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 67 statements for these DfE codes on pages 2, 3 and 4.
Rows with no codes indicate lesson plans that cover subjects which are *not* DfE requirements but which are included to ensure a complete PSHE programme, including SMSC and British Values.

In the SCARF lesson plan column, '**half-termly unit**' refers to the suggested groups of lessons that the SCARF curriculum has been organised into; this is for those schools that prefer a ready-planned, comprehensive PSHE and wellbeing curriculum.
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**	Mental wellbeing	**MW**
Caring friendships	**CF**	Internet safety and harms	**ISH**
Respectful relationships	**RR**	Physical health and fitness	**PHF**
Online relationships	**OR**	Healthy eating	**HE**
Being safe	**BS**	Drugs, alcohol and tobacco	**DAT**
		Health and prevention	**HP**
		Basic first aid	**BFA**
		Changing adolescent body	**CAB**

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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 because they can give love, security and stability. 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 5. that marriage represents 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. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships (RR)	1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships (OR)	1. that people sometimes behave differently online, including by pretending to be someone they are not.

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	2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online.
Being safe (BS)	1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard, 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources.
Mental wellbeing (MW)	1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms (ISH)	1. that for most people the internet is an integral part of life and has many benefits. 2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 4. why social media, some computer games and online gaming, for example, are age restricted.

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	5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. 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 exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 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. the principles of planning and preparing a range of healthy meals. 3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco (DAT)	1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health 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 good health and that a lack of sleep can affect weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid (BFA)	1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle.

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Nursery		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
N/A		**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; ● Understand that some families are different from theirs, but these families also love and care for one another.
N/A	Marvellous me!	● 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.
N/A	I'm special	● Speak positively about themselves; ● Name different feelings and possible causes; ● Name some key adults who can help them when feeling sad/worried/scared.
N/A	People who are special to me	● Talk about their families and special people; ● Name those who care for them and keep them safe; ● Describe the different types of homes.
	Valuing Difference	

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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.
	Me and my friends	● 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.
	Friends and family	● Understand that having differences between us is a good thing; ● Notice and talk about differences in nature; ● Recognise the differences within and amongst families.
	Including everyone	● Explore and use different materials; ● Show kindness by including their friends; ● Talk about how to help those who are in need.
	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;

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Nursery		
		• Learn the importance of keeping safe around medicines and unknown products.
	People who help me and keep me safe	• 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.
	Safety indoors and outdoors	• 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; • Talk about how to keep their bodies safe.
	What's safe to go into my body	• 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.

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Nursery		
	Looking after myself	• Talk about how healthy food and keeping clean can help our bodies; • Name some healthy foods; • Try new experiences.
	Looking after others	• Name some activities that they can do to help out at home; • Talk about how they can look after other members of their family; • Talk about how they can look after their friends.
	Looking after my environment	• 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.
	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.
	What does my body need?	• Name what their bodies need for energy (food, water, exercise, sleep); • Describe how they feel when they don't have enough food, water, exercise or sleep; • Make healthy choices independently, in their home or

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Nursery		
		education setting.
	I can keep trying	• Explain how people might feel if they find something hard; • Suggest ways to encourage others to keep going; • Have a go at challenging themselves.
	I can do it!	• Develop skills in planning, reviewing applying a trial and error approach; • Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone; • Communicate with others by sharing with and listening to each other's ideas.
	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.
	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.
	When I was a baby	• Talk about how babies change as they grow;

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Nursery		
		• Explain what babies need and how this changes as they grow; • Share their own experiences and listen to those of the others.
	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); • Think differently and more openly about what a family may look like.

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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.
FPC1, FPC3, RR1, RR4, RR5, CF1	All about me	• Talk about their own interests; • Talk about their families; • Talk about how they are the same or different to others.
FPC1, FPC3, RR1, RR3,RR4	What makes me special	• Share their favourite interests and objects; • Talk about themselves positively; • Listen to what others say and respond.
FPC1, FPC2, FPC3, CF1, RR1	Me and my special people	• Talk about the important people in their lives; • Understand that we have different special people; • Name key people outside of families that care for them.
FPC1, FPC2, FPC4, FPC6, CF1, CF2, CF3, CF5, BS5, BS8, MW9	Who can help me?	• Talk about when they might feel unsafe or unhappy; • Name the people who will help them; • Notice when a friend is in need at school and help them.
FPC2, FPC6, MW2, MW3, MW6, MW7, MW9, CF5	My feelings	• Describe different emotions; • Explore how we feel at certain times or events; • Identify ways to change feelings and calm down.

