



This document maps the SCARF lesson plans for Y3 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 lessons that the SCARF curriculum has been organised into.

**DfE topics and related codes:**

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

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

By the end of primary school pupils should know:

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

	<ol style="list-style-type: none"> <li>4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>5. how information and data is shared and used online.</li> </ol>
Being safe (BS)	<ol style="list-style-type: none"> <li>1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>5. how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>6. how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>8. where to get advice e.g. family, school and/or other sources.</li> </ol>
Mental wellbeing (MW)	<ol style="list-style-type: none"> <li>1. that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ol>
Internet safety and harms (ISH)	<ol style="list-style-type: none"> <li>1. that for most people the internet is an integral part of life and has many benefits.</li> <li>2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>4. why social media, some computer games and online gaming, for example, are age restricted.</li> <li>5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is</li> </ol>

	<p>ranked, selected and targeted.</p> <p>7. where and how to report concerns and get support with issues online.</p>
Physical health and fitness (PHF)	<ol style="list-style-type: none"> <li>1. the characteristics and mental and physical benefits of an active lifestyle.</li> <li>2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>3. the risks associated with an inactive lifestyle (including obesity).</li> <li>4. how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ol>
Healthy eating (HE)	<ol style="list-style-type: none"> <li>1. what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>2. the principles of planning and preparing a range of healthy meals.</li> <li>3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ol>
Drugs, alcohol and tobacco (DAT)	<ol style="list-style-type: none"> <li>1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ol>
Health and prevention (HP)	<ol style="list-style-type: none"> <li>1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> <li>6. the facts and science relating to allergies, immunisation and vaccination.</li> </ol>
Basic first aid (BFA)	<ol style="list-style-type: none"> <li>1. how to make a clear and efficient call to emergency services if necessary.</li> <li>2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ol>
Changing adolescent body (CAB)	<ol style="list-style-type: none"> <li>1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>2. about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ol>

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DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	<b>Me and My Relationships</b>	
ISH4	As a rule	<ul style="list-style-type: none"> <li>● Explain why we have rules;</li> <li>● Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>● Suggest appropriate rules for a range of settings;</li> <li>● Consider the possible consequences of breaking the rules.</li> </ul>
FPC2, CF1, CF2	Looking after our special people	<ul style="list-style-type: none"> <li>● Identify people who they have a special relationship with;</li> <li>● Suggest strategies for maintaining a positive relationship with their special people.</li> </ul>
CF3, CF4, RR1	How can we solve this problem?	<ul style="list-style-type: none"> <li>● Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Tangram team challenge	<ul style="list-style-type: none"> <li>● Define and demonstrate cooperation and collaboration;</li> <li>● Identify the different skills that people can bring to a group task;</li> <li>● Demonstrate how working together in a collaborative manner can help everyone to achieve success.</li> </ul>
CF1, CF2, CF4, CF5, RR3	Friends are special	<ul style="list-style-type: none"> <li>● Identify qualities of friendship;</li> <li>● Suggest reasons why friends sometimes fall out;</li> <li>● Rehearse and use, now or in the future, skills for making up again.</li> </ul>
RR1, RR2, RR3	'Thanks'	<ul style="list-style-type: none"> <li>● Express opinions and listen to those of others;</li> <li>● Consider others' points of view;</li> <li>● Practice explaining the thinking behind their ideas and</li> </ul>

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		opinions.
BS1	Dan's dare	<ul style="list-style-type: none"> <li>● Explain what a dare is;</li> <li>● Understand that no-one has the right to force them to do a dare;</li> <li>● Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> </ul>
MW2, MW3, MW4	My special pet	<ul style="list-style-type: none"> <li>● Explain some of the feelings someone might have when they lose something important to them;</li> <li>● Understand that these feelings are normal and a way of dealing with the situation.</li> </ul>
<b>Valuing Difference</b>		
RR1, RR3	Respect and challenge	<ul style="list-style-type: none"> <li>● Reflect on listening skills;</li> <li>● Give examples of respectful language;</li> <li>● Give examples of how to challenge another's viewpoint, respectfully.</li> </ul>
FPC1, FPC2, FPC3, FPC4, FPC6, RR7	Family and friends	<ul style="list-style-type: none"> <li>● Recognise that there are many different types of family;</li> <li>● Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</li> </ul>
MW5	My community	<ul style="list-style-type: none"> <li>● Define the term 'community';</li> <li>● Identify the different communities that they belong to;</li> <li>● Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> </ul>
RR1, RR2	Our friends and neighbours	<ul style="list-style-type: none"> <li>● Explain that people living in the UK have different origins;</li> <li>● Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> <li>● Identify some of the qualities that people from a diverse</li> </ul>

