KEY: Safeguarding Online Safety Financial Education

YEAR 2				
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
Me and My Relationships				
RKR2, RKR3	Our ideal classroom (1)	• Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions.		friendly, safe, happy, caring
RKR7	Our ideal classroom (2) (OPTIONAL)	• The conventions of courtesy and manners.		rules
GW3, GW4	How are you feeling today?	• 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.		help, feelings, showing feelings
GW3, GW9	Let's all be happy	• 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.		help, feelings
CF4	Being a good friend	• Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other.		friendly, friendship, kind, safe, unsafe, unkind, include
CF3, CF4, RKR5, RKR6, RKR9, OSA1, OSA4,	Types of bullying	• Explain the difference between bullying and isolated unkind behaviour; • Recognise that that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving.		respect, bullying, repeated, online bullying, loneliness

KEY: Safeguarding Online Safety Financial Education

		• Understand that bullying can happen online, as well as in person, and to know what to do if this happens; • Understand that they should not share images of themselves or others without permission.		
CF4, RKR5, RKR6, RKR9	Don't do that!	• Understand and describe strategies for dealing with bullying: • Rehearse and demonstrate some of these strategies. • Understand that there are different types of bullying, including online.		help, bullying, don't do that, aggressor, target, online bullying
CF4, RKR4, RKR5, RKR6, RKR9, OSA1, OSA4, OSA5, OSA6	Bullying or teasing? (OPTIONAL)	• Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; • Identify situations as to whether they are incidents of teasing or bullying. • Understand that bullying can happen online, as well as in person, and to know what to do if this happens. • Understand that they should not share images of themselves or others without permission.		teasing, bullying, repeated, regular, aggressive, online bullying

YEAR 2				
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

KEY: Safeguarding Online Safety Financial Education

Valuing difference				
RKR1, RKR2, RKR6	What makes us who we are?	• 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.		respect, unique
FPC1, FPC2, FPC3, FPC4	My special people	• Identify people who are special to them; • Explain some of the ways those people are special to them.		help, special people
RKR2, GW4	How do we make others feel?	• Recognise and explain how a person's behaviour can affect other people.		feelings, calm, behaviour, aggressive, solve
CF2, GW6	When someone is feeling left out	• 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.		feelings, cooperate
CF2, RKR2, RKR3, GW4	An act of kindness	• 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.		kind, feelings, unkind, kindness

KEY: Safeguarding Online Safety Financial Education

CF5, CF6, CF7, RKR11	Solve the problem	• Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.		listening, being listened to, problem, listen

YEAR 2				
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

KEY: Safeguarding Online Safety Financial Education

Keeping Safe				
RKR8, GW1, GW4, DATV1	Harold's picnic	• 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.		medicines, sleep, safety
BS1, BS3, BS5, PS1, DB2	How safe would you feel?	• Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe situations including who they could ask for help.		feelings, safe, unsafe, worried
BS1, BS3, BS4, PS1, DB2	What should Harold say?	• 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.		feelings, safe, unsafe, getting help
BS4, GW3	I don't like that!	• 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 uncomfortable.		feelings, touch
BS1, BS3, BS5, DB2	Fun or not?	• 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.		hurt, touch

KEY: Safeguarding Online Safety Financial Education

BS1, BS2, BS3, BS5, DB2	Should I tell?	• 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.		safe, tell, unsafe, surprise, secret

YEAR 2				
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
Rights and respect				
CF4, CF6, RKR3, RKR5, RKR6, RKR9	Getting on with others	• Describe and record strategies for getting on with others in the classroom.		responsibility, help, listen, share, take turns
GW4, GW5	When I feel like erupting	• Explain, and be able to use, strategies for dealing with impulsive behaviour.		feelings, control, erupt

KEY: Safeguarding Online Safety Financial Education

BS6, BS7, DB2	Feeling safe	• Identify special people in the school and community who can keep them safe; • Know how to ask for help.		safe, unsafe, uniform, ask for help
OSA1, OSA2	Playing games	• 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.		risk, gamer, personal information, internet
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold saves for something special	• 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.		money, spending, saving, digital payments
WO6	Harold goes camping (OPTIONAL)	• Recognise that money can be spent on items which are essential or non-essential; • Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. • Understand the money risks related to online gaming.		money, spending, saving, online gaming
Wider PSHE curriculum (not covered by DfE statutory requirements)	How can we look after our environment?	• 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.		responsibility, environment

KEY: Safeguarding Online Safety Financial Education

YEAR 2				
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
Being My Best				
Wider PSHE curriculum (not covered by DfE statutory requirements)	You can do it!	• 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 their own learning.		challenge, encourage, practice, goal, achieve
PHF2, HE1, GW4	My day	• Understand and give examples of things they can choose themselves and things that others choose for them; • Explain things that they like and dislike,		choose, healthy, choices, unhealthy

KEY: Safeguarding Online Safety Financial Education

		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	Harold's postcard - helping us to keep clean and healthy	• Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses.		germs, hygiene, disease, vaccination, injection
HP4	Harold's bathroom	• Explain the importance of good dental hygiene; • Describe simple dental hygiene routines.		teeth, hygiene, dental
Wider PSHE curriculum (not covered by DfE statutory requirements)	What does my body do?	• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood.		water, food, heart, lungs, brain, stomach, small intestine, large intestine
PHF1, HE1, HP3	My body needs… (OPTIONAL)	• Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and sleep are important to health. • Explore how screen use can make us feel and learn how to make healthy and sensible choices.		water, food, exercise, rest, oxygen, screen usage
BFA1, BFA2	Basic first aid	• See link to external resources for further information.		risk, safe, first aid, accident, danger, hazard, kettle, burn, scald, emergency

KEY: Safeguarding Online Safety Financial Education

YEAR 2				
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
Growing and Changing				
CF2	A helping hand	• Demonstrate simple ways of giving positive feedback to others.		help, support, supportive
GW3, GW8	Sam moves house	• Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.		feelings, change, emotions, nervous, loss, frightened
DB1	Haven't you grown?	• 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.		food, sleep, care, change, growing, rest, learning, forward looking, making choices, asking permission
BS3, DB1, DB2, DB3	My body, your body	• Identify which parts of our body are private; • Explain that our genitals help us make babies when we are older; • Understand that we mostly have the same body parts but how they look is different from person to person.		ovaries, sperm, testicles, vagina, penis, womb, pregnancy, breastfeeding, vulva, special, private parts, my body is mine (body autonomy), eggs, nipples, bottom, unique, scrotum, breasts, anus
BS2, DB2,	Respecting privacy	• 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		penis, private, vulva, privacy, consent, genitals, permission

KEY: Safeguarding Online Safety Financial Education

		information.		
BS1, BS2, BS3, BS4, GW3, DB2	Some secrets should never be kept	• 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.		penis, private, vulva, tell, unsafe, private parts, consent, secret, uncomfortable, someone you trust, genitals, permission