. We recognise that our brain grows when we learn something new.
RKR8, GW3, GW4	I'm special RRSA 13 Individual Liberty	- Name different feelings and possible causes; - Name some key adults who can help them when feeling sad/worried/scared.
CF3, FPC1, FPC2, FPC3	People who are special to me RRSA 34	Talk about their families and special people;
CF3, FPC1, FPC2, FPC3	People who are special to me RRSA 29	- Name those who care for them and keep them safe; - Describe the different types of homes.
	Valuing Difference	

Nursery		
		Overarching learning intentions across this unit: Children will be able to: ● Recognise that there are differences and similarities between themselves; ● Celebrate their friends and include them; ● Understand people have different cultures and religions.
RKR8, GW1	Me and my friends Mutual respect and tolerance	● Talk about the similarities and differences amongst their peers; ● Talk about the things they and their friends are good at; ● Spot similarities and differences in nature.
FPC1, FPC2, FPC3, CF1	Friends and family RRSA 29 Mutual respect and tolerance	● Understand that having differences between us is a good thing; ● Recognise the differences within and amongst families.
CF1, CF2, CF4, RKR1, RKR5	Including everyone Anti-Bullying Week RRSA 29 Mutual respect and tolerance	● Explore and use different materials; ● Show kindness by including their friends; Talk about how to help those who are in need.
MyHappyMind	Celebrate	● We understand that we all have different character strengths or superhero strengths.
	Celebrate	● We are learning about the Teamwork and Friendship Strength. ● We are learning to recognise when we are using our Teamwork and Friendship Strength and what makes a good friend.
	Celebrate	● We are learning about the' Exploring and Learning

Nursery		
		Strength’. • We are learning to recognise when we are using our ‘Exploring and Learning Strength’
	Keeping Safe	
		Overarching learning intentions across this unit: Children will be able to: • Explain what they should do if they feel unsafe; • Recognise potential dangers and how to stay safe, inside and outside; • Learn the importance of keeping safe around medicines and unknown products.
FPC1, FPC4, PS1, PS2, GW3, GW4, BS7	People who help me and keep me safe RRSA 19	• Name key relatives/care givers at home and those who care for them in their education settings; • Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do • Talk about what makes them feel safe.
HP2, PS1, PS2	Safety indoors and outdoors RRSA 24	• Name potential dangers, both inside and outside, and how to avoid getting hurt; • Name things in the environment that keep us safe e.g. traffic lights, warning signs, school rules;
HP2, PS1, PS2	Safety indoors and outdoors RRSA 24	• Name potential dangers, both inside and outside, and how to avoid getting hurt; • Talk about how to keep their bodies safe.
MyHappyMind	Appreciate	• We are learning to recognise which Character Strengths

Nursery		
		we are grateful for. ● We are learning to reflect on times when we have used Character Strengths that we are thankful for.
	Appreciate	● We are learning to articulate and notice what we are thankful for.
	Appreciate	● We are learning to think about and capture the things we are thankful for
HP3, HP5, DATV1, PHF1	What's safe to go into my body RRSA 24 33	● Know which products in the home are to be used only by adults; ● Sort items according to their use and purpose; ● Explain who can give medicine to children and why.
	Rights and Respect	
		Overarching learning intentions across this unit: Children will be able to: ● Learn about taking ownership of their own health; ● Describe ways in which they can help others and why they would do so; ● Take care of their home, their learning environment and the natural environment.
HE1, HE2, HE3, HP3, HP4, HP5	Looking after myself RRSA 24	● Talk about how healthy food can help our bodies; ● Name some healthy foods; ● Try new experiences. ● Talk about how washing our hands can help our bodies
CF5, RKR1, RKR6, GW4,	Looking after others	● Name some activities that they can do to help out at

Nursery		
FPC1		home; ● Talk about how they can look after other members of their family; ● Talk about how they can look after their friends.
RKR7	Looking after my environment RRSA 29	● Show care and respect for their home and learning environments; ● Talk about what is special within the natural world; ● Name some ways in which they can help their world.
MyHappyMind	Relate	● Children practise using the listening skills they have learnt. ● Children develop their listening skills
	Relate	● To further enhance children's listening skills when they are engrossed in another activity.
	Relate	● To help children to practise their listening skills.
	Being My Best	
		Overarching learning intentions across this unit: Children will be able to: ● Talk about healthy choices and activities; ● Develop resilience and persistence in their learning; ● Working cooperatively with others when faced with a challenge.
PHF1, PHF2, HE1, HE2, HP4	What does my body need? RRSA 24	● Name what their bodies need for energy (food, water, exercise, sleep); ● Describe how they feel when they don't have enough

Nursery		
		food, water, exercise or sleep; ● Make healthy choices independently, in their home or education setting.
PHF1, PHF2, HE1, HE2, HP4	What does my body need? RRSA 24	● Understand the importance of sleep. ● Describe how they feel when they don't have enough sleep. ● Talk about how brushing our teeth can help our bodies.
MyHappyMind	Engage	● We are learning the skill of perseverance.
	Engage	● We are learning to understand we can set our own goals. ● We are learning to understand how to set a goal and can think about which goals we want to set.
	Growing and Changing	
		Overarching learning intentions across this unit: Children will be able to: ● Talk about change in the environment; ● Describe the changes in babies, young animals and plants as they grow; ● Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like.
DB1	Growing and changing in nature	● Describe seasonal changes; ● Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot; ● Describe the life cycle of an animal.
RKR10, DB1, DB2	When I was a baby	● Talk about how babies change as they grow;

Nursery		
		● Explain what babies need and how this changes as they grow; ● Share their own experiences and listen to those of the others.
FPC1, FPC5, RKR10, DB1, DB2	Girls, boys and families	● Talk about the similarities and differences between the males and females; ● Begin to play inclusively with their friends, regardless of their sex (if not already doing so); ●
FPC1, FPC5, RKR10, DB1, DB2	Girls, boys and families	● Think differently and more openly about what a family may look like.

Reception		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
		Overarching learning intentions across this unit: Children will be able to: • Talk about similarities and differences; • Name special people in their lives; • Describe different feelings; • Identify who can help if they are sad, worried or scared; • Identify ways to help others or themselves if they are sad or worried.
RKR1, RKR5, RKR8, FPC1, FPC3, CF1	All about me Mutual respect and tolerance	• Talk about their own interests; • Talk about their families; • Talk about how they are the same or different to others.
FPC1, FPC3, RKR5, RKR8	What makes me special RRSA 29	• Share their favourite interests and objects; • Talk about themselves positively; • Listen to what others say and respond.
MyHappyMind	Meet the Brain	• We are learning what our brain looks like. We are learning what our brain helps us with
	Meet the Brain	• We are learning about how to look after our brain.
	Meet the Brain	• We are learning how we can grow our brains.
FPC1, FPC2, FPC3, CF1, RKR1, RKR5, GW9	Me and my special people Mutual respect and tolerance	• Talk about the important people in their lives; • Understand that we have different special people; • Name key people outside of families that care for them.