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		range of backgrounds need in order to get on together.
FPC3, RR1, RR2, RR6, OR2, MW8, ISH5	Let's celebrate our differences	<ul style="list-style-type: none"> <li>● Recognise the factors that make people similar to and different from each other;</li> <li>● Recognise that repeated name calling is a form of bullying;</li> <li>● Suggest strategies for dealing with name calling (including talking to a trusted adult).</li> </ul>
RR1, RR2, RR3, RR5, RR6, RR7, OR2, MW8, ISH5	Zeb	<ul style="list-style-type: none"> <li>● Understand and explain some of the reasons why different people are bullied;</li> <li>● Explore why people have prejudiced views and understand what this is.</li> </ul>
	<b>Keeping safe</b>	
BS1, BS4, BS5, BS6, BS7, BS8	Safe or unsafe?	<ul style="list-style-type: none"> <li>● Identify situations which are safe or unsafe;</li> <li>● Identify people who can help if a situation is unsafe;</li> <li>● Suggest strategies for keeping safe.</li> </ul>
BS4	Danger or risk?	<ul style="list-style-type: none"> <li>● Define the words danger and risk and explain the difference between the two;</li> <li>● Demonstrate strategies for dealing with a risky situation.</li> </ul>
BS2, BS5	The Risk Robot	<ul style="list-style-type: none"> <li>● Identify risk factors in given situations;</li> <li>● Suggest ways of reducing or managing those risks.</li> </ul>
OR3, OR4, OR5, ISH1, ISH3, ISH6	Super Searcher	<ul style="list-style-type: none"> <li>● Evaluate the validity of statements relating to online safety;</li> <li>● Recognise potential risks associated with browsing online;</li> <li>● Give examples of strategies for safe browsing online.</li> </ul>
HE3, DAT1	Help or harm?	<ul style="list-style-type: none"> <li>● Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> </ul>
OR5, BS1, BS6, ISH2, ISH6	Raisin Challenge (1)	<ul style="list-style-type: none"> <li>● Demonstrate strategies for assessing risks;</li> <li>● Understand and explain decision-making skills;</li> <li>● Understand where to get help from when making decisions.</li> </ul>

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Rights and Respect		
BS8	Helping each other to stay safe	<ul style="list-style-type: none"> <li>● Identify key people who are responsible for them to stay safe and healthy;</li> <li>● Suggest ways they can help these people.</li> </ul>
OR4, ISH6	Recount task	<ul style="list-style-type: none"> <li>● Understand the difference between 'fact' and 'opinion';</li> <li>● Understand how an event can be perceived from different viewpoints;</li> <li>● Plan, draft and publish a recount using the appropriate language.</li> </ul>
MW5	Our helpful volunteers	<ul style="list-style-type: none"> <li>● Define what a volunteer is;</li> <li>● Identify people who are volunteers in the school community;</li> <li>● Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Can Harold afford it?	<ul style="list-style-type: none"> <li>● Understand the terms 'income', 'saving' and 'spending';</li> <li>● Recognise that there are times we can buy items we want and times when we need to save for them;</li> <li>● Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.);</li> <li>● Explain that people earn their income through their jobs;</li> <li>● Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Earning money	<ul style="list-style-type: none"> <li>● Explain that people earn their income through their jobs;</li> <li>● Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's environment project	<ul style="list-style-type: none"> <li>● Define what is meant by the environment;</li> </ul>



