KEY: Safeguarding Online Safety Financial Education

YEAR 3				
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				
WO5, WO7, WO9, OSA6	As a rule	• 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.		rules, safety, misinformation, disinformation
CF3, CF4, RKR6	Looking after our special people	• Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people.		friendship, safe, making up, falling out, compromise
CF2, CF5, CF7, RKR1, RKR11	How can we solve this problem?	• Rehearse and demonstrate simple strategies for resolving given conflict situations.		needs, respect, compromise, conflict, point of view, preferences
Wider PSHE curriculum (not covered by DfE statutory requirements)	Tangram team challenge (OPTIONAL)	• 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.		cooperate, collaborate
CF1, CF3, CF4,CF5, CF6, CF7, RKR3, RKR6, RKR11	Friends are special	• Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future, skills for making up again.		safe, unsafe, trust, calm, making up, listen, point of view, strategies, apologise

KEY: Safeguarding Online Safety Financial Education

RKR1, RKR2, RKR3	'Thunks'	• Express opinions and listen to those of others; • Consider others' points of view; • Practice explaining the thinking behind their ideas and opinions.		continuum, opinions, respectful, courteous, challenging, preferences
BS1, PS1	Dan's dare	• 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.		feelings, dare, persuade
GW3, GW4, GW5, GW8	My special pet (OPTIONAL)	• Explain some of the feelings someone might have when they lose something important to them; • Understand that these feelings are normal and a way of dealing with the situation.		responsibility, feelings, care, loss

YEAR 3				
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KEY: Safeguarding Online Safety Financial Education

statements				
Valuing Difference				
RKR1, RKR3	Respect and challenge	• Reflect on listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully.		respect, cooperation, listening skills, politeness, courtesy, manners
FPC1, FPC3, FPC4, FPC6, RKR10, RKR11	Family and friends	• Recognise that there are many different types of family; • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'		adoption, blended family, family, fostering, same-sex couple, stereotype
GW1, RKR8	My community	• 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.		belonging, community
FPC3, RKR1, RKR2, RKR5	Our friends and neighbours	• 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; • Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.		Needs, respect, similarities, differences, identity
FPC3, RKR1, RKR2, RKR6, RKR9, OSA1, OSA4, OSA5, OSA6, GW7, WO8	Let's celebrate our differences	• 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).		needs, respect, bullying, similarities, differences, name calling, bystander, online bullying, upstander

KEY: Safeguarding Online Safety Financial Education

CF4, RKR1, RKR2, RKR3, RKR5, RKR6, RKR7, RKR9, RKR10, RKR11, OSA1, OSA4, OSA5, OSA6, GW7, WO8	Zeb	• Understand and explain some of the reasons why different people are bullied; • Explore why people have prejudiced views and understand what this is.		colour, prejudice, disability, gender, race, sexuality, stereotype, discrimination, cyberbullying, bystander, trolling, online bullying, upstander, abuse

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KEY: Safeguarding Online Safety Financial Education

Keeping safe				
BS1, BS4, BS5, BS6, BS7, DB2	Safe or unsafe?	• Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe.		safe, unsafe, trust
BS4, PS1	Danger or risk?	• Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation.		feelings, strategies, danger (dangerous), risk (risky), consequence
BS5, PS1, PS2	The Risk Robot	• Identify risk factors in given situations; • Suggest ways of reducing or managing those risks.		risk, safer
OSA2, OSA3, OSA4, OSA5, WO1, WO3, WO4, WO5, WO6, WO7, WO9, WO11	Super Searcher	• Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give examples of strategies for safe browsing online. • To think about screen usage and understand that online gaming can be addictive		risk, browsing, phishing, search engine, fake news, internet safety, misinformation, disinformation
HE4, DATV1	Help or harm?	• Understand that medicines are drugs and suggest ways that they can be helpful or harmful.		medicines, helpful, harmful, instructions, drugs
HE4, DATV1	Alcohol and cigarettes: the facts	• 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.		risk, drugs, cigarettes, nicotine, alcohol

KEY: Safeguarding Online Safety Financial Education

BS1, BS7, PS1, PS2	Raisin Challenge (1) (OPTIONAL)	• Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions.		risks, strategies, decisions

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Rights and Respect				
BS7	Helping each other to stay safe	• Identify key people who are responsible for them to stay safe and healthy;		responsible, safe, healthy, helper