Reception		
FPC1, FPC2, CF1, CF2, CF3, RKR5, BS1, BS5, BS7, GW9	Who can help me? Mutual respect and tolerance	• Talk about when they might feel unsafe or unhappy; • Name the people who will help them; • Notice when a friend is in need at school and help them.
	Valuing Difference	
		Overarching learning intentions across this unit Children will be able to: • Be sensitive towards others and celebrate what makes each person unique; • Recognise that we can have things in common with others; • Use speaking and listening skills to learn about the lives of their peers; • Know the importance of showing care and kindness towards others; • Demonstrate skills in building friendships and cooperation.
RKR1, RKR8	I'm special, you're special RRSA 30 Mutual respect and tolerance	• Describe their own positive attributes; • Share their likes and dislikes; • Listen to and respect the ideas of others.
CF2, CF3, CF4, FPC2, FPC3, FPC5, RKR1, RKR3, RKR4	I am caring RRSA 31 Mutual respect and tolerance Rule of law	• Suggest ways in which we can be kind towards others; • Demonstrate skills in cooperation with others.
CF1, CF2, CF3, CF4, CF5, FPC1, FPC2, FPC3, FPC4, FPC5, RKR1, RKR4, RKR5, RKR8, GW3	Same and different RRSA 2 30 Mutual respect and tolerance	• Recognise the similarities and differences amongst their peers; • Discuss why differences should be celebrated; • Retell a story.

Reception		
	Anti-Bullying week	
MyHappyMind	Celebrate	We are learning what Character Strengths are. This will also be referred to as their superpowers. We are learning about the Love and Kindness Strength
	Celebrate	We are learning about the Character Strengths of Bravery and Honesty, and Teamwork and Friendship.
	Celebrate	We are learning about the Character Strengths Exploring and Learning, and Love of Life and Our World
FPC1, FPC2, FPC3, FPC4, RKR5	Same and different families RRSA 2 30 Mutual respect and tolerance	- Talk about their family, customs and traditions; - Listen to others talk about their experiences; - Compare their own experiences with those of others.
FPC3, FPC4, RKR7, RKR5	Same and different homes RRSA 2 30 Mutual respect and tolerance	- Recognise the similarities and differences between their home and those of others; - Talk about what makes their home feel special and safe; - Be sensitive towards others.
	Keeping Safe	
		Overarching learning intentions across this unit: Children will be able to: - Talk about how to keep their bodies healthy and safe; - Name ways to stay safe around medicines; - Know how to stay safe in their home, classroom and outside; - Know age-appropriate ways to stay safe online; - Name adults in their lives and those in their community who keep them safe.

Reception		
HP2, HP4, HP5, GW4	What's safe to go onto my body RRSA 24 33	• Name things that keep their bodies safe; • Name things that keep their bodies clean and protected; • Think about how to recognise things that might not be safe.
PHF1, PHF4, HE2, HE4, DATV1	Keeping myself safe - what's safe to go into my body (including medicines) RRSA 24 33	• Make safe decisions about items they don't recognise; • Talk about what our bodies need to stay well; • Name the safe ways to store medicine and who can give it to children (adults).
FPC1, HP2, PS1, PS2	Safe indoors and outdoors RRSA 34	• Name some hazards and ways to stay safe inside; • Name some hazards and ways to stay safe outside; • Show how to care for the safety of others.
MyHappyMind	Appreciate	• We are learning how to be grateful for other people. We are learning how being grateful makes you feel.
	Appreciate	• We are learning to be grateful for activities and times we feel happy about
	Appreciate	• We are learning how to be grateful for ourselves.
		•
RKR2, RKR11, BS1, BS2, BS3, BS4, BS5, BS6, BS7	Listening to my feelings (1) RRSA 12 13 Individual Liberty	• Name the adults who they can ask for help from, and will keep them safe; • Recognise the feelings they have when they are unsafe; • Talk about keeping themselves safe, safe touches and consent.
FCP2, FCP4, FCP6, BS4, BS5, BS6, PS1, PS2	People who help to keep me safe RRSA 3	• Name the people in their lives who help to keep them safe; • Name people in their community who help to keep them safe; • Talk about ways to keep themselves safe in their environment.

Reception		
CF5, FPC1, FPC2, OSA3, OSA4, OSA5, OSA6, WO1, WO4, WO8, WO11	Keeping safe online RRSA 17	- Share ideas about activities that are safe to do on electronic devices; - What to do and who to talk to if they feel unsafe online.
	Rights and Respect	
		Overarching learning intentions across this unit: Children will be able to: - Understand that they can make a difference; - Identify how they can care for their home, school and special people; - Talk about similarities and differences between themselves; - Demonstrate building relationships with friends.
FPC1, FPC2, FPC3, FPC4, RKR5	Looking after my special people RRSA 31 Mutual respect and tolerance Rule of Law	- Name the special people in their lives; - Understand that our special people can be different to those of others.
CF1, CF2, CF3, RKR1, RKR4, RKR6, RKR7	Looking after my friends RRSA 31 Mutual respect and tolerance Rule of Law	- Talk about why friends are important and how they help us; - Identify ways to care for a friend in need; - Identify ways to help others in their community.
RKR7, GW1	Caring for our world Individual liberty RRSA 29	- Think about what makes the world special and beautiful; - Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less; - Talk about what can happen to living things if the world is not cared for.
MyHappyMind	Relate	We are learning how to be a good friend. We are learning why getting along with others is so important.

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	Relate	We are learning why listening is so important. We are learning what Active Listening is.
	Relate	We are learning about our emotions and how it feels when we are not getting along with others.
WO6	Looking after money (1): recognising, spending, using	- Recognise coins and other items relating to money; - Identify the uses of money. - Begin to understand that money can be kept safely in a bank as digital money. - Recognise that adults can use devices like phones to pay for things. - Think about the risks related to online gaming.
	Being My Best	
CF2, RKR3, RKR8, GW3, GW4, GW5, GW9		Overarching learning intentions across this unit: Children will be able to: - Feel resilient and confident in their learning; - Name and discuss different types of feelings and emotions; - Learn and use strategies or skills in approaching challenges; - Understand that they can make healthy choices; - Name and recognise how healthy choices can keep us well.
CF2, RKR3, RKR8, GW3, GW4, GW5, GW9	Healthy eating RRSA 24	- Name and choose healthy foods and drink; - Understand there are some foods that are a “just sometimes” food or drink (eating in moderation); - Explain the jobs of different food groups.
	Move your body RRSA 24	Describe the changes in their body during exercise and what is happening to their body;