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Reception		
MW2, MW3, MW6, MW7, MW9, CF2, CF5, FPC6	My feelings (2)	• Identify events that can make a person feel sad; • Suggest ways in which they can help a friend who is sad; • Choose ways to help themselves when they feel sad.
	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.
RR1, RR4	I'm special, you're special	• Describe their own positive attributes; • Share their likes and dislikes; • Listen to and respect the ideas of others.
CF1, CF2, CF3, RR1, RR4, RR5, BS6, MW3	Same and different	• Recognise the similarities and differences amongst their peers; • Discuss why differences should be celebrated; • Retell a story.
FPC1, FPC2, FPC3, FPC4, RR1	Same and different families	• Talk about their family, customs and traditions; • Listen to others talk about their experiences; • Compare their own experiences with those of others.
RR1, RR3	Same and different homes	• Recognise the similarities and differences between their home and those of others;

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Reception		
		• Talk about what makes their home feel special and safe; • Be sensitive towards others.
CF2, CF3, RR2, RR3	Kind and caring (1)	• Suggest ways in which we can be kind towards others; • Demonstrate skills in cooperation with others.
CF1, CF2, CF3, RR1, RR2, RR3	Kind and caring (2)	• Show friendly behaviour towards a peer; • Build relationships with 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.
MW3, HP4, HP5, BS5	What's safe to go onto my body	• Name things that keep their bodies safe; • Name things that keep their bodies clean and protected; • Think about how to recognise things that might not be safe.
HE3, HP3, PHF4, DAT1	Keeping myself safe - what's safe to go into my body (including medicines)	• Make safe decisions about items they don't recognise; • Talk about what our bodies need to stay well; • Name the safe ways to store medicine and who can give it to children (adults).
FPC1, BS5	Safe indoors and outdoors	• Name some hazards and ways to stay safe inside; • Name some hazards and ways to stay safe outside;

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Reception		
		• Show how to care for the safety of others.
BS3, BS5, BS6, BS7 RR8	Listening to my feelings (1)	• 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.
OR3, BS2, BS5, BS6	Keeping safe online	• 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.
FPC2, FPC6, BS4, BS5, BS6, BS8	People who help to keep me safe	• Name the people in their lives who help to keep them safe; • Name people in their community who help to keep them safe; • Talk about ways to keep themselves safe in their environment.
	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 how they can make an impact on the natural world; • Talk about similarities and differences between themselves; • Demonstrate building relationships with friends.
FPC1, FPC2, FPC3, FPC4	Looking after my special people	• Name the special people in their lives;

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Reception		
		• Understand that our special people can be different to those of others.
CF1, CF2, CF3, RR1, RR8, BS6	Looking after my friends	• Talk about why friends are important and how they help us; • Identify ways to care for a friend in need; • Identify ways to help others in their community.
RR2, RR3	Being helpful at home and caring for our classroom	• Identify ways in which they help at home; • Recognise the importance of taking care of a shared environment; • Name ways in which they can look after their learning environment.
FPC1, RR3	Caring for our world	• Think about what makes the world special and beautiful; • Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less; • Talk about what can happen to living things if the world is not cared for.
	Looking after money (1): recognising, spending, using	• Recognise coins and other items relating to money; • Identify the uses of money.
	Looking after money (2): saving money and keeping it safe	• Talk about why it's important to keep money safe; • Identify ways to save money; • Talk about why we save money.
	Being My Best	
		Overarching learning intentions across this unit: Children will be able to: • Feel resilient and confident in their learning; • Name and discuss different types of feelings and emotions;

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Reception		
		• 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.
MW2, MW3, CF2, RR2	Bouncing back when things go wrong	• Share an experience where they haven't achieved their goal; • Develop their confidence and resilience towards having a growth mindset; • Name a strategy to overcome a hurdle.
MW2, MW3, CF2	Yes, I can!	• Share an experience where they haven't achieved their goal. • Develop their confidence and resilience towards having a growth mindset. • Name a strategy to overcome a hurdle.
HE1, HE2	Healthy eating (1)	• 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.
HE1	Healthy eating (2)	• 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.
PHF2, HE1, HP3, HP4, HP5	Move your body	• Describe the changes in their body during exercise and what is happening to their body; • Explain how exercise can help us stay well - physically and mentally; • Name some ways to keep their body fit and well.
HP3, HP4, HP5	A good night's sleep	• Understand why our body needs sleep; • Talk about their own bedtime routine;

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Reception		
		• 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 babies are made by a man and a woman; • Use the correct vocabulary when naming the different parts of the body; • Know how to keep themselves safe.
CAB1	Seasons	• Name the different seasons and describe their differences; • Explain the changes that occur as seasons change; • Talk about how they have grown in resilience.
CAB1	Life stages - plants, animals, humans	• To understand that animals and humans change in appearance over time; • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals); • Make observations and ask questions about living things.
FPC2, FPC3, FPC4, FPC5, CAB1, BS3		• 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 their own experience of growing up.
FPC1, FPC3, FPC4, RR1, CAB1	Where do babies come from?	• Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. • Understand that every family is different.

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Reception		
		• Talk about similarities and differences between themselves and others.
FPC1, FPC3, FPC4, RR1, CAB1, HE1, HE3, HP3	Getting bigger	• Talk about how they have changed as they have grown. • Explain the differences between babies, children, and adults. • Understand that we are all unique.
BS2, BS3, BS7, RR7, RR8	Me and my body - girls and boys	• Name parts of the body (including reproductive parts) using the correct vocabulary. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe.

