

PSHE LONG TERM PLANNING

SCARF Lesson Plan title & half-termly unit	Learning Outcomes (TBA when new EYFS framework published)
Me and My Relationships	
We are learning our friend's names.	22-36 -To begin to be interested in others play and join in. 22-36 - Seeks out others to share experiences.
We are learning our class rules.	22-36 - Shows understanding and cooperates with some boundaries and routines.
We are learning to say what we like and dislike Marvellous me!	22-36 - Expresses own preferences and interests.
We are learning to keep ourselves safe. Marvellous me! Activity 3	22-36 - Beginning to be independent in self-care, but still often needs adult support.
We are learning about how special we are I'm special Activity 1	22-36 - Expresses own preferences and interests.
Keeping Myself Safe	
We are learning about people who keep us safe People who help to keep us safe	22-36 -To be able to talk about their own feelings such as sad, happy, cross, scared, and worried. 22-36 Shows affection and concern for people who are special to them. 30-50 Can select and use activities and resources with help. 22-36 Has a sense of immediate family and relations.
We are learning about feelings when we are worried or sad People who help to keep us safe Activity 1/2	22-36 -To be able to talk about their own feelings such as sad, happy, cross, scared, and worried. 30-50 Can select and use activities and resources with help.
We are learning about staying safe outdoors Safety indoors and outdoors Anti-Bullying week	22-36 -To be able to talk about their own feelings such as sad, happy, cross, scared, and worried. 22-36 Aware that some actions can hurt or harm others 22-36 Beginning to recognise danger and seeks support of significant adults for help.

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We are learning about staying safe outdoors Safety indoors and outdoors Activity 1/2	22-36 -To be able to talk about their own feelings such as sad, happy, cross, scared, and worried. 22-36 Beginning to recognise danger and seeks support of significant adults for help
We are learning to keep ourselves safe What's safe to go into my body?	22-36 -To be able to talk about their own feelings such as sad, happy, cross, scared, and worried. 22-36 Beginning to recognise danger and seeks support of significant adults for help
We are learning to keep ourselves safe What's safe to go into my body? Activity 2	22-36 -To be able to talk about their own feelings such as sad, happy, cross, scared, and worried. 22-36 Beginning to recognise danger and seeks support of significant adults for help
We are learning to talk about our feelings and how they change. I'm special Activity 2/3	22-36 -To be able to talk about their own feelings such as sad, happy, cross, scared, and worried.
Valuing Difference	
We are learning that we are all different. Me and my friends	22-36 - Expresses own preferences and interests.
We are learning that all families are different. Friends and family	22-36 - Has a sense of own immediate family and relations. 22-36 -Has a sense of own immediate family and relations.
We are learning to be kind. Including everyone	22-36 - To be aware that some actions can hurt or harm others. 22-36 - Responds to the feelings and wishes of others. 22-36 - Tries to help or give comfort when others are distressed. 16-26 – Begins to learn that some things are theirs, some things are shared, and some things belong to other people. 22-36 - Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. 30-50 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
We are learning to be kind. Including everyone Activity 4	22-36 - To be aware that some actions can hurt or harm others. 22-36 - Responds to the feelings and wishes of others. 22-36 - Tries to help or give comfort when others are

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	distressed. 16-26 – Begins to learn that some things are theirs, some things are shared, and some things belong to other people. 22-36 - Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. 30-50 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
Being My Best	
We are learning about what our bodies need What does my body need?	H&SC 30-50 Can tell adults when hungry or tired or when they want to rest or play H&SC 30-50 Observes the effects of activity on their bodies.
We are learning about what our bodies need What does my body need? Activity 2/3	H&SC 30-50 Can tell adults when hungry or tired or when they want to rest or play H&SC 30-50 Observes the effects of activity on their bodies.
We are learning to persevere (to not give up) I can keep trying	22-36 Seeks out others to share experiences 30-50 Aware of own feelings, and knows that some actions and words can hurt others' feelings
We are learning to persevere (to not give up) I can keep trying Activity 2	22-36 Seeks out others to share experiences 30-50 Aware of own feelings, and knows that some actions and words can hurt others' feelings
We are learning that we can do it if we try I can do it!	22-36 Seeks out others to share experiences 30-50 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults
Rights and Responsibilities	
We are learning how to keep ourselves healthy (Healthy Eating) Looking after myself	16-26 Willing to try new food texture and tastes 16-26 Develops own likes and dislikes in food and drink
We are learning how to keep ourselves healthy (Washing hands) Looking after myself	22-36 Beginning to be independent in self care, but still often needs adult support.
We are learning about how we look after our family and friends. Looking after others	22-36 Shows affection and concern for people who are special to them.
We are learning about the feelings of others. Looking after others	22-36 - Responds to the feelings and wishes of others. 30-50 Can play in a group, extending and elaborating play

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Activity 2/3	ideas, e.g. building up a role play activity with other children. 22-36 Responds to the feelings and wishes of others 22-36 Aware that some actions can hurt or harm others
We are learning to take care of our classroom Looking after my environment	22-36 Seeks out others to share experiences 22-36 Shows understanding and cooperates with some boundaries and routines.
We are learning to take care of our outdoor space. Looking after my environment Activity 2/3	22-36 Seeks out others to share experiences 22-36 Shows understanding and cooperates with some boundaries and routines.
Growing and Changing	
We are learning about the different seasons and natural change Growing and Changing in Nature	22-36 Seeks out others to share experiences 30-50 Can select and use activities and resources with help.
We are learning about the different seasons and natural change Growing and Changing in Nature	22-36 Seeks out others to share experiences 30-50 Can select and use activities and resources with help.
We are learning about what a baby needs When I was a baby	22-36 Seeks out others to share experiences 30-50 Can select and use activities and resources with help. 30-50 Can play in a group, extending and elaborating play ideas, e.g. building up a role play activity with other children.
We are learning about what a baby needs When I was a baby	22-36 Seeks out others to share experiences 30-50 Can select and use activities and resources with help. 30-50 Can play in a group, extending and elaborating play ideas, e.g. building up a role play activity with other children.
We are learning about which body parts should be kept private. We are also learning about different families. Girls, Boys and Families	22-36 - Shows understanding and cooperates with some boundaries and routines. 22-36 - Beginning to be independent in self-care, but still often needs adult support. 22-36 Has a sense of immediate family and relations.
We are learning about which body parts should be kept private. We are also learning about different families. Girls, Boys and Families	22-36 - Shows understanding and cooperates with some boundaries and routines. 22-36 - Beginning to be independent in self-care, but still often needs adult support. 22-36 Has a sense of immediate family and relations.

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