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PHF1, PHF2, HE1, HP3, HP4, HP5		- Explain how exercise can help us stay well - physically and mentally; - Name some ways to keep their body fit and well.
MyHappyMind	Engage	We are learning what goals are. We are learning how to set goals
	Engage	We are learning what Big Dream Goals are
	Engage	We are learning what to do when goals are tricky.
HP3, HP4, HP5	A good night's sleep RRSA 24	- Understand why our body needs sleep; - Talk about their own bedtime routine; - Suggest ways to have a calm evening and bedtime routine.
	Growing and Changing	
		Overarching learning intentions across this unit: Children will be able to: - Understand that there are changes in nature and humans; - Name the different stages in childhood and growing up; - Understand that marriage and civil partnerships are a lifelong promise made by two grown-ups; - Understand that babies are made by a man and a woman; - Understand that some children are adopted; - Use the correct vocabulary when naming the different parts of the body; - Know how to keep themselves safe.
DB1, DB2	Life stages - plants, animals, humans RRSA 29	- To understand that animals and humans change in appearance over time; - Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals);

Reception		
		• Make observations and ask questions about living things.
FPC2, FPC4, FPC5, CF6, RKR5, RKR6, DB1, DB2	Life Stages: Human life stage - who will I be?	• Retell a story and respond to questions about it. • Use the language and describe the different life stages of: baby, child, teenager, adult, older age. • Talk about marriage and civil partnerships – what they are and why people might choose them. • Talk about their own experience of growing up.
FPC1, FPC2, FPC3, FPC5, RKR5, DB1, DB2	Where do babies come from? RRSA 29	• Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. • Understand that every family is different. • Talk about similarities and differences between themselves and others.
FPC3, PHF2, HE1, HE2, DB1, DB2, DB3	Getting bigger RRSA 34	• Talk about how they have changed as they have grown. • Explain the differences between babies, children, and adults. • Understand that we are all unique.
RKR3, RKR10, BS2, BS3, DB1, DB2	Me and my body - girls and boys RRSA 34	• Name parts of the body (including reproductive parts) using the correct vocabulary. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe.

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	
RKR2, RKR3, RKR6, RKR7	Why we have classroom rules	- Understand that classroom rules help everyone to learn and be safe; - Explain their classroom rules and be able to contribute to making these.
CF3	Good friends https://www.educationquizzes.com/pshe/personal-education/friends-age-5-7/	- Identify simple qualities of friendship; - Suggest simple strategies for making up.
MyHappyMind	Meet the Brain	We are learning what our brain looks like and how it helps us. We are learning that the brain has 3 parts.
	Meet the Brain	We are learning what Neuroplasticity is. We are learning how Team H-A-P help us be our best self.
	Meet the Brain	We are learning what happens when Team H-A -P is happy and sad. We are learning how you can help Team H-A -P
	Meet the Brain	We are learning more about Happy Breathing and how it helps us. We are learning that our brain can react differently indifferent situations
	Meet the Brain	We will be recapping and thinking about how we can use our new knowledge.
	Valuing Difference	
FPC3, FPC4, RKR1, RKR2	Same or different?	Identify the differences and similarities between people;

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		• Empathise with those who are different from them; • Begin to appreciate the positive aspects of these differences.
CF2, CF4, CF5, CF7, RKR5, RKR6, RKR9, RKR11, GW7, OSA1, OSA6	Unkind, tease or bully? Anti-Bullying week https://www.educationquizzes.com/psh/e/personal-education/bullying/	• Explain the difference between unkindness, teasing and bullying; • Understand that bullying is usually quite rare. • Understand that bullying can happen online. • Understand that they should not share unkind photos of other people online.
MyHappyMind	Celebrate	• We are learning what character is. We are learning how character makes us special.
	Celebrate	• We are learning more about Character Strengths. We are learning why it is important to use our strengths.
	Celebrate	• We are learning more about the types of Character Strengths that we use most. We are learning why it is important to use our strengths
	Celebrate	• We are learning more about the types of Character Strengths that we use most. We are learning why it is important to use our strengths
	Keeping Safe	
HP3	Super sleep	• Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep. • To explore how screen use can make us feel and learn how to make healthy and sensible choices.
FPC6, CF5, CF7, RKR11, BS5	Who can help? (1)	• Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe.

YEAR 1		
FPC6, RKR8, BS1, BS2, BS5, BS6, BS7, DB2	Good or bad touches?	• Understand and learn the PANTS rules; • Name and know which parts should be private; • Explain the difference between appropriate and inappropriate touch; • Understand that they have the right to say “no” to unwanted touch; • Start thinking about who they trust and who they can ask for help.
OSA3, OSA4, OSA5, OSA6, WO1, WO4, WO8, WO11	Sharing pictures	• Start thinking about how to stay safe online, including safety around sharing images; • Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.
MyHappyMind	Appreciate	• We are learning what Appreciate means. We are learning ways to show appreciation. We are learning who we are grateful for.
	Appreciate	• We are learning how important showing gratitude is. We are learning how gratitude makes us feel. We are learning how to show appreciation to ourselves.
	Appreciate	• We are learning about Gratitude for Experiences. We are learning why gratitude makes us feel good
	Appreciate	• We are learning what Appreciate means. We are learning ways to show appreciation. We are learning who we are grateful for.
DATV1, PS1	What could Harold do?	• Understand that medicines can sometimes make people feel better when they’re ill; • Explain simple issues of safety about medicines and their use.
	Rights and Respect	

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RKR5	Taking care of something	• Demonstrate responsibility in looking after something (e.g. a class pet or plant); • Explain the importance of looking after things that belong to themselves or to others.
WO6	Harold's money https://www.educationquizzes.com/psh/e/economic-education/jobs-age-5-7/	• Explain where people get money from; • List some of the things that money may be spent on in a family home. • Understand that when they want to buy something, online or offline, they need to ask their grownups for help first.
MyHappyMind	Relate	• We are learning what Relate means. We are learning how our Character Strengths and differences can help us relate.
	Relate	• We are learning more about how to Relate to people. We are learning all about Active Listening.
	Relate	• We are learning how Relating to other people helps us to get along with them. We are learning to think about other people's opinions
	Being My Best	
HE1, HE2, HE3, HE4	I can eat a rainbow https://www.educationquizzes.com/psh/e/health-education/food-groups-age-5-7/	• Recognise the importance of fruit and vegetables in their daily diet; • Know that eating at least five portions of vegetables and fruit a day helps to maintain health.
HE1, HE2, HE3, HE4	Eat well	• Recognise that they may have different tastes in food to others; • Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; • Recognise which foods we need to eat more of and which we need to eat less of to be healthy.