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YEAR 1		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2, RR3	Why we have classroom rules	• Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these.
RR1, CF2, CF4, CF5	How are you listening?	• Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel.
BS5, MW2, MW3, MW4, MW7	Thinking about feelings	• Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).
BS5, MW1, MW2, MW3, MW4, MW7	Our feelings	• Identify a range of feelings; • Identify how feelings might make us behave; • Suggest strategies for someone experiencing 'not so good' feelings to manage these.
MW2, MW3, MW6, MW7	Feelings and bodies	• Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt.
CF1, CF2, CF3	Good friends	• Identify simple qualities of friendship; • Suggest simple strategies for making up.
	Valuing Difference	
FPC3, FPC4, RR1, RR2	Same or different?	• Identify the differences and similarities between people; • Empathise with those who are different from them;

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YEAR 1		
		• Begin to appreciate the positive aspects of these differences.
CF2, CF3, CF4, RR5, RR6, MW8	Unkind, tease or bully?	• Explain the difference between unkindness, teasing and bullying; • Understand that bullying is usually quite rare.
RR3, RR5, BS1	Harold's school rules	• Explain some of their school rules and how those rules help to keep everybody safe.
CF2, CF3, CF4, RR2, RR3	It's not fair!	• Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others.
FPC1, FPC2, FPC3, FPC4, MW6	Who are our special people?	• Identify some of the people who are special to them; • Recognise and name some of the qualities that make a person special to them.
FPC3, FPC4	Our special people balloons	• Recognise that they belong to various groups and communities such as their family; • Explain how these people help us and we can also help them to help us.
	Keeping Safe	
HP3	Super sleep	• Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep.
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help? (1)	• Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe.
FPC6, RR8, BS1, BS2, BS5, BS7, BS8	Good or bad touches?	• Understand and learn the PANTS rules; • Name and know which parts should be private; • Explain the difference between appropriate and

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YEAR 1		
		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.
RR8,OR1, OR2, OR3, OR4 OR5, BS1, BS2, BS6, ISH1, ISH3, ISH5, ISH7	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.
DAT1	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.
MW2	Harold loses Geoffrey	● Recognise the range of feelings that are associated with loss.
	Rights and Respect	
CF2, CF4, RR2, RR3, RR5	Harold has a bad day	● Recognise how a person's behaviour (including their own) can affect other people.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Around and about the school	● Identify what they like about the school environment; ● Recognise who cares for and looks after the school environment.
RR5	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.
Wider PSHE curriculum (not covered by DfE statutory	Harold’s money	● Explain where people get money from; ● List some of the things that money may be spent on in a

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YEAR 1		
requirements)		family home.
Wider PSHE curriculum (not covered by DfE statutory requirements)	How should we look after our money?	• Recognise that different notes and coins have different monetary value; • Explain the importance of keeping money safe; • Identify safe places to keep money; • Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).
BFA1, BFA2	Basic first aid	• See link to external resources for further information.
	Being My Best	
HE1, HE2, HE3	I can eat a rainbow	• 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	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.
HP4, HP5	Harold's was up and brush up	• 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold learns to ride his bike	• Recognise that learning a new skill requires practice and the opportunity to fail, safely; • Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.

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YEAR 1		
CF2, CF5, RR1, RR3, RR5	Pass on the praise!	• Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel.
PHF4	Inside my wonderful body! (OPTIONAL)	• Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them.
	Growing and Changing	
PHF1, PHF3, HP3, HP4	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.
CAB1	Then and now	• Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages.
FPC2, CAB1	Taking care of a baby	• Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages.
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	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.
FPC6, CF4, RR8, BS1, BS2, BS4, BS5, BS6, BS7, BS8	Suprises and secrets	• Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.

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YEAR 1		
BS3, BS7	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.

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YEAR 2		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2	Our ideal classroom (1)	• Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions.
RR3	Our ideal classroom (2) (OPTIONAL)	• The conventions of courtesy and manners.
MW2, MW3	How are you feeling today?	• Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings.
MW2, MW9	Let's all be happy	• Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Explain where someone could get help if they were being upset by someone else's behaviour.
CF1, CF2, CF3	Being a good friend	• Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other.
RR5, RR6	Types of bullying	• Explain the difference between bullying and isolated unkind behaviour; • Recognise that that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving.
RR5, RR6	Don't do that!	• Understand and describe strategies for dealing with bullying: • Rehearse and demonstrate some of these strategies.

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YEAR 2		
RR5, RR6	Bullying or teasing? (OPTIONAL)	• Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; • Identify situations as to whether they are incidents of teasing or bullying.
	Valuing difference	
RR1, RR2	What makes us who we are?	• Identify some of the physical and non-physical differences and similarities between people; • Know and use words and phrases that show respect for other people.
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.
RR2, MW3	How do we make others feel?	• Recognise and explain how a person's behaviour can affect other people.
CF3, MW7	When someone is feeling left out	• Explain how it feels to be part of a group; • Explain how it feels to be left out from a group; • Identify groups they are part of; • Suggest and use strategies for helping someone who is feeling left out.
CF3, RR2, RR3, MW3	An act of kindness	• Recognise and describe acts of kindness and unkindness; • Explain how these impact on other people's feelings; • Suggest kind words and actions they can show to others; • Show acts of kindness to others in school.
CF4, CF5	Solve the problem	• Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.

