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DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Big Question -	Me and My Relationships What Is Bullying?	
MW2, MW3	How are you feeling today?	<ul style="list-style-type: none"> • 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	How can we deal with our feelings? Lesson – Let's all be happy	<ul style="list-style-type: none"> • 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	How can we be a good friend? Lesson – Being a good friend	<ul style="list-style-type: none"> • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other.
RR5, RR6	What are the types of bullying? Lesson – Types of bullying	<ul style="list-style-type: none"> • Explain the difference between bullying and isolated unkind behaviour; • Recognise that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving.
RR5, RR6	How can we deal with bullying? Lesson – Don't do that!	<ul style="list-style-type: none"> • Understand and describe strategies for dealing with bullying; • Rehearse and demonstrate some of these strategies.
RR5, RR6	Bullying or teasing?	<ul style="list-style-type: none"> • Define what is meant by the terms 'bullying' and

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		<p>'teasing' showing an understanding of the difference between the two;</p> <ul style="list-style-type: none"> Identify situations as to whether they are incidents of teasing or bullying.
Big Question -	Valuing difference How Can We Show Respect?	
RR1, RR2	What makes us who we are?	<ul style="list-style-type: none"> 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	Who are my special people? Lesson – My special people	<ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> Recognise and explain how a person's behaviour can affect other people.
CF3, MW7	What is it like to be left out? Lesson – When someone is feeling left out	<ul style="list-style-type: none"> 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	How can we show kindness? lesson – An act of kindness	<ul style="list-style-type: none"> 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	How can we solve a problem?	<ul style="list-style-type: none"> Demonstrate active listening techniques (making eye

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	Lesson – Solve the problem	<p>contact, nodding head, making positive noises, not being distracted);</p> <ul style="list-style-type: none"> ● Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
Big Question	Keeping Safe What Can I do to Stay Safe?	
MW3, MW5, DAT1	<p>What are medicines used for?</p> <p>Lesson – Harold’s picnic</p>	<ul style="list-style-type: none"> ● 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?	<ul style="list-style-type: none"> ● 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?	<ul style="list-style-type: none"> ● 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	<p>What should we do if we don't feel comfortable?</p> <p>Lesson – I don't like that!</p>	<ul style="list-style-type: none"> ● 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

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		uncomfortable.
BS1, BS3, BS5	Fun or not?	<ul style="list-style-type: none"> ● 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?	<ul style="list-style-type: none"> ● Identify safe secrets (including surprises) and unsafe secrets; ● Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
Big Question -	Rights and respect How can we be responsible citizens?	
RR2	What is our ideal classroom? (1) Lesson – Our Ideal classroom (1)	<ul style="list-style-type: none"> ● Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions.
CF5, RR3, RR5, RR6	How can we get on with others? Lesson - Getting on with others	<ul style="list-style-type: none"> ● Describe and record strategies for getting on with others in the classroom.
MW3, MW4	Can I shout out? Lesson – When I feel like erupting	<ul style="list-style-type: none"> ● Explain, and be able to use, strategies for dealing with impulsive behaviour.
BS6, BS7, BS8	Who keeps me safe?	<ul style="list-style-type: none"> ● Identify special people in the school and community who

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	Lesson – Feeling safe	<ul style="list-style-type: none"> can keep them safe; ● Know how to ask for help.
OR1, OR2, OR3, OR4, OR5, BS1, BS2, BS6, ISH1, ISH2, ISH3, ISH5, ISH7	<p>Can I tell a stranger something about me?</p> <p>Lesson – Playing games</p>	<ul style="list-style-type: none"> ● 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)	<p>How do we save for something special?</p> <p>Lesson – Harold saves for something special</p>	<ul style="list-style-type: none"> ● 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)	How can we look after our environment?	<ul style="list-style-type: none"> ● 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; ● Recognise that they all have a responsibility for helping to look after the school environment.
Big Question -	Being My Best What Healthy Choices Can I Make?	
Wider PSHE curriculum (not covered by DfE statutory requirements)	<p>How do we learn?</p> <p>Lesson – You can do it!</p>	<ul style="list-style-type: none"> ● 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

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		their own learning.
MW3, PHF2, HE1	What are my choices? Lesson - My day	<ul style="list-style-type: none"> • 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	How can we stay clean and healthy? Lesson - Harold's postcard	<ul style="list-style-type: none"> • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses.
HP4	Why is it important to look after my teeth? Lesson - Harold's bathroom	<ul style="list-style-type: none"> • Explain the importance of good dental hygiene; • Describe simple dental hygiene routines.
PHF1, HE1, HP3	What does my body need? Lesson - My body needs...	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • To understand that first aid means helping anyone in need medically • To understand when and how to call 999 in an emergency
Big Question -	Growing and Changing What Might Change As We Grow?	

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CF3	How can we give a helping hand? Lesson - A helping hand	<ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others.
MW2	When might I face change or loss? Lesson - Sam moves house	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • 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	How do we respect privacy? Lesson - Respecting privacy	<ul style="list-style-type: none"> • 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	Should I keep a secret? Lesson - Some secrets should never be kept	<ul style="list-style-type: none"> • 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.