YEAR 1		
MyHappyMind	Engage	We are learning what Engage means. We are recapping which habits we have learnt to help us feel good
	Engage	We are learning how we can achieve our goals when we feel good. We are learning how to set goals.
	Engage	We are learning how to stay focused when things get tough and don't go as planned. We are learning about the importance of believing in ourselves and how this helps us to be our best self
	Engage	We are recapping everything we have learnt this year. We are thinking about how we can share our learnings with other people
HP4, HP5	Harold's was up and brush up https://www.educationquizzes.com/psh/e/health-education/hygiene-age-5-7/	- Recognise the importance of regular hygiene routines; - Sequence personal hygiene routines into a logical order.
HP5	Catch it! Bin it! Kill it!	- Understand how diseases can spread; - Recognise and use simple strategies for preventing the spread of diseases.
	Growing and Changing	
HP3, HP4, PHF1, PHF3, WO3	Healthy me	- Understand that the body gets energy from food, water and air (oxygen); - Recognise that exercise and sleep are important parts of a healthy lifestyle; - To explore how screen use can make us feel and learn how to make healthy and sensible choices.
FPC6, CF5, CF7, RKR8, RKR11, BS1, BS2, BS4, BS5, BS6, BS7, DB2	Surprises and secrets https://www.educationquizzes.com/psh/e/personal-education/good-and-bad-	Explain the difference between a secret and a nice surprise;

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	<u>secrets-age-5-7/</u>	• Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
BS3, BS6, DB2	Keeping privates private	• Identify parts of the body that are private; • Describe ways in which private parts can be kept private; • Identify people they can talk to about their private parts.
FPC6, CF2, CF4, CF5, CF7, RKR4, RKR5, RKR6, RKR9, RKR11, OSA1, OSA5, OSA6, BS5, BS6, BS7, GW7	Who can help? (2)	• Explain the difference between teasing and bullying; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation. • Understand that bullying can happen online;

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	
RKR2, RKR3	Our ideal classroom (1)	• Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions.
CF3, CF4, RKR5, RKR6, RKR9, OSA1, OSA4,	Types of bullying	• Explain the difference between bullying and isolated unkind behaviour; • Recognise that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving; • Understand that bullying can happen online, as well as in person, and to know what to do if this happens; • Understand that they should not share images of themselves or others without permission.
CF1, CF2, CF4	Being a good friend https://www.educationquizzes.com/pshe/social-education/emotions-in-others-5-7/	• Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other.
MyHappyMind	Meet the Brain	• We are learning what our brain looks like and how it helps us. We are learning that the brain has 3 parts
	Meet the Brain	• We are learning how our brains grow. We are learning what Neuroplasticity is. We are learning how Team H-A-P helps us be our best self.
	Meet the Brain	• We are learning which emotions might impact Team H-A-P. We are learning how you can help Team H-A-P.

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	Meet the Brain	We are learning about how Happy Breathing helps us. We are learning that our brain reacts differently indifferent situations. We are learning how Neuroplasticity can help Happy Breathing.
	Meet the Brain	We will be recapping and thinking about how we can use our new knowledge
	Valuing difference	
FPC1, FPC2, FPC3, FPC4	My special people	- Identify people who are special to them; - Explain some of the ways those people are special to them.
RKR2, GW4	When someone is feeling left out Anti-Bullying week https://www.educationquizzes.com/pshe/personal-education/bullying/	- Explain how it feels to be part of a group; - Explain how it feels to be left out from a group; - Identify groups they are part of; - Suggest and use strategies for helping someone who is feeling left out.
MyHappyMind	Celebrate	We are learning all about character and why it matters
	Celebrate	We are learning about which Character Strengths we use the most. We are learning why it's important to use Character Strengths
	Celebrate	We will be learning how we can grow our strengths
	Celebrate	We are learning about sharing your strengths with others and giving positive feedback.
	Keeping Safe	
PS1, DB2	How safe would you feel?	- Identify situations in which they would feel safe or unsafe; - Suggest actions for dealing with unsafe situations including who they could ask for help.

YEAR 2		
PS1, DB2	What should Harold say?	Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
MyHappyMind	Appreciate	We are learning what Gratitude means. We are learning how we can show gratitude.
	Appreciate	We are learning about the importance of showing gratitude to ourselves. We are learning how Gratitude helps Team H-A-P.
	Appreciate	We are learning why it is important to be grateful for experiences
	Appreciate	We are learning what Gratitude means. We are learning how we can show gratitude.
BS4, GW3	I don't like that!	- Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; - Identify the types of touch they like and do not like; - Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
BS1, BS2, BS3, BS5, DB2	Should I tell?	- Identify safe secrets (including surprises) and unsafe secrets; - Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
OSA1, OSA2	Playing games	- Know the importance of keeping personal information private, when online and only talking to people they know in real life; - Know that they can tell an adult they trust if anything happens that makes them worried.

YEAR 2		
	Rights and respect	
CF4, CF6, RKR3, RKR5, RKR6, RKR9	Getting on with others https://www.educationquizzes.com/pshe/social-education/working-together-age-5-7/	Describe and record strategies for getting on with others in the classroom.
BS6, BS7, DB2	Feeling safe	- Identify special people in the school and community who can keep them safe; - Know how to ask for help.
WO6	Harold goes camping https://www.educationquizzes.com/pshe/economic-education/need-or-want-age-5-7/	- Recognise that money can be spent on items which are essential or non-essential; - Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. - Understand the money risks related to online gaming.
MyHappyMind	Relate	We are learning how we can have good relationships with other people. We are learning how our differences can help us
	Relate	We are learning more about how we relate with others. We are learning how to use our strengths to relate to others
	Relate	We are learning about Active Listening and how it helps us to relate to others
	Being My Best	
HP5, HP6	Harold's postcard - helping us to keep clean and healthy https://www.educationquizzes.com/ps	- Explain how germs can be spread; - Describe simple hygiene routines such as hand washing; - Understand that vaccinations can help to prevent certain illnesses.

YEAR 2		
	he/health-education/hygiene-age-5-7/	
PHF1, HE1, HP3	My body needs https://www.educationquizzes.com/ps/he/health-education/exercise-age-5-7/	• Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and sleep are important to health. • Explore how screen use can make us feel and learn how to make healthy and sensible choices.
MyHappyMind	Engage	• We will be learning how we can use everything that you have learnt to feel good and do good
	Engage	• We will be learning when we feel good, we do good. We will learn how to set goals
	Engage	• We are learning how we can keep focused on our goals when things get tough
	Engage	• We are recapping everything we have learnt this year.
	Growing and Changing	
GW3, GW8	Sam moves house	• Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
BS3, DB1, DB2, DB3	My body, your body	• Identify which parts of our body are private; • Explain that our genitals help us make babies when we are older; • Understand that we mostly have the same body parts but how they look is different from person to person.
BS2, DB2,	Respecting privacy	• Explain what privacy means; • Know that you are not allowed to touch someone's private belongings without their permission; • Give examples of different types of private information.

YEAR 2		
BS1, BS2, BS3, BS4, GW3, DB2	Some secrets should never be kept https://www.educationquizzes.com/pshe/personal-education/good-and-bad-secrets-age-5-7/	- Identify how inappropriate touch can make someone feel; - Understand that there are unsafe secrets and secrets that are nice surprises; - Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
BFA1, BFA2	Basic first aid	See link to external resources for further information.

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	
WO5, WO7, WO9, OSA6	As a rule https://www.educationquizzes.com/ks2/citizenship/rules-and-laws/	- Explain why we have rules; - Explore why rules are different for different age groups, in particular for internet-based activities; - Suggest appropriate rules for a range of settings; - Consider the possible consequences of breaking the rules.
BS1, PS1	Dan's dare	- Explain what a dare is; - Understand that no-one has the right to force them to do a dare; - Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
CF1, CF3, CF4, CF5, CF6, CF7, RKR3, RKR6, RKR11	Friends are special	- Identify qualities of friendship; - Suggest reasons why friends sometimes fall out; - Rehearse and use, now or in the future, skills for making up again.