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YEAR 2		
	Keeping Safe	
MW3, MW5, DAT1	Harold's picnic	• Understand that medicines can sometimes make people feel better when they're ill; • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; • Explain simple issues of safety about medicines and their use.
BS1, BS3, BS5	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.
BS1, BS3, BS4	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.
BS3, BS4, MW2, RR8	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, BS3, BS5	Fun or not?	• Recognise that some touches are not fun and can hurt or be upsetting; • Know that they can ask someone to stop touching them; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
BS1, BS2, BS3, BS5	Should I tell?	• Identify safe secrets (including surprises) and unsafe secrets; • Recognise the importance of telling someone they

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YEAR 2		
		trust about a secret which makes them feel unsafe or uncomfortable.
	Rights and respect	
CF5, RR3, RR5, RR6	Getting on with others	• Describe and record strategies for getting on with others in the classroom.
MW3, MW4	When I feel like erupting	• Explain, and be able to use, strategies for dealing with impulsive behaviour.
BS6, BS7, BS8	Feeling safe	• Identify special people in the school and community who can keep them safe; • Know how to ask for help.
OR1, OR2, OR3, OR4, OR5, BS1, BS2, BS6, ISH1, ISH2, ISH3, ISH5, ISH7	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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold saves for something special	• Understand that people have choices about what they do with their money; • Know that money can be saved for a use at a future time; • Explain how they might feel when they spend money on different things.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold goes camping (OPTIONAL)	• 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	How can we look after our environment?	• Identify what they like about the school environment; • Identify any problems with the school environment (e.g. things needing repair); • Make suggestions for improving the school environment;

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YEAR 2		
		• Recognise that they all have a responsibility for helping to look after the school environment.
	Being My Best	
Wider PSHE curriculum (not covered by DfE statutory requirements)	You can do it!	• Explain the stages of the learning line showing an understanding of the learning process; • Suggest phrases and words of encouragement to give someone who is learning something new; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.
MW3, PHF2, HE1	My day	• Understand and give examples of things they can choose themselves and things that others choose for them; • Explain things that they like and dislike, and understand that they have choices about these things; • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
HP5, HP6	Harold's postcard - helping us to keep clean and healthy	• Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses.
HP4	Harold's bathroom	• Explain the importance of good dental hygiene; • Describe simple dental hygiene routines.
Wider PSHE curriculum (not covered by DfE statutory requirements)	What does my body do?	• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood.

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YEAR 2		
PHF1, HE1, HP3	My body needs… (OPTIONAL)	• Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and sleep are important to health.
BFA1, BFA2	Basic first aid	• See link to external resources for further information.
	Growing and Changing	
CF3	A helping hand	• Demonstrate simple ways of giving positive feedback to others.
MW2	Sam moves house	• Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
CAB1	Haven't you grown?	• Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); • Understand and describe some of the things that people are capable of at these different stages.
BS2, CAB1	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	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.
BS1, BS2, BS3, BS4, MW2	Some secrets should never be kept	• Identify how inappropriate touch can make someone feel; • Understand that there are unsafe secrets and secrets that are nice surprises; • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

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YEAR 3		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
ISH4	As a rule	• 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.
FPC2, CF1, CF2	Looking after our special people	• Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people.
CF3, CF4, RR1	How can we solve this problem?	• Rehearse and demonstrate simple strategies for resolving given conflict situations.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Tangram team challenge (OPTIONAL)	• Define and demonstrate cooperation and collaboration; • Identify the different skills that people can bring to a group task; • Demonstrate how working together in a collaborative manner can help everyone to achieve success.
CF1, CF2, CF4, CF5, RR3	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.
RR1, RR2, RR3	'Thunks'	• Express opinions and listen to those of others; • Consider others' points of view; • Practice explaining the thinking behind their ideas and opinions.

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YEAR 3		
BS1	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.
MW2, MW3, MW4	My special pet (OPTIONAL)	• Explain some of the feelings someone might have when they lose something important to them; • Understand that these feelings are normal and a way of dealing with the situation.
	Valuing Difference	
RR1, RR3	Respect and challenge	• Reflect on listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully.
FPC1, FPC2, FPC3, FPC4, FPC6, RR7	Family and friends	• Recognise that there are many different types of family; • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
MW5	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.
RR1, RR2	Our friends and neighbours	• Explain that people living in the UK have different origins; • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; • Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.

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YEAR 3		
FPC3, RR1, RR2, RR6, OR2, MW8, ISH5	Let's celebrate our differences	• 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).
RR1, RR2, RR3, RR5, RR6, RR7, OR2, MW8, ISH5	Zeb	• Understand and explain some of the reasons why different people are bullied; • Explore why people have prejudiced views and understand what this is.
	Keeping safe	
BS1, BS4, BS5, BS6, BS7, BS8	Safe or unsafe?	• Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe.
BS4	Danger or risk?	• Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation.
BS2, BS5	The Risk Robot	• Identify risk factors in given situations; • Suggest ways of reducing or managing those risks.
OR3, OR4, OR5, ISH1, ISH3, ISH6	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.
HE3, DAT1	Help or harm?	• Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
HE3, DAT1	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.

