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DfE Statutory requirement	SCARF title	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary
Me and My Relationships				
RKR2, RKR3, RKR6, RKR7	Why we have classroom rules	• Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these.	Read/ watch 'Miss Nelson is Missing!' by Harry Allard and James Marshall, about a class of children who misbehave until their lovely teacher is replaced by a less-lovely version (note – this book is American and some of the language may need editing or explaining when you are reading it to the class). https://www.youtube.com/watch?v=tU118nZw-mg Key questions: • What are rules and why do we have them? • What rules do you have at home? • What rules do we have in school? • Are these 'good' rules? • Why do you think they are good? • Do these rules change in different areas of the school? **Task:** As a class we can write a set of class rules. Evidence in PSHE folder on T-drive	responsibility, rules, safe, work together
CF4, CF5, CF6, CF7, RKR1, RKR11	How are you listening?	• Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel.	Two adults to model asking a question and NOT active listening (look away*, yawn, interrupt, appear to be busy doing something else.) (*People who are neurodivergent may look away/ not feel comfortable with eye contact; be mindful of this when acting out/ discussing.) Ask the children whether you were giving the person speaking your full attention. What did they notice about your behaviour? How did it make them feel when you were behaving like that? How do we show that we are listening? (Facing towards the person talking, showing interest with our face/ nodding along, not being distracted by other things happening around, pausing our other activity/ jobs.) **Task:** In pairs we can practice active listening. As a class we can brainstorm makes a good listener. Photos and evidence in PSHE folder on T-Drive	feelings, safe, body language, emotions, support

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BS5, GW3, GW4, GW5, GW6	Thinking about feelings	• Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).	Teacher to start with this sentence stem and then invite the class to join in. Emphasise that it is ok and natural to have any feeling: "Today I feel…….. because ……." State that we have different feelings in different places. Ask the children: How do you feel…. • At school? • At home? • At the shops? • At a friend's house? Ask the children to show various feelings with their face and body e.g. sad, happy, worried, angry, excited, surprised. (Note some of the specific features, (for example, raised eyebrows, narrowed eyes, crossed arms, etc.) and that in looking around the room, different people may show how they are feeling in different ways. Children to check their expression in a mirror and/or to feel their own face, checking the shape of their mouth, what their cheeks feel like, where their eyebrows are, etc.) Worried or nervous: sweaty hands, need toilet, feel sick, sore tummy, going red. Angry: body feels tight, fists clenched, feel hot, red in face, stamping, shouting, say things that upset people. Happy: feel like dancing or jumping up and down, smiling. **Task: I can identify and label four different emotions and label/ explain how facial expressions show each feeling.**	feelings, behaviour
BS5, GW2, GW3, GW4, GW5, GW6	Our feelings	• Identify a range of feelings; • Identify how feelings might make us behave; • Suggest strategies for someone experiencing 'not so good' feelings to manage these.	Read story about Harold visiting his Grandmas house Ask the children to listen carefully to the following story and to try to spot all of the different feelings in it. Show the feelings photos on the IWB (provided by SCARF) one by one Ask the children to guess how the people in the photos are feeling and to think about why they might feel this way. **Task:** As a class we can discuss the emotion photographs and think of times we have felt this way. Teacher to scribe examples around photographs. Photos and evidence in PSHE folder on T-Drive	help, feelings, hurt, heal
RKR8, GW1, GW3, GW4, GW6	Feelings and bodies	• Recognise that people's bodies and feelings can be hurt; • Suggest ways of	Ask the children: When was the last time you hurt yourself? What happened? How did you feel? Is it just our bodies that get hurt? [feelings can be hurt] Think of a time when your feelings were hurt. How did this make you feel?	Family, special people,