YEAR 3		
MyHappyMind	Meet the Brain	We are learning how our brain and mind work together. We are learning what Neuroplasticity is.
	Meet the Brain	We are learning more about the Team in our brain, Team H-A-P. We are learning about the role of the Amygdala
	Meet the Brain	We are learning how to train your brain. We are learning why the Amygdala behaves the way it does.
	Meet the Brain	We are learning how the brain is structured. We are learning what Neurons and Neural Path ways are.
	Meet the Brain	We are learning how to look after our brains. We are learning that Happy Breathing is a key way to look after our brains.
	Valuing Difference	
GW1, RKR8	My community	- Define the term 'community'; - Identify the different communities that they belong to; - Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
CF4, RKR1, RKR2, RKR3, RKR5, RKR6, RKR7, RKR9, RKR10, RKR11, OSA1, OSA4, OSA5, OSA6, GW7, WO8	Zeb https://www.educationquizzes.com/primary/personal-education/bullying-age-7-11/	- Understand and explain some of the reasons why different people are bullied; - Explore why people have prejudiced views and understand what this is.
FPC3, RKR1, RKR2, RKR6, RKR9, OSA1, OSA4, OSA5, OSA6, GW7, WO8	Let's celebrate our differences Anti-Bullying week	- Recognise the factors that make people similar to and different from each other; - Recognise that repeated name calling is a form of bullying; - Suggest strategies for dealing with name calling (including talking to a trusted adult).
MyHappyMind	Celebrate	We are learning what character is. We are learning where

YEAR 3		
		our character comes from. We are learning which Character Strengths we have.
	Celebrate	We are learning which strengths we use the most. We are learning why it is important to use our strengths
	Celebrate	We are learning what Character Strengths we use the most. We are learning why it is important to use our strengths
	Celebrate	We are learning how you can use your strengths in difficult situations. We are learning we can grow our strengths
FPC1, FPC3, FPC4, FPC6, RKR10, RKR11	Family and friends	- Recognise that there are many different types of family; - Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
	Keeping safe	
BS4, PS1	Danger or risk?	- Define the words danger and risk and explain the difference between the two; - Demonstrate strategies for dealing with a risky situation.
HE4, DATV1	Alcohol and cigarettes: the facts	- Identify some key risks from and effects of cigarettes and alcohol; - Know that most people choose not to smoke cigarettes; (Social Norms message) - Define the word 'drug' and understand that nicotine and alcohol are both drugs.
MyHappyMind	Appreciate	We are learning what appreciation means. We are learning why gratitude is important
	Appreciate	We are learning how to develop an Attitude of Gratitude.
	Appreciate	We are learning which hormone gets released when we

YEAR 3		
		give or receive Gratitude.
	Appreciate	We are learning how to appreciate ourselves.
OSA2, OSA3, OSA4, OSA5, WO1, WO3, WO4, WO5, WO6, WO7, WO9, WO11	Super Searcher	- Evaluate the validity of statements relating to online safety; - Recognise potential risks associated with browsing online; - Give examples of strategies for safe browsing online. - To think about screen usage and understand that online gaming can be addictive.
~~OR1, OR2, OR3, OR4, OR5, BS1, BS4, BS5, MW3, MW4, ISH3, ISH5, ISH7, RR8~~ RKR2, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1, BS4, BS5, BS6, GW4, GW5, WO1, WO2, WO3, WO4, WO8, WO9, WO11	None of your business!	- Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; - Recognise and describe appropriate behaviour online as well as offline; - Identify what constitutes personal information and when it is not appropriate or safe to share this; - Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs; - Understand that people online may not always be who they say they are, and to learn how to stay safe by checking with a trusted adult before communicating with others; - Understand that they should not share images of others without their permission; - Think carefully before sharing any information about themselves; - Understand that once something is posted online it is very hard to remove or delete it.
	Rights and Respect	
BS7	Helping each other to stay safe https://www.educationquizzes.com/ks2/citizenship/people-who-help-us/?q=people+help+us	- Identify key people who are responsible for them to stay safe and healthy; - Suggest ways they can help these people.

YEAR 3		
MyHappyMind	Relate	We are learning how to understand and celebrate our differences. We are learning what Stop, Understand and Consider means and how it can help
	Relate	We are learning how to better understand differences. We are learning how seeing things from a different perspective can get easier.
	Relate	We are learning what makes a good friend. We are learning how friends help us solve problems
	Relate	We are learning how Active Listening can help us to relate with others
	Being My Best	
HE1, HE2, HE3, HE4	Derek cooks dinner! https://www.educationquizzes.com/pshe/health-education/food-groups-age-7-11/	- Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; - Explain what is meant by the term 'balanced diet'; - Give examples what foods might make up a healthy balanced meal.
HP5	Poorly Harold	- Explain how some infectious illnesses are spread from one person to another; - Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; - Suggest medical and non-medical ways of treating an illness.
RKR1, RKR2, RKR3	For or against?	- Develop skills in discussion and debating an issue; - Demonstrate their understanding of health and wellbeing issues that are relevant to them;

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		• Empathise with different viewpoints; • Make recommendations, based on their research.
MyHappyMind	Engage	• We are learning about what activities we engage in. We are learning how to feel good
	Engage	• We are learning how we can feel good and do good. We are learning what Big Dream Goals are
	Engage	• We are learning how perseverance and resilience help us. We are learning how to stay keep focused our goals
	Engage	• We are recapping everything we have learnt about ourselves this year. We are reflecting on how positive habits help us to be at our best
	Growing and Changing	
CF1, CF4, CF6, OSA1	Relationship Tree	• Identify different types of relationships; • Recognise who they have positive healthy relationships with.
BS3, BS6, DB2	Body space	• Understand what is meant by the term body space (or personal space); • Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space.
RKR8, BS1, BS2, BS3, BS4, BS5, BS6, GW3, GW4, DB2	Secret or surprise	• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
BFA1, BFA2	Basic first aid	• See link to external resources for further information

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	
RKR3, RKR5, OSA1, OSA3, OSA4, OSA6, WO1, WO3, WO4, WO5, WO6, WO8, BS2	How do we make a difference?	• Understand the reason we have rules; • Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); • Recognise that everyone can make a difference within a democratic process; • Understand the risks relating to online gaming and that gaming can become addictive.
CF4, CF5, CF6, CF7, RKR1, RKR4, RKR5, RKR6, RKR11, OSA1, OSA2, GW4	Ok or not ok? (2)	• Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend.
CF4, RKR1, RKR6, RKR9, OSA5, OSA6, GW7, WO8	Under pressure	• Give examples of strategies to respond to being bullied, including what people can do and say; • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from; • To understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult.
MyHappyMind	Meet the Brain	• We are learning how you can train your mind. We are learning how your brain can grow. We are learning about the different parts of our brains
	Meet the Brain	• We are learning more about how Team H-A-P works. We are learning what is real and perceived danger. We are learning what triggers our Amygdala