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YEAR 3		
OR5, BS1, BS6, ISH2, ISH6	Raisin Challenge (1) (OPTIONAL)	• Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions.
	Rights and Respect	
BS8	Helping each other to stay safe	• Identify key people who are responsible for them to stay safe and healthy; • Suggest ways they can help these people.
OR4, ISH6	Recount task	• Understand the difference between 'fact' and 'opinion'; • Understand how an event can be perceived from different viewpoints; • Plan, draft and publish a recount using the appropriate language.
MW5	Our helpful volunteers	• Define what a volunteer is; • Identify people who are volunteers in the school community; • Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Can Harold afford it?	• Understand the terms 'income', 'saving' and 'spending'; • Recognise that there are times we can buy items we want and times when we need to save for them; • Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.); • Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).
Wider PSHE curriculum (not	Earning money	• Explain that people earn their income through their jobs;

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YEAR 3		
covered by DfE statutory requirements)		• Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's environment project	• Define what is meant by the environment; • Evaluate and explain different methods of looking after the school environment; • Devise methods of promoting their priority method.
	Let's have a tidy up (OPTIONAL)	
	Being My Best	
HE1, HE2, HE3	Derek cooks dinner!	• Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal.
HP5, HP6	Poorly Harold	• Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Body team work	• Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); • Describe how food, water and air get into the body and blood.
RR1, RR2, RR3	For or against?	• Develop skills in discussion and debating an issue; • Demonstrate their understanding of health and wellbeing issues that are relevant to them; • Empathise with different viewpoints; • Make recommendations, based on their research.

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YEAR 3		
OR1	I am fantastic!	• Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel good about ourselves; • Explain why some groups of people are not represented as much on television/in the media.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Top talents	• Explain some of the different talents and skills that people have and how skills are developed; • Recognise their own skills and those of other children in the class.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Getting on with your nerves! (OPTIONAL)	• Demonstrate how working together in a collaborative manner can help everyone to achieve success; • Understand and explain how the brain sends and receives messages through the nerves.
	Growing and Changing	
CF1, CF2, CF5, OR2	Relationship Tree	• Identify different types of relationships; • Recognise who they have positive healthy relationships with.
BS3, BS7	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.
OR1, OR2, OR3, OR4, OR5, BS1, BS4, BS5, MW3, MW4, ISH3, ISH5, ISH7, RR8	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;

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YEAR 3		
		• Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
BS2, RR8	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.
BS7, CAB1, CAB2	My changing body	• Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that for girls, periods are a normal part of puberty.
BFA1, BFA2	Basic first aid	• See link to external resources for further information

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YEAR 4		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2	Human machines	• Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration.
CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, MW3, HE3	Ok or not ok? (1)	• Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others.
CF2, CF4, CF5, RR1, RR4, RR5, OR1, OR2, MW3, HE3	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.
CF2, CF3, MW3, MW6, MW7	An email from Harold!	• Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings.
MW1, MW2, MW3, MW4	Different feelings	• Identify a wide range of feelings; • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state.
MW3, MW4	When feelings change (OPTIONAL)	• Demonstrate a range of feelings through their facial expressions and body language; • Recognise that their feelings might change towards someone or something once they have further information.
RR1, RR6, MW8, ISH5	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

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YEAR 4		
		risky way might come from.
	Valuing difference	
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, OR2, OR4	Can you sort it?	• Define the terms 'negotiation' and 'compromise'; • Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
FPC3, CF4, CF5, RR1, RR2, RR3, RR5, RR6, BS1	What would I do?	• List some of the ways that people are different to each other (including differences of race, gender, religion); • Recognise potential consequences of aggressive behaviour; • Suggest strategies for dealing with someone who is behaving aggressively.
FPC3, CF3, RR1, RR2, RR5	The people we share our world with	• List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); • Define the word respect and demonstrate ways of showing respect to others' differences.
RR7, OR5, ISH2, ISH5, ISH6	That is such a stereotype!	• Understand and identify stereotypes, including those promoted in the media.
FPC1, FPC2, CF1, CF2, RR1	Friend or acquaintance?	• Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); • Give examples of features of these different types of relationships, including how they influence what is shared.
CF5, RR8, BS1, BS3, BS5, MW4	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

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YEAR 4		
		with other people's actions towards them.
	Keeping Safe	
OR4, BS4, BS5, ISH2, PHF3, HE1, HE3, DAT1, HP2	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.
CF5, RR4, RR6, OR2, BS1, BS6, MW4	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.
CF3, CF5, RR4, RR6, OR3, DAT1	Keeping ourselves safe	• Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk.
OR5, BS1, ISH2, ISH6	Raisin Challenge (2)	• Understand that we can be influenced both positively and negatively; • Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.
OR3, OR5, ISH3, ISH5	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.
DAT1, HP5	Medicines: check the label	• Understand that medicines are drugs; • Explain safety issues for medicine use; • Suggest alternatives to taking a medicine when unwell; • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
HE3, DAT1	Know the norms (formerly Tell Mark II)	• Understand some of the key risks and effects of smoking and drinking alcohol;

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	(OPTIONAL)	• Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
OR3, OR5, ISH3	Traffic lights (OPTIONAL)	• Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology.
	Rights and respect	
PHF4	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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	It's your right	• Understand that humans have rights and also need to respect the rights of other; • Identify some rights and also need to respect the rights of others that come with these rights.
RR3, RR5, OR2, OR3, 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.
RR3, OR4, OR5, ISH2, ISH6, ISH7	In the news!	• Define the word influence; • Recognise that reports in the media can influence the way they think about an topic; • Form and present their own opinions based on factual information and express or present these in a respectful