KEY: Safeguarding Online Safety Financial Education

		• Suggest ways they can help these people.		
WO7, WO9	Recount task	• 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.		fake news, fact, opinion, misinformation, disinformation
GW1, RKR8	Our helpful volunteers	• 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.		wellbeing, volunteer
Wider PSHE curriculum (not covered by DfE statutory requirements)	Can Harold afford it?	• 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.); • Understand the financial risks related to online gaming.		spending, saving, income
Wider PSHE curriculum (not covered by DfE statutory requirements)	Earning money	• 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.).		income, earning
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's environment project	• 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.		environment, waste

KEY: Safeguarding Online Safety Financial Education

Wider PSHE curriculum (not covered by DfE statutory requirements)	Let's have a tidy up (OPTIONAL)			responsibility, environment

YEAR 3				
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Being My Best				
HE1, HE2, HE3, HE4	Derek cooks dinner!	• 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.		balanced diet, muscles, teeth, energy, healthy, dairy, proteins, bones, starchy carbohydrates, fruit & veg

KEY: Safeguarding Online Safety Financial Education

HP5	Poorly Harold	• 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.		water, sleep, medicine, rest, hygiene, safety, instructions, infection, cleanliness, dose, drug
Wider PSHE curriculum (not covered by DfE statutory requirements)	Body team work	• 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.		lungs, intestine, vessels, arteries, liver
RKR1, RKR2, RKR3	For or against?	• 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.		continuum, respectful, courteous, debate, discussion, justify
OSA2	I am fantastic!	• 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.		achieve, ambitions, improve, goals, gender identity
Wider PSHE curriculum (not covered by DfE statutory requirements)	Top talents	• Explain some of the different talents and skills that people have and how skills are developed; • Recognise their own skills and those of other children in the class.		goal-setting, talents, skills, intelligence
Wider PSHE curriculum (not covered by DfE statutory requirements)	Getting on with your nerves! (OPTIONAL)	• Demonstrate how working together in a collaborative manner can help everyone to achieve success; • Understand and explain how the brain sends and receives messages through the nerves.		cooperation, teamwork, collaboration

KEY: Safeguarding Online Safety Financial Education

YEAR 3				
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary
Growing and Changing				
CF1, CF4, CF6, OSA1	Relationship Tree	• Identify different types of relationships; • Recognise who they have positive healthy relationships with.		trust, caring, healthy, positive, relationships, online relationships, misinterpretation
BS3, BS6, DB2	Body space	• 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.		testicles, vagina, penis, respect, vulva, nipples, uncomfortable, touch, scrotum, personal space, body space, invade, stop, anus
RKR2, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1, BS4, BS5, BS6, GW4,	None of your business!	• 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		internet safety, private, personal information, public, profile, digital tattoo

KEY: Safeguarding Online Safety Financial Education

GW5, WO1, WO2, WO3, WO4, WO8, WO9, WO11		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. • Understand that people online may not always be who they say they are, and to learn how to stay safe by checking with a trusted adult before communicating with others; • Understand that they should not share images of others without their permission; • Think carefully before sharing any information about themselves; • Understand that once something is posted online it is very hard to remove or delete it.		
RKR8, BS1, BS2, BS3, BS4, BS5, BS6, GW3, GW4, DB2	Secret or surprise	• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • 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.		excited, feelings, worried, scared, surprise, secret, uncomfortable, angry, upset, jealous, talk
CF4, BS7, DB1 DB2 DB3,	My changing body	• Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that for girls, periods are a normal part of puberty.		egg, ovaries, sperm, testicles, puberty, vagina, penis, womb, erection, birth, cervix, wet dreams, menstrual cycle, fallopian tube, period, vulva, nipples, genitals, scrotum, lining, period/menstruation pad, tampon, menstruation cup, breasts, mammals, hips, fertilise, spots, sweat, pubic hair, If using the film clips, the following words are also used:, fertilised egg, ovary, uterus (womb), periods,

KEY: Safeguarding Online Safety Financial Education

				menstruation, pregnant, anus, involuntary erections
BFA1, BFA2	Basic first aid	• See link to external resources for further information		risk, safe, first aid, accident, danger, hazard, kettle, burn, scald, emergency