YEAR 4		
	Meet the Brain	We are learning how to calm your Amygdala.
	Meet the Brain	We are learning what Neurons and Neural Pathways are. We are learning how to form habits
	Meet the brain	We are learning how to look after our brains. We are continuing to develop our Happy Breathing habit.
	Valuing difference	
CF6, RKR8, GW5, BS1, BS3, BS5, DB2	Islands	- Understand that they have the right to protect their personal body space; - Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; - Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
FPC3, CF4, CF5, CF6, CF7, RKR1, RKR2, RKR3, RKR5, RKR6, RKR7, RKR9, RKR11, OSA1, OSA4, OSA6, BS1	What would I do? Anti-Bullying week https://www.educationquizzes.com/pshe/personal-education/bullying-age-7-11/	- List some of the ways that people are different to each other (including differences of race, gender, religion); - Recognise potential consequences of aggressive behaviour; - Suggest strategies for dealing with someone who is behaving aggressively; - Understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult; - Understand they should not share images of other people online without their permission.
RKR10, RKR11, OSA5, OSA6, WO3, WO8, WO9	That is such a stereotype! https://www.educationquizzes.com/pshe/economic-education/breaking-the-mould/?q=breaking+the+mould	Understand and identify stereotypes, including those promoted in the media.
MyHappyMind	Celebrate	We are learning about character and Character Strengths. We are learning which strengths we use the most. We are

YEAR 4		
		learning why it is important to use our Character Strengths.
	Celebrate	We are learning which Character Strengths we use most. We are learning why it is important to use our strengths, We are learning how you can use your Character Strengths in difficult situations.
	Celebrate	We are learning why it is important to use and spot our Character Strengths. We are learning how we can use Character Strengths in lots of different ways.
	Celebrate	We are learning how we can grow our strengths. We are learning more about Neuroplasticity and how it helps us.
	Keeping Safe	
PHF3, WO3, WO9, BS4, BS5, HE4, PS1, PS2, HP2, DATV1	Danger, risk or hazard?	- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; - Identify situations which are either dangerous, risky or hazardous; - Suggest simple strategies for managing risk.
CF6, RKR4, RKR6, RKR9, OSA1, GW5, BS1, BS7	How dare you!	- Define what is meant by the word 'dare'; - Identify from given scenarios which are dares and which are not; - Suggest strategies for managing dares.
HP5, DATV1	Medicines: check the label https://www.educationquizzes.com/pshe/health-education/drugs-age-7-11/	- Understand that medicines are drugs; - Explain safety issues for medicine use; - Suggest alternatives to taking a medicine when unwell; - Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
HE4, DATV1	Know the norms (formerly Tell Mark II)	- Understand some of the key risks and effects of smoking and drinking alcohol; - Understand that increasing numbers of young people are

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		choosing not to smoke and that not all people drink alcohol (Social Norms theory).
MyHappyMind	Appreciate	We are learning what appreciation means and the 3 categories of gratitude. We are learning how to create a habit of giving gratitude
	Appreciate	We are learning how to develop an Attitude of Gratitude. We are learning what the Gratitude Domino Effect is.
	Appreciate	We are learning which hormone gets released when we give or receive gratitude. We are learning how gratitude can help us face problems
	Appreciate	We are learning how to appreciate ourselves.
CF2, CF6, RKR1, RKR4, RKR6, RKR9, OSA3, OSA4, OSA6, PS2, DATV1	Keeping ourselves safe	- Describe stages of identifying and managing risk; - Suggest people they can ask for help in managing risk.
OSA3, OSA4, OSA5, OSA6, WO4, WO7, WO8, WO9	Picture Wise	- Identify images that are safe/unsafe to share online; - Know and explain strategies for safe online sharing; - Understand and explain the implications of sharing images online without consent.
	Rights and respect	
GW9, PHF4, BS6, BS7, DB2	Who helps us stay healthy and safe?	- Explain how different people in the school and local community help them stay healthy and safe; - Define what is meant by 'being responsible'; - Describe the various responsibilities of those who help them stay healthy and safe; - Suggest ways they can help the people who keep them healthy and safe.
RKR3, OSA5, OSA6, WO3, WO7, WO9, WO11	In the news!	- Define the word influence; - Recognise that reports in the media can influence the way

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		they think about an topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
MyHappyMind	Relate	We are learning how to understand and celebrate our differences. We are learning what Stop, Understand and Consider means and how it can help.
	Relate	We are learning how to better understand differences. We are learning how we can use our strengths in different ways.
	Relate	We are learning what makes a good friend. We are learning how friends help us solve problems. We are learning why it is important to show gratitude to friends.
	Relate	We are learning how Active Listening can help us to relate with others. We are learning how Active Listening can help us to Stop, Understand and Consider.
	Being My Best	
BFA1, BFA2	Basic first aid	See link to external resources for further information
MyHappyMind	Engage	We are learning what we engage in. We are learning how we can help ourselves to feel good
	Engage	We are learning how we can Feel Good and Do Good. We are learning what Big Dream Goals are. We are learning why setting goals make us feel so good
	Engage	We are learning how perseverance and resilience help us. We are learning how to stay focussed on our goals. We are learning how we already have the skills of perseverance and resilience.

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	Engage	We are recapping everything we have learnt about ourselves this year
	Growing and Changing	
GW3, GW4, GW9	Moving house	- Describe some of the changes that happen to people during their lives; - Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change.
RKR8, GW3, GW4, BS1, BS2, BS3, BS4, BS5, BS6, DB2	Secret or surprise?	- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; - Recognise how different surprises and secrets might make them feel; - Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
FPC3, FPC4, FPC5, CF1, CF4, CF5, CF6, CF7, RKR1, RKR11	Together	- Understand that marriage or civil partnership is a commitment to be entered into freely and not against someone's will; - Recognise that marriage or civil partnership includes same sex and opposite sex partners; - Know the legal age for marriage or civil partnership in England or Scotland; - Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

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DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
CF2, CF3 ,CF4	Give and take	• Explain what is meant by the terms negotiation and compromise; • Describe strategies for resolving difficult issues or situations.
CF2, CF3, CF4, CF5, CF6, CF7, RKR3, RKR4, RKR5, RKR11	Relationship cake recipe	• Identify what things make a relationship unhealthy; • Identify who they could talk to if they needed help.
OSA1, OSA3, OSA4, OSA5, OSA6, GW7, WO2, WO4	Communication	• Understand that online communication can be misinterpreted; • Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
MyHappyMind	Meet the Brain	• We are learning all about our brains. We are learning how you can train your mind. We are learning how each part of Team H-A-P works.
	Meet the Brain	• We are learning why the Amygdala behaves the way it does. We are learning what triggers our Amygdala.
	Meet the Brain	• We are learning how to calm our Amygdala. We are learning what Neurons and Neural Pathways are. We are learning how habits can be formed
	Meet the Brain	• We are learning how to look after our brains. We are learning how Happy Breathing is really good for our brains

