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| YEAR 4 | | | | |
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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 | Vocabulary |
| **Me and My Relationships** | | | | |
| RKR2 | Human machines | • Demonstrate strategies for working on a collaborative task;<br>• Define successful qualities of teamwork and collaboration. | | collaborate, teamwork, collaboration, collaborative |
| CF2, CF4, CF5, CF6, CF7, RKR1, RKR2, RKR3, RKR5, RKR6, RKR11, GW4 | Ok or not ok? (1) | • Explain what we mean by a 'positive, healthy relationship';<br>• Describe some of the qualities that they admire in others. | | respect, safe, unsafe, qualities, aggressive, positive, healthy relationship, responsibilities, excluded, assertive, negotiate |
| CF4, CF5, CF6, CF7, RKR1, RKR4, RKR5, RKR6, RKR11, OSA1, OSA2, GW4 | Ok or not ok? (2) | • Recognise that there are times when they might need to say 'no' to a friend;<br>• Describe appropriate assertive strategies for saying 'no' to a friend. | | friendly, aggressive, compromise, respectful, assertive, rude, face-to-face |
| CF2, CF3, CF4, RKR8, GW1, GW4, GW6 | An email from Harold! | • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;<br>• Explain how different words can express the intensity of feelings. | | sad, feelings, happy, calm, scared, sore, frightened, physical effects, unhappy, devastated, miserable, distressed, lonely, alone, ignored, isolated, abandoned, apologetic, regretful, rueful, remorseful, repentant, aching, agonising, painful, delighted, ecstatic, joyful, untroubled, assured, confident, peaceful, petrified, terrified, |

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| GW2, GW3, GW4, GW5 | Different feelings | • Identify a wide range of feelings;<br>• Recognise that different people can have different feelings in the same situation;<br>• Explain how feelings can be linked to physical state. | | feelings, physical effects |
| GW4, GW5, BS5 | When feelings change (OPTIONAL) | • Demonstrate a range of feelings through their facial expressions and body language;<br>• Recognise that their feelings might change towards someone or something once they have further information. | | body language, facial expressions |
| CF4, RKR1, RKR6, RKR9, OSA5, OSA6, GW7, WO8 | Under pressure | • Give examples of strategies to respond to being bullied, including what people can do and say;<br>• Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.<br>• To understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult. | | unkind, tease, bullying, prejudice, pressure, independent, discrimination, aggressor, online bullying, upstander |

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| **Valuing difference** | | | | |
| CF1, CF2, CF3, CF4, CF5, CF6, CF7, RKR1, | Can you sort it? | • Define the terms 'negotiation' and 'compromise';<br>• Understand the need to manage conflict or differences and suggest ways of doing this, | | respect, safe, unsafe, compromise, conflict, |

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| RKR2, RKR3, RKR5, RKR6, RKR11, WO9, OSA1 | | through negotiation and compromise. | | negotiation, disrespect, agree, disagree |
| FPC3, CF4, CF5, CF6, CF7, RKR1, RKR2, RKR3, RKR5, RKR6, RKR7, RKR9, RKR11, OSA1, OSA4, OSA6, BS1 | What would I do? | • List some of the ways that people are different to each other (including differences of race, gender, religion);<br>• Recognise potential consequences of aggressive behaviour;<br>• Suggest strategies for dealing with someone who is behaving aggressively.<br>• Understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult;<br>• Understand they should not share images of other people online without their permission. | | respect, fair, aggressive, apologise, prejudice, discrimination, bystander, aggressor, target, upstander, equal |
| CF2, CF4, FPC3, RKR1, RKR2, RKR4, RKR5 | The people we share our world with | • List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);<br>• Define the word respect and demonstrate ways of showing respect to others' differences. | | respect, similarities, responsibilities, belief |
| RKR10, RKR11, OSA5, OSA6, WO3, WO8, WO9 | That is such a stereotype! | • Understand and identify stereotypes, including those promoted in the media. | | challenge, stereotype, upstander, disagree |
| FPC1, FPC2, CF1, CF3, CF4, RKR1 | Friend or acquaintance? | • Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);<br>• Give examples of features of these different types of relationships, including how they influence what is shared. | | friendly, friend, sharing, relationships, acquaintances, self-confidence |
| CF6, RKR8, GW5, BS1, BS3, BS5, DB2 | Islands | • Understand that they have the right to protect their personal body space;<br>• Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;<br>• Suggest people they can talk to if they feel uncomfortable with other people's actions towards | | body space, invade |