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YEAR 4		
		and courteous manner.
RR5, RR6, BS7	Safety in numbers	• Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; • Recognise that they can play a role in influencing outcomes of situations by their actions.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's expenses (OPTIONAL)	• Define the terms 'income' and 'expenditure'; • List some of the items and services of expenditure in the school and in the home; • Prioritise items of expenditure in the home from most essential to least essential.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Why pay taxes?	• Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; • Understand how a payslip is laid out showing both pay and deductions; • Prioritise public services from most essential to least essential.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Logo quiz (OPTIONAL)	• Understand some of the ways that various national and international environmental organisations work to help take care of the environment; • Understand and explain the value of this work.
	Being My Best	
RR1, RR2, RR4	What makes me ME! (formerly Diversity World)	• Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
CF2, RR1, OR4	Making choices	• Give examples of choices they make for themselves and choices others make for them; • Recognise that there are times when they will make the

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YEAR 4		
		same choices as their friends and times when they will choose differently.
PHF1, PHF2, HE1, HE2, HE3, HP3, ISH2, ISH3	SCARF hotel (formerly Diversity World Hotel)	• Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's Seven Rs	• Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); • Suggest ways the Seven Rs recycling methods can be applied to different scenarios.
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (1)	• Define what is meant by the word 'community'; • Suggest ways in which different people support the school community; • Identify qualities and attributes of people who support the school community.
BFA1, BFA2	Basic first aid	• See link to external resources for further information
	Growing and Changing	
MW2, MW3, MW9	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.
FPC1, FPC2, FPC3, FPC4, CF5, RR2, MW3, MW4, CAB1	My feelings are all over the place!	• Name some positive and negative feelings; • Suggest reasons why young people sometimes fall out with their parents;

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		• Take part in a role play practising how to compromise.
BS7, CAB1	All change!	• Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia; • Understand and explain why puberty happens.
CAB1, CAB2	Preparing for changes at puberty (formerly Period positive)	• Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that periods are a normal part of puberty for girls; • Identify some of the ways they can cope better with periods.
RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3	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, CF2, CF4, CF5, RR1	Together	• Recognise that marriage includes same sex and opposite sex partners; • Know the legal age for marriage 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	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Collaboration Challenge!	● Explain what collaboration means; ● Give examples of how they have worked collaboratively; ● Describe the attributes needed to work collaboratively.
CF2, CF3	Give and take	● Explain what is meant by the terms negotiation and compromise; ● Describe strategies for resolving difficult issues or situations.
OR2, OR3, MW8	Communication (OPTIONAL)	● Understand that online communication can be misinterpreted; ● Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
CF1, CF2, CF3, CF4, MW1, MW2, MW3	How good a friend are you?	● Demonstrate how to respond to a wide range of feelings in others; ● Give examples of some key qualities of friendship; ● Reflect on their own friendship qualities.
CF2, CF3, CF4, CF5, RR3, RR4, RR5	Relationship cake recipe	● Identify what things make a relationship unhealthy; ● Identify who they could talk to if they needed help.
MW2, MW3, MW4, MW9, MW10	Our emotional needs	● Recognise basic emotional needs, understand that they change according to circumstance; ● Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
CF2, CF3, CF5, RR1	Being assertive	● Identify characteristics of passive, aggressive and

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		assertive behaviours; ● Understand and rehearse assertiveness skills.
	Valuing Difference	
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5	Qualities of friendship	● Define some key qualities of friendship; ● Describe ways of making a friendship last; ● Explain why friendships sometimes end.
RR1, RR2, RR4, RR5	Kind conversations	● Rehearse active listening skills; ● Demonstrate respectfulness in responding to others; ● Respond appropriately to others.
RR1, RR2, RR3, RR4, RR5, RR6, RR7	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.
FPC3, CF3, RR1, RR2, RR4, RR5	The land of the Red People	● Identify and describe the different groups that make up their school/wider community/other parts of the UK; ● Describe the benefits of living in a diverse society; ● Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
RR1, RR2, RR6, RR7, OR2, OR3, OR4, OR5, BS1, ISH2, ISH3, ISH5, ISH6	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; ● Understand and explain the difference sex, gender identity, gender expression and sexual orientation.
RR1, RR6, RR7	Stop, start stereotypes	● Recognise that some people can get bullied because of the way they express their gender;

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		• Give examples of how bullying behaviours can be stopped.
CF1, CF2, CF3, CF5	It could happen to anyone (OPTIONAL)	• Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way.
	Keeping Safe	
RR1, RR6, OR1, OR2, OR3, OR5, MW8, ISH4, ISH5	Spot bullying	• Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied; • Recognise and describe the difference between online and face-to-face bullying.
OR1, OR2, OR3, OR4, OR5, BS1, BS4, ISH1, ISH2, ISH3, ISH5, ISH7	Play, Like, Share	• Reflect on what information they share offline and online; • Recognise that people aren't always who they say they are online; • Know how to protect personal information online.
CF5	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.
CF5, RR2, RR4, RR5, RR8, BS1, BS2	Ella's diary dilemma	• Define what is meant by a dare; • Explain why someone might give a dare; • Suggest ways of standing up to someone who gives a dare.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jay's dilemma (OPTIONAL)	• Recognise that there are positive and negative risks; • Explain how to weigh up risk factors when making a decision; • Describe some of the possible outcomes of taking a risk.