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covered by DfE statutory requirements)		<ul style="list-style-type: none"> <li>● Evaluate and explain different methods of looking after the school environment;</li> <li>● Devise methods of promoting their priority method.</li> </ul>
	<b>Being My Best</b>	
HE1, HE2, HE3	Derek cooks dinner!	<ul style="list-style-type: none"> <li>● Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;</li> <li>● Explain what is meant by the term 'balanced diet';</li> <li>● Give examples what foods might make up a healthy balanced meal.</li> </ul>
HP5, HP6	Poorly Harold	<ul style="list-style-type: none"> <li>● Explain how some infectious illnesses are spread from one person to another;</li> <li>● Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li> <li>● Suggest medical and non-medical ways of treating an illness.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Body team work	<ul style="list-style-type: none"> <li>● Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain);</li> <li>● Describe how food, water and air get into the body and blood.</li> </ul>
RR1, RR2, RR3	For or against?	<ul style="list-style-type: none"> <li>● Develop skills in discussion and debating an issue;</li> <li>● Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>● Empathise with different viewpoints;</li> <li>● Make recommendations, based on their research.</li> </ul>
OR1	I am fantastic!	<ul style="list-style-type: none"> <li>● Identify their achievements and areas of development;</li> <li>● Recognise that people may say kind things to help us feel good about ourselves;</li> <li>● Explain why some groups of people are not represented as much on television/in the media.</li> </ul>

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Wider PSHE curriculum (not covered by DfE statutory requirements)	Top talents	<ul style="list-style-type: none"> <li>● Explain some of the different talents and skills that people have and how skills are developed;</li> <li>● Recognise their own skills and those of other children in the class.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Getting on with your nerves!	<ul style="list-style-type: none"> <li>● Demonstrate how working together in a collaborative manner can help everyone to achieve success;</li> <li>● Understand and explain how the brain sends and receives messages through the nerves.</li> </ul>
<b>Growing and Changing</b>		
CF1, CF2, CF5, OR2	Relationship Tree	<ul style="list-style-type: none"> <li>● Identify different types of relationships;</li> <li>● Recognise who they have positive healthy relationships with.</li> </ul>
BS3, BS7	Body space	<ul style="list-style-type: none"> <li>● Understand what is meant by the term body space (or personal space);</li> <li>● Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>● Rehearse strategies for when someone is inappropriately in their body space.</li> </ul>
OR1, OR2, OR3, OR4, OR5, BS1, BS4, BS5, MW3, MW4, ISH3, ISH5, ISH7, RR8	None of your business!	<ul style="list-style-type: none"> <li>● Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</li> <li>● Recognise and describe appropriate behaviour online as well as offline;</li> <li>● Identify what constitutes personal information and when it is not appropriate or safe to share this;</li> <li>● Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li> </ul>
BS2, RR8	Secret or surprise	<ul style="list-style-type: none"> <li>● Define the terms 'secret' and 'surprise' and know the</li> </ul>

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		<p>difference between a safe and an unsafe secret;</p> <ul style="list-style-type: none"> <li>● Recognise how different surprises and secrets might make them feel;</li> <li>● Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>
BFA1, BFA2	Basic first aid	<ul style="list-style-type: none"> <li>● See link to external resources for further information</li> </ul>

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

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

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

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		<ul style="list-style-type: none"> <li>Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</li> </ul>
OR3, OR5, ISH3	Traffic lights	<ul style="list-style-type: none"> <li>Identify strategies for keeping personal information safe online;</li> <li>Describe safe behaviours when using communication technology.</li> </ul>
	<b>Rights and respect</b>	
PHF4	Who helps us stay healthy and safe?	<ul style="list-style-type: none"> <li>Explain how different people in the school and local community help them stay healthy and safe;</li> <li>Define what is meant by 'being responsible';</li> <li>Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>Suggest ways they can help the people who keep them healthy and safe.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	It's your right	<ul style="list-style-type: none"> <li>Understand that humans have rights and also need to respect the rights of other;</li> <li>Identify some rights and also need to respect the rights of others that come with these rights.</li> </ul>
RR3, RR5, OR2, OR3, BS2	How do we make a difference?	<ul style="list-style-type: none"> <li>Understand the reason we have rules;</li> <li>Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council);</li> <li>Recognise that everyone can make a difference within a democratic process.</li> </ul>
RR3, OR4, OR5, ISH2, ISH6, ISH7	In the news!	<ul style="list-style-type: none"> <li>Define the word influence;</li> <li>Recognise that reports in the media can influence the way they think about an topic;</li> <li>Form and present their own opinions based on factual information and express or present these in a respectful</li> </ul>