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	Meet the Brain	We are learning what happens in our brain when we are feeling stressed. We are learning all about the role of Cortisol. We are learning how to manage our Cortisol levels.
	Valuing Difference	
RKR1, RKR2, RKR3, RKR4 RKR5, RKR6, RKR9, RKR10, RKR11	Happy being me	- Recognise some of the feelings associated with feeling excluded or 'left out'; - Give examples of ways in which people behave when they discriminate against others who are different from them; - Understand the importance of respecting others, even when they are different from themselves.
RKR1, RKR2, RKR6, RKR9, RKR10, OSA1, OSA3, OSA4, OSA5, OSA6, BS1, WO3, WO4, WO7, WO8, WO9	Is it true?	- Understand that the information we see online either text or images, is not always true or accurate; - Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;
FPC3, CF2, RKR1, RKR2, RKR4, RKR5	The land of the Red People Anti-Bullying week	- Identify and describe the different groups that make up their school/wider community/other parts of the UK; - Describe the benefits of living in a diverse society; - Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
MyHappyMind	Celebrate	We are learning about our Character Strengths and their main types through Virtues. We are learning which strengths we use the most. We are learning why it is important to use our strengths
	Celebrate	We are exploring the strengths in even more detail. We are learning which strengths we use most. We are learning why it is important to use our strengths

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	Celebrate	We are learning about the strengths in more detail. We are learning how to grow our strengths. We are learning how we use our Top 5Strengths
	Celebrate	We are learning how we can use our strengths indifferent situations. We are learning how strengths help us to be at our best.
	Celebrate	We are learning how we can use our strengths indifferent situations. We are learning how strengths help us to be at our best.
	Keeping Safe	
RKR5, PS2	Decision dilemmas	- Recognise which situations are risky; - Explore and share their views about decision making when faced with a risky situation; - Suggest what someone should do when faced with a risky situation.
DATV1	Vaping: healthy or unhealthy?	- Describe some of the health risks caused by vaping; - Understand that there are potential health risks of vaping that are not yet fully known; - Use critical thinking skills when reading information/media; - Understand that companies selling vaping products do so to make money; - Describe some of the possible outcomes of taking a risk.
MyHappyMind	Appreciate	We are learning what appreciation means.
	Appreciate	We are learning what the Gratitude Domino Effect is. We are learning what 3 things are important to appreciate.
	Appreciate	We are learning which hormone gets released when we give or receive gratitude.

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	Appreciate	We are learning how to appreciate ourselves.
RR1, RR6, OR1, OR2, OR3, OR5, MW8, ISH4, ISH5	Spot bullying https://www.educationquizzes.com/p/she/personal-education/cyber-bullying-age-7-11/	- Demonstrate strategies to deal with both face-to-face and online bullying; - Demonstrate strategies and skills for supporting others who are bullied; - Recognise and describe the difference between online and face-to-face bullying.
OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1, BS4, WO1, WO2, WO3, WO4, WO7, WO8, WO9, WO10, WO11	Play, Like, Share (1)	- Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; - Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; - Know how to protect personal information online; - Recognise disrespectful behaviour online and know how to respond to it; - Understand that online relationships are unlikely to be as good as in-person relationships.
OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1, BS4, WO1, WO2, WO3, WO4, WO7, WO8, WO9, WO10, WO11	Play, Like, Share (2)	- Consider what information is safe/unsafe to share offline and online; - Think about the consequences of not keeping personal information private; - Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; - Know how to protect personal information online; - Know to tell a trusted adult if something online is making them feel upset, worried or uncomfortable; - Understand what cyberbullying/online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.
	Rights and Respect	

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MyHappyMind	Relate	We are learning how to understand and celebrate our differences. We are learning what 'Stop, Understand and Consider' means and how it can help
	Relate	We are learning how to better understand differences. We are learning how we can use our strengths in different ways
	Relate	We are learning what makes a good friend. We are learning how friends help us solve problems. We are learning why it is important to show gratitude to friends
	Relate	We are learning how Active Listening can help us to relate to others. We are learning how Active Listening can help us to Stop, Understand and Consider.
	Being My Best	
BS1	Independence and responsibility	- Identify people who are responsible for helping them stay healthy and safe; - Identify ways that they can help these people.
OSA6, WO5	Star qualities	- Describe 'star' qualities of celebrities as portrayed by the media; - Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; - Describe 'star' qualities that 'ordinary' people have.
BFA1, BFA2	Basic first aid, including Sepsis Awareness	See link to external resources for further information
MyHappyMind	Engage	We are recapping on all the habits we've learnt so far. We are learning about what we engage in. We are learning how we can feel good
	Engage	We are learning how we can Feel Good and Do Good. We are learning what Big Dream Goals are. We are learning

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		how our feelings affect our engagement levels
	Engage	We are learning how perseverance and resilience help us. We are learning how we already have the skills of perseverance and resilience
	Engage	We are recapping on everything we have learnt about ourselves this year
	Growing and Changing	
FPC6, RKR8, OSA4, BS2, BS3, DB1, DB2, DB3, HP4	Growing up and changing bodies	- Identify some products that they may need during puberty and why; - Know what menstruation is and why it happens.
BS3, DB1, DB2, DB3	Changing bodies and feelings	- Know the correct words for the external sexual organs; - Discuss some of the myths associated with puberty.
FPC2, FPC4, RR1, RR2, RR3, RR4, CAB1	Help, I'm a teenager...get me out of here!	- Recognise how our body feels when we're relaxed; - List some of the ways our body feels when it is nervous or sad; - Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
~~RR1, RR6, RR7~~ RKR1, RKR6, RKR9, RKR10, RKR11, OSA1, OSA6, WO4, WO8	Stop, start stereotypes	- Recognise that some people can get bullied because of the way they express their gender; - Give examples of how bullying behaviours can be stopped. - Understand what online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.

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DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
CF6, RKR2, RKR4, RKR5, RKR8	Assertiveness Skills	• List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
FPC3, FPC4, FPC5, FPC6, RKR1, RKR5, RKR8, BS3, BS4, BS5, BS6, DB2	Don't force me	• Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry or have a civil partnership; ~~depending on whether their parents agree.~~ • Understand that everyone has the right to be free to choose who and whether to marry or have a civil partnership. •
RKR4, RKR5, RKR6, RKR9, BS1, BS2, BS3, BS4, BS5, BS6, BS7, DB2	Acting appropriately	• Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal.
MyHappyMind	Meet the Brain	• We will be learning all about our brain and how it works. We will be learning about how our feelings impact our brain
	Meet the Brain	• We will be learning about different ways to look after our brains so we can be our best selves.
	Meet the Brain	• We are learning how to develop healthy habits to look after our mind
	PS Wells Lesson 5 Expectations (theirs)	This session will look at pupil's expectations of secondary school, managing those expectations and dispelling the myths! • Lesson plan: Page 10
	It's a puzzle	• Identify strategies for keeping personal information safe