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	Vaping: healthy or unhealthy?	
BS1	Would you risk it?	• Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
DAT1	'Thunking' about habit (OPTIONAL)	• Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change.
DAT1	Drugs: true or false? (OPTIONAL)	• Understand some of the complexities of categorising drugs; • Know that all medicines are drugs but not all drugs are medicines; • Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
ISH6, DAT1	Smoking: what is normal? (OPTIONAL)	• Understand the actual norms around smoking and the reasons for common misperceptions of these.
	Rights and Respect	
ISH6, PHF2, PHF3, HE1	What's the story?	• Identify, write and discuss issues currently in the media concerning health and wellbeing; • Express their opinions on an issue concerning health and wellbeing; • Make recommendations on an issue concerning health and wellbeing.
OR4, ISH6	Fact or opinion?	• Understand the difference between a fact and an opinion; • Understand what biased reporting is and the need to think critically about things we read.
MW5	Mo makes a difference	• Explain what we mean by the terms voluntary, community and pressure (action) group; • Give examples of voluntary groups, the kind of work they do and its value.

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Wider PSHE curriculum (not covered by DfE statutory requirements)	Rights, respect and duties	● Define the differences between respect, rights and duties; ● Discuss what can make them difficult to follow; ● Identify the impact on individuals and the wider community if duties are not carried out.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Spending wisely	● State the costs involved in producing and selling an item; ● Suggest questions a consumer should ask before buying a product.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Lend us a fiver!	● Define the terms loan, credit, debt and interest; ● Suggest advice for a range of situations involving personal finance.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Local councils (OPTIONAL)	● Explain some of the areas that local councils have responsibility for; ● Understand that local Councillors are elected to represent their local community.
	Being My Best	
Wider PSHE curriculum (not covered by DfE statutory requirements)	It all adds up!	● Know the basic functions of the four systems covered and know they are inter-related. ● Explain the function of at least one internal organ. ● Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Different skills	● Identify their own strengths and talents; ● Identify areas that need improvement and describe strategies for achieving those improvements.
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (2)	● State what is meant by community; ● Explain what being part of a school community means to them; ● Suggest ways of improving the school community.
BS1	Independence and responsibility	● Identify people who are responsible for helping them stay

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		healthy and safe; ● Identify ways that they can help these people.
ISH4	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
DAT1	Getting fit (ARCHIVED)	● Know two harmful effects each of smoking/drinking alcohol; ● Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health; ● Understand the actual norms around smoking and the reasons for common misperceptions of these.
	Growing and Changing	
MW2, MW3, MW4	How are they feeling?	● Use a range of words and phrases to describe the intensity of different feelings; ● Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; ● Explain strategies they can use to build resilience.
RR5, BS1, BS3, BS4, BS5, BS7, BS8	Taking notice of our feelings	● Identify people who can be trusted; ● Describe strategies for dealing with situations in which they would feel uncomfortable.
BS2, BS4, BS5, BS6, BS7, BS8	Dear Ash	● Explain the difference between a safe and an unsafe secret; ● Identify situations where someone might need to break a confidence in order to keep someone safe.
FPC6, BS2, BS3, CAB1,	Growing up and changing bodies	● Identify some products that they may need during puberty

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CAB2		and why; ● Know what menstruation is and why it happens.
BS7, CAB1	Changing bodies and feelings	● Know the correct words for the external sexual organs; ● Discuss some of the myths associated with puberty.
FPC2, FPC4, RR1, RR2, RR3, RR4, 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Dear Hetty (OPTIONAL)	● Explain how someone might feel when they are separated from someone or something they like; ● Suggest ways to help someone who is separated from someone or something they like.

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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	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Working together	• Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Let's negotiate (OPTIONAL)	• Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task.
CF2, CF3, CF4, CF5	Solve the friendship problem	• Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
FPC1, FPC2, CF1, CF2, CF3, MW1, MW2, MW3, MW4, CAB1	Dan's day (OPTIONAL)	• Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others.
RR1, RR2, RR4, RR5, RR6, BS6	Behave yourself	• Recognise and empathise with patterns of behaviour in peer-group dynamics; • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.