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		dealing with different kinds of hurt.	State that if you cut yourself you can put a plaster on it and it heals. Next, ask: Can you put a plaster on a hurt feeling? What can you do to heal that hurt feeling? [talk to someone neutral about it, talk to the person who hurt your feeling.] Ask: Who can you talk to or go to if you hurt your body? [nearby adult, friend, parent/carer] Who can you talk to or go to if your feelings are hurt? Emphasise that it is important to keep telling/talking until someone takes notice and acts. Sometimes adults are very busy. Sometimes they don't hear or notice straight away, and sometimes they don't seem to want to listen. If this happens, tell someone else. Take the pack of 12 cards with 12 different situations on them. Ask a child to take a card from the pack. Teacher reads it out loud and child tells the rest how they would deal with that situation/who they would involve/how they would begin to feel better about it. **Task:** As a class we can discuss 12 scenarios. We can determine if it is physical or emotional harm and explain how we would deal with the scenario. Evidence in PSHE folder on T-drive	
CF3	Good friends	• Identify simple qualities of friendship; • Suggest simple strategies for making up.	Start the lesson with some key questions about friendship such as: • What do we mean by 'being friends'? • Think of a friend you have. Don't say their name out loud but put your hand up if you can tell us something that makes you want to be friends with that person. Explain that Harold the Giraffe, Kiki the Kangaroo and Derek the Penguin are all friends together. Watch the Harold, Kiki and Derek profile film clips through the SCARF website. Discuss what special qualities of friendship they each have: • Harold likes spending time with his friends and encourages them to do healthy activities (like bouncing!) • Kiki is good at helping friends make up if they fall out. She sometimes gets a bit overexcited and rushes into things without thinking but she just wants to be kind • Although Derek can seem to be big-headed sometimes, he's actually quite shy when you get to know him **Task:** In groups we can label what makes a good friend or unfriendly. Photo evidence in PSHE folder on T-Drive	Friendship, making up,

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DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task and Task	Vocabulary
Valuing Difference				
FPC3, FPC4, RKR1, RKR2	Same or different?	• Identify the differences and similarities between people; • Empathise with those who are different from them; • Begin to appreciate the positive aspects of these differences.		same, different, difference, respect, talents, equal, safe, unsafe,
CF2, CF4, CF5, CF7, RKR5, RKR6, RKR9, RKR11, GW7, OSA1, OSA6	Unkindness, teasing or bullying?	• Explain the difference between unkindness, teasing and bullying; • Understand that bullying is usually quite rare. • Understand that bullying can happen online. • Understand that they should not share unkind photos of other people online.		safe, unsafe, unkind, behaviour, unkindness, tease, teasing, bullying, aggressive, target, online bullying
BS1, RKR3, RKR5	Harold's school rules	• Explain some of their school rules and how those rules help to keep everybody safe.		rules, safe, fair
CF2, CF3, CF4, CF5, CF7, RKR2, RKR3, RKR11	It's not fair!	• Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others.		kind, safe, unsafe, unkind, bullying, fair, unfair, include
FPC1, FPC2, FPC3, FPC4, GW1, RKR8	Who are our special people?	• Identify some of the people who are special to them; • Recognise and name some of the qualities that make a person special to them.		feelings, special people, qualities

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FPC3, FPC4	Our special people balloons	• Recognise that they belong to various groups and communities such as their family; • Explain how these people help us and we can also help them to help us.		family, special people

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DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task and Task	Vocabulary
Keeping Safe				
HP3	Super sleep	• Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep. • To explore how screen use can make us feel and learn how to make healthy and sensible choices.		sleep, grow, rest, tired, screen usage
FPC6, CF5, CF7, RKR11, BS5	Who can help? (1)	• Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe.		sad, feelings, safe, unsafe, worried, support, nervous, scared
FPC6, RKR8, BS1, BS2, BS5, BS6, BS7, DB2	Good or bad touches?	• Understand and learn the PANTS rules; • Name and know which parts should be private; • Explain the difference between appropriate and inappropriate touch; • Understand that they have the right to say "no" to unwanted touch; • Start thinking about who they trust and who they can ask for help.		testicles, vagina, penis, private, vulva, trust, privates, nipples, buttocks, bottom, scrotum
OSA3, OSA4, OSA5, OSA6, WO1, WO4, WO8, WO11	Sharing pictures	• Start thinking about how to stay safe online, including safety around sharing images; • Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.		consent, entertainment, donating, risks, harmful
DATV1, PS1	What could Harold do?	• Understand that medicines can sometimes make people feel better when they're ill; • Explain simple issues of safety about medicines and their use.		responsibility, safe, medicine, harmful

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GW3, GW8	Harold loses Geoffrey	• Recognise the range of feelings that are associated with loss.		feelings, emotions, loss, lost