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RKR8, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, WO1, WO4, WO5, WO8, WO9, WO11, BS1, BS2, BS4		online; • Describe safe and respectful behaviours when using communication technology; • Understand they should not share images of other people online without their permission; • Think carefully before sharing any information about themselves online; • Understand that once something has been posted online it can be circulated quickly and there is no way of deleting it permanently; • Know where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
	Valuing Difference	
RR1, RR2, RR5 CF4, RKR1, RKR2, RKR5	Tolerance and respect for others	• Understand and explain the term prejudice and discrimination; • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
CF1, CF2, CF3, CF4, CF5, CF6, CF7, FPC1, FPC4, RKR8, RKR11, GW1	Advertising friendships!	• Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
RKR1, RKR4, RKR5, RKR6, RKR9, OSA1	We have more in common than not Anti-Bullying week	• Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else;

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		• Demonstrate ways of offering support to someone who has been bullied.
MyHappyMind	Celebrate	• We are learning all about what character is. We are learning about our Character Strengths and how we can use them to be at our best.
	Celebrate	• We are learning about each of the Virtues and Character Strengths. We are learning about our own strengths and which ones we would like to grow.
CF4, RKR1, RKR2, RKR5,	Boys will be boys? Challenging gender stereotypes https://www.educationquizzes.com/pshe/economic-education/breaking-the-mould/?q=breaking+the+mould	• Define what is meant by the term stereotype; • Recognise how the media (including digital platforms) can sometimes reinforce gender stereotypes; •
	PS Wells Lesson 6 Coping with Change	This session will help pupils to develop coping strategies to overcome challenges they may experience over primary-secondary school transition • Lesson plan: Page 11
	Keep Safe	
RKR8, GW1, GW2, GW4, GW5, GW6, GW9, GW10, HE4, DATV1	Rat Park	• Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
DATV1, HE4	Drugs: it's the law!	• Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country.
DATV1, HE4	Alcohol: what is normal?	• Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;

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		Describe some of the effects and risks of drinking alcohol.
MyHappyMind	Appreciate	We are learning about the importance of gratitude. We are learning to be grateful for ourselves, others and experiences
	Appreciate	We are learning how to establish an Attitude of Gratitude and how it can help us to be the best that we can be. We are learning how to practise sharing gratitude with others and the positive effects this has on our wellbeing.
RKR8, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1, WO5, WO8, WO9	Think before you click!	RKR8, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1, WO5, WO8, WO9
~~OR1, OR3, OR5, BS1, BS2, BS3, BS5, BS7, ISH3, ISH5, ISH7~~ BS1, BS2, BS3, BS5, BS6, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, GW7, WO2, WO4, WO5, WO8, WO10, WO11, DB2	To share or not to share?	- Know that it is illegal to create and share sexual images of children under 18 years old; - Explore the risks of sharing photos and films of themselves with other people directly or online; - Know how to keep their information private online; - Understand that once something is posted online and shared there is no way to delete it permanently; - Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online.
	Rights and Respect	
RKR8, OSA2, OSA6, GW2,	'Fakebook' Friends	- Know the legal age (and reason behind these) for having a social media account; - Understand why people don't tell the truth and often

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WO5, WO9		- post only the good bits about themselves, online; - Recognise that people's lives are much more balanced in real life, with positives and negatives.
MyHappyMind	Relate	We are learning how to have good relationships with others. We are learning all about Active Listening and how to use it to build relationships with others
	Relate	We are learning how understanding our Character Strengths can help us to get along with and relate to others
	PS Wells Lesson 7 Navigating	This session will look at navigating around new surroundings, including understanding timetables and systems. Lesson plan: Page 12
	PS Wells Lesson 9 – Making Friends	This session focuses on how to make and manage friendships. This is a skill that we have discovered over the years that many children have never really had to do. Lesson plan: Page 14
	Being My Best	
CF3, RKR8, GW1, GW2, GW6, WO3, PHF2, PHF3, PHF4, HP1, HP3, HP4	Five Ways to Wellbeing project	- Explain what the five ways to wellbeing are; - Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
CF2, CF3, CF4, CF6, RKR1, RKR4, RKR5, RKR6, RKR9, OSA1, OSA4, OSA5, OSA6, BS1, BS5, DATV1	What's the risk? (1)	- Identify risk factors in a given situation (~~involving alcohol~~) (including online); - Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; - Know where to go for advice and support when they feel worried or concerned about something online.
	What's the risk? (2)	Identify risk factors in a given situation;

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FPC1, RKR5, OSA2, OSA3, OSA4, OSA6, WO7, WO9, BS1, BS2, BS4, DB1		- Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; - Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.
MyHappyMind	Engage	We are recapping on all of the strategies that we have learnt to help us to feel our best. We are starting to review how effectively we are using these habits and how we can use them even more.
	Engage	We are reviewing how to help ourselves feel good and do good. We are learning about how Goal Setting can help us to achieve even more
	PS Wells Lesson 8 Structure/Life changes	This session will look at how life at secondary school will be different, including new routines before and after school. Lesson plan: Page 13
	Growing and Changing	
RKR1, RKR4, RKR10, OSA2, OSA4, OSA5, OSA6, WO3, WO8	Media manipulation	- Define what is meant by the term stereotype; - Recognise how the media can sometimes reinforce gender stereotypes; - Recognise that people fall into a wide range of what is seen as normal; - Challenge stereotypical gender portrayals of people.
OSA2, OSA3, OSA4, OSA5, OSA6, BS1, BS3, BS4, BS5, WO9, DB2	Pressure online	- Understand the risks of sharing images online and how these are hard to control, once shared; - Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; - Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.

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RKR1, BS6, HE2, DB1, DB2, DB3	Is this normal?	• Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; • Understand that a healthy attitude towards food can really support growth and puberty changes; • Suggest strategies that would help someone who felt challenged by the changes in puberty; • Understand what FGM is and that it is an illegal practice in this country; • Know where someone could get support if they were concerned about their own or another person's safety.
FPC3, FPC4, BS3, BS6, BS7, DB1, DB2, DB3	Making babies	• Identify the changes that happen through puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means.
	PS Wells Lesson 10 Parent/Carer Support	This session focuses on encouraging open communication and discussion channels between parents/carers and children in the lead up to primary/secondary school transition. • Lesson plan: Page 15
	PS Wells Lesson 11 WoW	This session helps pupils to recognise that they can and should still access support from teachers when they move to secondary school, although the way they do this may change, reflective of changes within the secondary school environment. • Lesson plan – Page 16
	PS Wells Lesson 12 WoW	This is a reflective session working with pupils to remind them of what they have learnt over the TaST 5-6 programme, whether their thoughts, feelings and emotions around starting secondary school have changed and how to continue managing this. • Lesson plan: Page 17

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	This session helps pupils to consolidate their learning from the TaST 5-6 lessons by using cross-aged teaching techniques. Lesson plan – Page 18	PS Wells Lesson 13 Cross-aged Teaching
Raising Aspirations Programme (Personal Development)	• Recognise skills and understand how to develop personal skills. • Understand the importance of transferable skills • Learn about future employment opportunities. • Learn about future employment • Understand how to structure a covering letter. • Learn how to prepare for an interview • Understand the importance of self-reflection and goal setting. • Understand that time and effort are required to achieve a desired goal.	