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		and courteous manner.
RR5, RR6, BS7	Safety in numbers	<ul style="list-style-type: none"> <li>● Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> <li>● Recognise that they can play a role in influencing outcomes of situations by their actions.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's expenses	<ul style="list-style-type: none"> <li>● Define the terms 'income' and 'expenditure';</li> <li>● List some of the items and services of expenditure in the school and in the home;</li> <li>● Prioritise items of expenditure in the home from most essential to least essential.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Why pay taxes?	<ul style="list-style-type: none"> <li>● Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</li> <li>● Understand how a payslip is laid out showing both pay and deductions;</li> <li>● Prioritise public services from most essential to least essential.</li> </ul>
	<b>Being My Best</b>	
RR1, RR2, RR4	What makes me ME!	<ul style="list-style-type: none"> <li>● Identify ways in which everyone is unique;</li> <li>● Appreciate their own uniqueness;</li> <li>● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul>
CF2, RR1, OR4	Making choices	<ul style="list-style-type: none"> <li>● Give examples of choices they make for themselves and choices others make for them;</li> <li>● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul>
PHF1, PHF2, HE1, HE2, HE3, HP3, ISH2, ISH3	SCARF hotel	<ul style="list-style-type: none"> <li>● Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to</li> </ul>



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		<p>our health;</p> <ul style="list-style-type: none"> <li>Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's Seven Rs	<ul style="list-style-type: none"> <li>Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (1)	<ul style="list-style-type: none"> <li>Define what is meant by the word 'community';</li> <li>Suggest ways in which different people support the school community;</li> <li>Identify qualities and attributes of people who support the school community.</li> </ul>
BFA1, BFA2	Basic first aid	<ul style="list-style-type: none"> <li>See link to external resources for further information</li> </ul>
	<b>Growing and Changing</b>	
MW2, MW3, MW9	Moving house	<ul style="list-style-type: none"> <li>Describe some of the changes that happen to people during their lives;</li> <li>Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>Suggest people who may be able to help them deal with change.</li> </ul>
FPC1, FPC2, FPC3, FPC4, CF5, RR2, MW3, MW4, CAB1	My feelings are all over the place!	<ul style="list-style-type: none"> <li>Name some positive and negative feelings;</li> <li>Suggest reasons why young people sometimes fall out with their parents;</li> <li>Take part in a role play practising how to compromise.</li> </ul>
BS7, CAB1	All change!	<ul style="list-style-type: none"> <li>Identify parts of the body that males and females have in common and those that are different;</li> <li>Know the correct terminology for their genitalia;</li> </ul>

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		<ul style="list-style-type: none"> <li>● Understand and explain why puberty happens.</li> </ul>
BS7, CAB1, CAB2	My changing body	<ul style="list-style-type: none"> <li>● Recognise that babies come from the joining of an egg and sperm;</li> <li>● Explain what happens when an egg doesn't meet a sperm;</li> <li>● Understand that for girls, periods are a normal part of puberty.</li> </ul>
CAB1, CAB2	Preparing for changes at puberty	<ul style="list-style-type: none"> <li>● Recognise that babies come from the joining of an egg and sperm;</li> <li>● Explain what happens when an egg doesn't meet a sperm;</li> <li>● Understand that periods are a normal part of puberty for girls;</li> <li>● Identify some of the ways they can cope better with periods.</li> </ul>
RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3	Secret or surprise?	<ul style="list-style-type: none"> <li>● Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>● Recognise how different surprises and secrets might make them feel;</li> <li>● Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>
FPC3, FPC4, FPC5, CF1, CF2, CF4, CF5, RR1	Together	<ul style="list-style-type: none"> <li>● Recognise that marriage includes same sex and opposite sex partners;</li> <li>● Know the legal age for marriage in England or Scotland;</li> <li>● Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>

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

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

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

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

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

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		<p>life;</p> <ul style="list-style-type: none"> <li>Describe 'star' qualities that 'ordinary' people have.</li> </ul>
BFA1, BFA2	Basic first aid, including Sepsis Awareness	<ul style="list-style-type: none"> <li>See link to external resources for further information</li> </ul>
	<b>Growing and Changing</b>	
MW2, MW3, MW4	How are they feeling?	<ul style="list-style-type: none"> <li>Use a range of words and phrases to describe the intensity of different feelings;</li> <li>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</li> <li>Explain strategies they can use to build resilience.</li> </ul>
RR5, BS1, BS3, BS4, BS5, BS7, BS8	Taking notice of our feelings	<ul style="list-style-type: none"> <li>Identify people who can be trusted;</li> <li>Describe strategies for dealing with situations in which they would feel uncomfortable.</li> </ul>
BS2, BS4, BS5, BS6, BS7, BS8	Dear Ash	<ul style="list-style-type: none"> <li>Explain the difference between a safe and an unsafe secret;</li> <li>Identify situations where someone might need to break a confidence in order to keep someone safe.</li> </ul>
FPC6, BS2, BS3, CAB1, CAB2	Growing up and changing bodies	<ul style="list-style-type: none"> <li>Identify some products that they may need during puberty and why;</li> <li>Know what menstruation is and why it happens.</li> </ul>
BS7, CAB1	Changing bodies and feelings	<ul style="list-style-type: none"> <li>Know the correct words for the external sexual organs;</li> <li>Discuss some of the myths associated with puberty.</li> </ul>
FPC2, FPC4, RR1, RR2, RR3, RR4, CAB1	Help, I'm a teenager...get me out of here!	<ul style="list-style-type: none"> <li>Recognise how our body feels when we're relaxed;</li> <li>List some of the ways our body feels when it is nervous or sad;</li> <li>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> </ul>