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Rights and Respect				
CF4, CF5, CF7, RKR2, RKR3, RKR5, RKR11	Harold has a bad day	• Recognise how a person's behaviour (including their own) can affect other people.		safe, unsafe, behaviour, consequences, promise, special promise, gratitude, grateful
Wider PSHE curriculum (not covered by DfE statutory requirements)	Around and about the school	• Identify what they like about the school environment; • Recognise who cares for and looks after the school environment.		responsibility, environment
RKR5	Taking care of something	• Demonstrate responsibility in looking after something (e.g. a class pet or plant); • Explain the importance of looking after things that belong to themselves or to others.		needs, responsible, responsibility, rules, respect
WO6	Harold's money	• Explain where people get money from; • List some of the things that money may be spent on in a family home. • Understand that when they want to buy something, online or offline, they need to ask their grownups for help first.		money, cost, bills, spending, afford, online gaming, digital money
Wider PSHE curriculum (not covered by DfE statutory requirements)	How should we look after our money?	• Recognise that different notes and coins have different monetary value; • Explain the importance of keeping money safe; • Identify safe places to keep money; • Understand the concept of 'saving money' (i.e.		safe, money, bank, coin, note, worth, saving, digital money, digital payments

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		by keeping it in a safe placed and adding to it).		
BFA1, BFA2	Basic first aid	• See link to external resources for further information.		risk, safe, first aid, accident, danger, hazard, kettle, burn, scald, emergency

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statements				
Being My Best				
HE1, HE2, HE3, HE4	I can eat a rainbow	• Recognise the importance of fruit and vegetables in their daily diet; • Know that eating at least five portions of vegetables and fruit a day helps to maintain health.		fruit, vegetables, dairy, starchy, protein, vitamins, portion
HE1, HE2, HE3, HE4	Eat well	• Recognise that they may have different tastes in food to others; • Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; • Recognise which foods we need to eat more of and which we need to eat less of to be healthy.		sugar, fruit, vegetables, healthy, dairy, salt, cereal, meat
HP4, HP5	Harold's was up and brush up	• Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order.		clean, routine, hygiene
HP5	Catch it! Bin it! Kill it!	• Understand how diseases can spread; • Recognise and use simple strategies for preventing the spread of diseases.		germs, hygiene, disease, spread
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold learns to ride his bike	• Recognise that learning a new skill requires practice and the opportunity to fail, safely; • Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.		practice, learning, make mistakes, confidence, achievement
CF3, CF4, CF6, RKR1, RKR3, RKR5, RKR6	Pass on the praise!	• Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel.		encourage, feelings, support, praise, feedback, respectful, teamwork, resilient, include, team

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PHF4	Inside my wonderful body! (OPTIONAL)	• Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them.		sugar, fruit, vegetables, dairy, heart, salt, cereal, meat, organ, lungs, intestines, brain, stomach, oxygen, digested

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Growing and Changing				
HP3, HP4, PHF1, PHF3, WO3	Healthy me	• Understand that the body gets energy from food, water and air (oxygen);		water, food, sleep, exercise, energy, healthy, oxygen, air,

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		• Recognise that exercise and sleep are important parts of a healthy lifestyle. • To explore how screen use can make us feel and learn how to make healthy and sensible choices.		screen usage
DB1	Then and now	• Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages.		needs, help, change, growing, size, height
FPC2, DB1, DB2	Taking care of a baby	• Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages.		testicles, penis, needs, vulva, love, help, caring, nipples, attention, scrotum
FPC6, CF2, CF4, CF5, CF7, RKR4, RKR5, RKR6, RKR9, RKR11, OSA1, OSA5, OSA6, BS5, BS6, BS7, GW7	Who can help? (2)	• Explain the difference between teasing and bullying; • Understand that bullying can happen online; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation.		safe, unsafe, unkind, unkindness, tease, teasing, bullying, witness, experience, getting help, aggressive, online bullying
FPC6, CF5, CF7, RKR8, RKR11, BS1, BS2, BS4, BS5, BS6, BS7, DB2	Suprises and secrets	• Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.		surprise, secret
BS3, BS6, DB2	Keeping privates private	• Identify parts of the body that are private; • Describe ways in which private parts can be kept private; • Identify people they can talk to about their private parts.		testicles, vagina, penis, doctor, breastfeeding, private, vulva, help, change, , my body is mine (body autonomy), privates, nipples, hygiene, sore, private activity,

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				scrotum, breasts, anus