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CF5, RR2, RR4, RR5, RR8	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, RR1, RR5, RR8, BS3, BS4, BS5, BS7	Don't force me	• Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry, depending on whether their parents agree.
RR5, RR6, BS1, BS2, BS3, BS4, BS5, BS6, BS7, BS8	Acting appropriately	• Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal.
	Valuing Difference	
CF2, RR1, RR6, BS1, MW3	Ok to be different	• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers.
RR1, RR5, RR6, OR2	We have more in common than not	• Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering support to someone who has been bullied.
RR1, RR2, RR3, RR5	Respecting differences	• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
RR1, RR2, RR5	Tolerance and respect for others	• Understand and explain the term prejudice; • Identify and describe the different groups that make up their school/wider community/other parts of the UK;

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		• 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.
FPC1, FPC4, CF1, CF2, CF3, CF4, CF5, MW6	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).
RR1, RR2, RR6, RR7, ISH2, ISH6	Boys will be boys? Challenging gender stereotypes	• 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.
	Keep Safe	
RR8, OR2, OR3, OR4, BS1, ISH4, ISH5	Think before you click!	• Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Understand and describe the ease with which something posted online can spread.
RR8, OR2, OR3, OR4, OR5, BS1, BS2, BS4, ISH1, ISH3, ISH4, ISH5, ISH7	It's a puzzle (OPTIONAL)	• Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology.
OR1, OR3, OR5, BS1, BS2, BS3, BS5, BS7, ISH3, ISH5, ISH7	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.

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MW1, MW3, MW4, MW5, MW6, MW7, MW9, MW10, HE3, DAT1	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.
HE3, DAT1	What sort of drug is…?	• Explain how drugs can be categorised into different groups depending on their medical and legal context; • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country.
HE3, DAT1	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.
HE3, DAT1	Alcohol: what is normal?	• Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; • Describe some of the effects and risks of drinking alcohol.
CF2, CF3, CF5, RR1, RR4, MW4, MW6, MW7, HE3, BS4, BS6, BS7	Joe's story (part 1) (OPTIONAL)	• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; • Explain how these emotional needs impact on people's behaviour; • Suggest positive ways that people can get their emotional need met.
FPC1, CF1, CF2, CF3, CF4, RR5, OR1	Joe's story (part 2) (OPTIONAL)	• Understand that with independence comes responsibility • Explain how these emotional needs impact on people's behaviour; • Suggest positive ways that people can get their emotional needs met.
	Rights and Respect	
RR7, ISH6	Two sides to every story	• Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;

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		• Describe the language and techniques that make up a biased report; • Analyse a report also extract the facts from it.
RR8, OR1, MW1, ISH4, ISH6	'Fakebook' Friends	• Know the legal age (and reason behind these) for having a social media account; • Understand why people don't tell the truth and often post only the good bits about themselves, online; • Recognise that people's lives are much more balanced in real life, with positives and negatives.
Wider PSHE curriculum (not covered by DfE statutory requirements)	What's it worth?	• Explain some benefits of saving money; • Describe the different ways money can be saved, outlining the pros and cons of each method; • Describe the costs that go into producing an item; • Suggest sale prices for a variety of items, taking into account a range of factors; • Explain what is meant by the term interest.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jobs and taxes (OPTIONAL)	• Recognise and explain that different jobs have different levels of pay and the factors that influence this; • Explain the different types of tax (income tax and VAT) which help to fund public services; • Evaluate the different public services and compare their value.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Happy shoppers	• Explain what is meant by living in an environmentally sustainable way; • Suggest actions that could be taken to live in a more environmentally sustainable way.
MW5	Action stations! (OPTIONAL)	• Explain what we mean by the terms voluntary, community and pressure (action) group; • Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.

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Wider PSHE curriculum (not covered by DfE statutory requirements)	Project Pitch (parts 1 & 2) (OPTIONAL)	• That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; • Continue to develop the skills to exercise these responsibilities.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 1 - Elections	• Why and how rules and laws that protect them and others are made and enforced; • Why different rules are needed in different situations and how to take part in making and changing rules; • Begin to understand the way in which democracy in Britain works.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 2 - How (most) laws are made	• Why and how rules and laws that protect them and others are made and enforced; • Why different rules are needed in different situations and how to take part in making and changing rules.
	Community art (OPTIONAL)	
	Being My Best	
Wider PSHE curriculum (not covered by DfE statutory requirements)	This will be your life!	• Identify aspirational goals; • Describe the actions needed to set and achieve these.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Our recommendations	• Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.
CF2, CF3, CF5, RR1, RR4, RR6, BS1, BS5, DAT1	What's the risk? (1)	• Identify risk factors in a given situation (involving alcohol); • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.

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FPC1, OR1, OR3, BS1, BS2, BS4, ISH6, CAB1	What's the risk? (2)	• Identify risk factors in a given situation; • 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.
BFA1, BFA2	Basic first aid	• See link to external resources for further information
MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6, BFA1, BFA2	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.
	Growing and Changing	
RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CAB1	I look great!	• Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks.
RR1, RR4, RR7, OR1, ISH2, ISH5	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.
OR1, OR3, OR4, OR5, OR6, BS1, BS3, BS4, BS5	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.
FPC2, FPC6, MW2, MW4,	Helpful or unhelpful? Managing	• Recognise some of the changes they have

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MW6, MW9	change	experienced and their emotional responses to those changes; ● Suggest positive strategies for dealing with change; ● Identify people who can support someone who is dealing with a challenging time of change.
RR1, BS7, CAB1, CAB2	Is this normal?	● Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; ● 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, BS8, CAB1, CAB2	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.
HP5	What os HIV? (OPTIONAL)	● Explain how HIV affects the body's immune system; ● Understand that HIV is difficult to transmit; ● Know how a person can protect themselves from HIV.

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