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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 Makes A Healthy Relationship?	
FPC2, CF1, CF2	How can we look after our special people? Lesson - Looking after our special people	<ul style="list-style-type: none"> ● 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?	<ul style="list-style-type: none"> ● Rehearse and demonstrate simple strategies for resolving given conflict situations.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Tangram team challenge	<ul style="list-style-type: none"> ● 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	What makes our friends special? Lesson - Friends are special	<ul style="list-style-type: none"> ● 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	Why are points of view important? Lesson - 'Thanks'	<ul style="list-style-type: none"> ● 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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BS1	Do you dare? Lesson - Dan's dare	<ul style="list-style-type: none"> ● 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.
Big Question -	Valuing Difference How Can We Celebrate Diversity?	
RR1, RR3	How do we show respect and challenge? Lesson - Respect and challenge	<ul style="list-style-type: none"> ● 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	What different types of families are there? Lesson - Family and friends	<ul style="list-style-type: none"> ● Recognise that there are many different types of family; ● Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
MW5	Why are communities important? Lesson - My community	<ul style="list-style-type: none"> ● 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	Who are our friends and neighbours? Lesson - Our friends and neighbours	<ul style="list-style-type: none"> ● 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; ● Identify some of the qualities that people from a diverse

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		range of backgrounds need in order to get on together.
FPC3, RR1, RR2, RR6, OR2, MW8, ISH5	How can we be an ally? Lesson - Let's celebrate our differences	<ul style="list-style-type: none"> ● 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	What is prejudice? Lesson - Zeb	<ul style="list-style-type: none"> ● Understand and explain some of the reasons why different people are bullied; ● Explore why people have prejudiced views and understand what this is.
Big Question -	Keeping safe How Do We Identify Danger and Risk?	
BS1, BS4, BS5, BS6, BS7, BS8	Safe or unsafe?	<ul style="list-style-type: none"> ● 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?	<ul style="list-style-type: none"> ● Define the words danger and risk and explain the difference between the two; ● Demonstrate strategies for dealing with a risky situation.
BS2, BS5	How can we manage risks? Lesson - The risk robot	<ul style="list-style-type: none"> ● Identify risk factors in given situations; ● Suggest ways of reducing or managing those risks.
OR3, OR4, OR5, ISH1, ISH3, ISH6	What risks are there online? Lesson - Super searcher	<ul style="list-style-type: none"> ● Evaluate the validity of statements relating to online safety; ● Recognise potential risks associated with browsing online; ● Give examples of strategies for safe browsing online.

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HE3, DAT1	Help or harm?	<ul style="list-style-type: none"> • Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
HE3, DAT1	What are the risks from nicotine and alcohol? Lesson - Alcohol and cigarettes: the facts	<ul style="list-style-type: none"> • 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.
Big Question -	Rights and Respect How Can I make Responsible Choices?	
ISH4	Why are rules important? Lesson – As a rule	<ul style="list-style-type: none"> • 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.
BS8	How can we help each other to stay safe? Lesson - Helping each other to stay safe	<ul style="list-style-type: none"> • Identify key people who are responsible for them to stay safe and healthy; • Suggest ways they can help these people.
OR4, ISH6	What is the difference between fact and opinion? Lesson - Recount task	<ul style="list-style-type: none"> • 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.

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MW5	Who are our helpful volunteers? Lesson - Our helpful volunteers	<ul style="list-style-type: none"> ● 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?	<ul style="list-style-type: none"> ● 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 covered by DfE statutory requirements)	How do people earn money? Lesson - Earning money	<ul style="list-style-type: none"> ● 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 covered by DfE statutory requirements)	How can we look after our school environment? Lesson - Harold's environment project	<ul style="list-style-type: none"> ● 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.
Big Question -	Being My Best Why is Health and Wellbeing Important?	

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HE1, HE2, HE3	<p>Why do we need a balanced diet?</p> <p>Lesson - Derek cooks dinner</p>	<ul style="list-style-type: none"> ● 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	<p>How are illnesses spread and treated?</p> <p>Lesson - Poorly Harold</p>	<ul style="list-style-type: none"> ● 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)	<p>How does my body work?</p> <p>Lesson - Body team work</p>	<ul style="list-style-type: none"> ● 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	<p>For or against?</p>	<ul style="list-style-type: none"> ● 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.
OR1	<p>How am I fantastic?</p> <p>Lesson - I am fantastic!</p>	<ul style="list-style-type: none"> ● 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)	<p>How does my brain send and receive messages?</p>	<ul style="list-style-type: none"> ● Demonstrate how working together in a collaborative manner can help everyone to

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requirements)	Lesson - Getting on with your nerves!	<ul style="list-style-type: none"> achieve success; Understand and explain how the brain sends and receives messages through the nerves.
Big Question -	Growing and Changing How Can I Keep Safe As I Grow?	
CF1, CF2, CF5, OR2	<p>What different types of relationships are there?</p> <p>Lesson - Relationship Tree</p>	<ul style="list-style-type: none"> Identify different types of relationships; Recognise who they have positive healthy relationships with.
BS3, BS7	<p>What is body space?</p> <p>Lesson - Body space</p>	<ul style="list-style-type: none"> 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	<p>Is it safe to share?</p> <p>Lesson - None of your business</p>	<ul style="list-style-type: none"> Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
BS2, RR8	Secret or surprise?	<ul style="list-style-type: none"> Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;

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		<ul style="list-style-type: none"> ● Recognise how different surprises and secrets might make them feel; ● Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
BFA1, BFA2	Basic first aid	<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.