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

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

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		<ul style="list-style-type: none"> <li>• Describe the benefits of living in a diverse society;</li> <li>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul>
FPC1, FPC4, CF1, CF2, CF3, CF4, CF5, MW6	Advertising friendships!	<ul style="list-style-type: none"> <li>• Explain the difference between a friend and an acquaintance;</li> <li>• Describe qualities of a strong, positive friendship;</li> <li>• Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</li> </ul>
RR1, RR2, RR6, RR7, ISH2, ISH6	Boys will be boys? Challenging gender stereotypes	<ul style="list-style-type: none"> <li>• Define what is meant by the term stereotype;</li> <li>• Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>• Recognise that people fall into a wide range of what is seen as normal;</li> <li>• Challenge stereotypical gender portrayals of people.</li> </ul>
	<b>Keep Safe</b>	
RR8, OR2, OR3, OR4, BS1, ISH4, ISH5	Think before you click!	<ul style="list-style-type: none"> <li>• Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</li> <li>• Understand and describe the ease with which something posted online can spread.</li> </ul>
OR1, OR3, OR5, BS1, BS2, BS3, BS5, BS7, ISH3, ISH5, ISH7	To share or not to share?	<ul style="list-style-type: none"> <li>• Know that it is illegal to create and share sexual images of children under 18 years old;</li> <li>• Explore the risks of sharing photos and films of themselves with other people directly or online;</li> <li>• Know how to keep their information private online.</li> </ul>
MW1, MW3, MW4, MW5, MW6, MW7, MW9, MW10, HE3, DAT1	Rat Park	<ul style="list-style-type: none"> <li>• Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</li> <li>• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</li> </ul>

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HE3, DAT1	What sort of drug is...?	<ul style="list-style-type: none"> <li>● Explain how drugs can be categorised into different groups depending on their medical and legal context;</li> <li>● Demonstrate an understanding that drugs can have both medical and non-medical uses;</li> <li>● Explain in simple terms some of the laws that control drugs in this country.</li> </ul>
HE3, DAT1	Drugs: it's the law!	<ul style="list-style-type: none"> <li>● Understand some of the basic laws in relation to drugs;</li> <li>● Explain why there are laws relating to drugs in this country.</li> </ul>
HE3, DAT1	Alcohol: what is normal?	<ul style="list-style-type: none"> <li>● Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</li> <li>● Describe some of the effects and risks of drinking alcohol.</li> </ul>
CF2, CF3, CF5, RR1, RR4, MW4, MW6, MW7, HE3, BS4, BS6, BS7	Joe's story (part 1)	<ul style="list-style-type: none"> <li>● Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</li> <li>● Explain how these emotional needs impact on people's behaviour;</li> <li>● Suggest positive ways that people can get their emotional need met.</li> </ul>
FPC1, CF1, CF2, CF3, CF4, RR5, OR1	Joe's story (part 2)	<ul style="list-style-type: none"> <li>● Understand that with independence comes responsibility</li> <li>● Explain how these emotional needs impact on people's behaviour;</li> <li>● Suggest positive ways that people can get their emotional needs met.</li> </ul>
<b>Rights and Respect</b>		
RR7, ISH6	Two sides to every story	<ul style="list-style-type: none"> <li>● Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</li> <li>● Describe the language and techniques that make up a biased report;</li> <li>● Analyse a report also extract the facts from it.</li> </ul>
RR8, OR1, MW1, ISH4, ISH6	'Fakebook' Friends	<ul style="list-style-type: none"> <li>● Know the legal age (and reason behind these) for having a</li> </ul>

