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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 How Can We Stay Safe in our Relationships?	
CF2, CF3, CF4, CF5	Can we solve the friendship problem? Lesson - Solve the friendship problem	<ul style="list-style-type: none"> ● 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	How should we respond? Lesson - Dan's day	<ul style="list-style-type: none"> ● 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	How can we act under pressure? Lesson - Behave yourself	<ul style="list-style-type: none"> ● 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.
CF5, RR2, RR4, RR5, RR8	What does being assertive look like? Lesson - Assertiveness skills	<ul style="list-style-type: none"> ● List some assertive behaviours; ● Recognise peer influence and pressure; ● Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.

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FPC3, FPC4, FPC5, FPC6, RR1, RR5, RR8, BS3, BS4, BS5, BS7	How can we show commitment to each other? Lesson - Don't force me	<ul style="list-style-type: none"> 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	What is inappropriate touch? Lesson - Acting appropriately	<ul style="list-style-type: none"> Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal.
Big Question -	Valuing Difference How Do We Value Our Differences?	
CF2, RR1, RR6, BS1, MW3	How can we tackle bullying? Lesson - OK to be different	<ul style="list-style-type: none"> 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	Do we have more in common than we think? Lesson - We have more in common than not	<ul style="list-style-type: none"> 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	How can we respect our differences? Lesson - Respecting differences	<ul style="list-style-type: none"> Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
RR1, RR2, RR5	How do we show tolerance and respect for others?	<ul style="list-style-type: none"> Understand and explain the term prejudice; Identify and describe the different groups that make up

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	Lesson - Tolerance and respect for others	<p>their school/wider community/other parts of the UK;</p> <ul style="list-style-type: none"> • 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	<p>What are the benefits of our relationships?</p> <p>Lesson - Advertising friendships!</p>	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.
Big Question -	Keeping Safe How Can We Stay Safe As We Grow?	
RR8, OR2, OR3, OR4, BS1, ISH4, ISH5	<p>Should you think before you click?</p> <p>Lesson - Think before you click!</p>	<ul style="list-style-type: none"> • 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.
OR1, OR3, OR5, BS1, BS2, BS3, BS5, BS7, ISH3, ISH5, ISH7	To share or not to share?	<ul style="list-style-type: none"> • 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	What is addiction? Lesson – Rat Park	<ul style="list-style-type: none"> • 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...?	<ul style="list-style-type: none"> • 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: what's the law? Lesson – Drugs: It's the law!	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • 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.
Big Question -	Rights and Respect How Do Rules and Laws Protect Us?	
RR7, ISH6	Are there two sides to every story? Lesson – Two sides to every story	<ul style="list-style-type: none"> • Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; • Describe the language and techniques that make up a biased report; • Analyse a report also extract the facts from it.

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RR8, OR1, MW1, ISH4, ISH6	<p>Are we 'Fakebook' Friends?</p> <p>Lesson – Fakebook Friends</p>	<ul style="list-style-type: none"> ● 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)	<p>What's it worth?</p>	<ul style="list-style-type: none"> ● 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)	<p>How can we be more environmentally sustainable?</p> <p>Lesson – Happy shoppers</p>	<ul style="list-style-type: none"> ● 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	<p>What does democracy in Britain look like? 1 – Elections</p> <p>Lesson –Democracy in Britain 1 Elections</p>	<ul style="list-style-type: none"> ● 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)	<p>What does democracy in Britain look like? 2 - How (most) laws are made</p> <p>Lesson –Democracy in Britain 2 How (most) laws are made</p>	<ul style="list-style-type: none"> ● 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.

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	<p>Being My Best</p> <p>How Can I Be My Best for Future Me?</p>	
Wider PSHE curriculum (not covered by DfE statutory requirements)	<p>What will be my life?</p> <p>Lesson – This will be your life!</p>	<ul style="list-style-type: none"> ● Identify aspirational goals; ● Describe the actions needed to set and achieve these.
CF2, CF3, CF5, RR1, RR4, RR6, BS1, BS5, DAT1	<p>What's the risk? (1)</p>	<ul style="list-style-type: none"> ● 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.
FPC1, OR1, OR3, BS1, BS2, BS4, ISH6, CAB1	<p>What's the risk? (2)</p>	<ul style="list-style-type: none"> ● 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	<p>Basic first aid</p>	<ul style="list-style-type: none"> ● First Aid Champions Learn basic first aid - teaching resources First Aid Champions (redcross.org.uk)
MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6, BFA1, BFA2	<p>How can I best help my wellbeing?</p> <p>Lesson – (Five Ways to Wellbeing project)</p>	<ul style="list-style-type: none"> ● 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.
	<p>Growing and Changing</p>	

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Big Question -	How Can I manage Change as I Grow Up?	
RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CAB1	Do photos always tell the truth? Lesson – I look great!	<ul style="list-style-type: none"> ● 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	How can the media manipulate people? Lesson – Media manipulation	<ul style="list-style-type: none"> ● 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	What pressures might there be online? Lesson – Pressure online	<ul style="list-style-type: none"> ● 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, MW6, MW9	Helpful or unhelpful? Managing change	<ul style="list-style-type: none"> ● Recognise some of the changes they have 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?	<ul style="list-style-type: none"> ● Define the word 'puberty' giving examples of some of the

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		<p>physical and emotional changes associated with it; Know the correct words for the external sexual organs;</p> <ul style="list-style-type: none">● Identify some products that they may need during puberty and why;● Know what menstruation is and why it happens.● Understand changes that happen during puberty including discharge, wet dreams and erections.● Suggest strategies that would help someone who felt challenged by the changes in puberty;