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		social media account; <ul style="list-style-type: none"> <li>• Understand why people don't tell the truth and often post only the good bits about themselves, online;</li> <li>• Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	What's it worth?	<ul style="list-style-type: none"> <li>• Explain some benefits of saving money;</li> <li>• Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>• Describe the costs that go into producing an item;</li> <li>• Suggest sale prices for a variety of items, taking into account a range of factors;</li> <li>• Explain what is meant by the term interest.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jobs and taxes	<ul style="list-style-type: none"> <li>• Recognise and explain that different jobs have different levels of pay and the factors that influence this;</li> <li>• Explain the different types of tax (income tax and VAT) which help to fund public services;</li> <li>• Evaluate the different public services and compare their value.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Happy shoppers	<ul style="list-style-type: none"> <li>• Explain what is meant by living in an environmentally sustainable way;</li> <li>• Suggest actions that could be taken to live in a more environmentally sustainable way.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 1 - Elections	<ul style="list-style-type: none"> <li>• Why and how rules and laws that protect them and others are made and enforced;</li> <li>• Why different rules are needed in different situations and how to take part in making and changing rules;</li> <li>• Begin to understand the way in which democracy in Britain works.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 2 - How (most) laws are made	<ul style="list-style-type: none"> <li>• Why and how rules and laws that protect them and others are made and enforced;</li> <li>• Why different rules are needed in different situations</li> </ul>

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		and how to take part in making and changing rules.
	<b>Being My Best</b>	
Wider PSHE curriculum (not covered by DfE statutory requirements)	This will be your life!	<ul style="list-style-type: none"> <li>● Identify aspirational goals;</li> <li>● Describe the actions needed to set and achieve these.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Our recommendations	<ul style="list-style-type: none"> <li>● Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</li> </ul>
CF2, CF3, CF5, RR1, RR4, RR6, BS1, BS5, DAT1	What's the risk? (1)	<ul style="list-style-type: none"> <li>● Identify risk factors in a given situation (involving alcohol);</li> <li>● Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>● Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> </ul>
FPC1, OR1, OR3, BS1, BS2, BS4, ISH6, CAB1	What's the risk? (2)	<ul style="list-style-type: none"> <li>● Identify risk factors in a given situation;</li> <li>● Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>● Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.</li> </ul>
BFA1, BFA2	Basic first aid	<ul style="list-style-type: none"> <li>● See link to external resources for further information</li> </ul>
MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6, BFA1, BFA2	Five Ways to Wellbeing project	<ul style="list-style-type: none"> <li>● Explain what the five ways to wellbeing are;</li> <li>● Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</li> </ul>
	<b>Growing and Changing</b>	
RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CAB1	I look great!	<ul style="list-style-type: none"> <li>● Understand that fame can be short-lived;</li> <li>● Recognise that photos can be changed to match society's view of perfect;</li> </ul>

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		<ul style="list-style-type: none"> <li>● Identify qualities that people have, as well as their looks.</li> </ul>
RR1, RR4, RR7, OR1, ISH2, ISH5	Media manipulation	<ul style="list-style-type: none"> <li>● Define what is meant by the term stereotype;</li> <li>● Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>● Recognise that people fall into a wide range of what is seen as normal;</li> <li>● Challenge stereotypical gender portrayals of people.</li> </ul>
OR1, OR3, OR4, OR5, OR6, BS1, BS3, BS4, BS5	Pressure online	<ul style="list-style-type: none"> <li>● Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>● Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>● Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> </ul>
FPC2, FPC6, MW2, MW4, MW6, MW9	Helpful or unhelpful? Managing change	<ul style="list-style-type: none"> <li>● Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>● Suggest positive strategies for dealing with change;</li> <li>● Identify people who can support someone who is dealing with a challenging time of change.</li> </ul>
RR1, BS7, CAB1, CAB2	Is this normal?	<ul style="list-style-type: none"> <li>● Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>● Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>● Understand what FGM is and that it is an illegal practice in this country;</li> <li>● Know where someone could get support if they were concerned about their own or another person's safety.</li> </ul>
FPC3, FPC4, BS3, BS6,	Making babies	<ul style="list-style-type: none"> <li>● Identify the changes that happen through puberty to allow</li> </ul>

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BS7, BS8, CAB1, CAB2		sexual reproduction to occur; <ul style="list-style-type: none"><li>• Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li><li>• Know the legal age of consent and what it means.</li></ul>