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| **Keeping Safe** | | | | |
| PHF3, WO3, WO9, BS4, BS5, HE4, PS1, PS2, HP2, DATV1 | Danger, risk or hazard? | • Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;<br>• Identify situations which are either dangerous, risky or hazardous;<br>• Suggest simple strategies for managing risk. | | risk, danger, hazard, hazardous, dangerous, risky, sunburn |

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| CF6, RKR4, RKR6, RKR9, OSA1, GW5, BS1, BS7 | How dare you! | • Define what is meant by the word 'dare';<br>• Identify from given scenarios which are dares and which are not;<br>• Suggest strategies for managing dares. | | risks, aggressive, dare, assertive, online challenge, critical thinking, controlling |
| CF2, CF6, RKR1, RKR4, RKR6, RKR9, OSA3, OSA4, OSA6, PS2, DATV1 | Keeping ourselves safe | • Describe stages of identifying and managing risk;<br>• Suggest people they can ask for help in managing risk. | | assertive, persevere, controlling |
| OSA5, WO3, WO9, BS1 | Raisin Challenge (2) | • Understand that we can be influenced both positively and negatively;<br>• Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. | | consequences, influence, influencer, aggressor, target, online bullying |
| OSA3, OSA4, OSA5, OSA6, WO4, WO7, WO8, WO9 | Picture Wise | • Identify images that are safe/unsafe to share online;<br>• Know and explain strategies for safe online sharing;<br>• Understand and explain the implications of sharing images online without consent. | | privacy, privacy settings, security, AI – Artificial Intelligence |
| HP5, DATV1 | Medicines: check the label | • Understand that medicines are drugs;<br>• Explain safety issues for medicine use;<br>• Suggest alternatives to taking a medicine when unwell;<br>• Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). | | medicine, drug |
| HE4, DATV1 | Know the norms (formerly Tell Mark II) (OPTIONAL) | • Understand some of the key risks and effects of smoking and drinking alcohol;<br>• Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). | | choices, social norm |
| OSA1, OSA3, OSA4, OSA5, OSA6, WO4, BS1 | Traffic lights (OPTIONAL) | • Identify strategies for keeping personal information safe online;<br>• Describe safe behaviours when using communication technology.<br>• Exercise caution when sharing information about themselves;<br>• Understand the importance of privacy and location | | privacy, personal information, online safety, location settings |

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| | | settings to protect information online;<br>• Know that a trusted adult can help them if they see something online which makes them feel uncomfortable, worried or scared. | | |

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| **Rights and respect** | | | | |
| GW9, PHF4, BS6, BS7, DB2 | Who helps us stay healthy and safe? | •Explain how different people in the school and local community help them stay healthy and safe;<br>•Define what is meant by 'being responsible';<br>•Describe the various responsibilities of those who help them stay healthy and safe;<br>•Suggest ways they can help the people who keep them healthy and safe. | | being responsible, reliable, trustworthy |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | It's your right | •Understand that humans have rights and also need to respect the rights of other;<br>•Identify some rights and also need to respect the rights of others that come with these rights. | | responsibility, rules, safe, healthy, laws, rights, United Nations |
| RKR3, RKR5, OSA1, OSA3, OSA4, OSA6, WO1, WO3, WO4, WO5, WO6, WO8, | How do we make a difference? | •Understand the reason we have rules;<br>•Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council);<br>•Recognise that everyone can make a difference within a democratic process. | | phishing, rules, democracy, trolling, scams, griefers |

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| BS2 | | •Understand the risks relating to online gaming and that gaming can become addictive. | | |
| RKR3, OSA5, OSA6, WO3, WO7, WO9, WO11 | In the news! | •Define the word influence;<br>•Recognise that reports in the media can influence the way they think about an topic;<br>•Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. | | respectful, courteous, opinion, influence, influencer, misinformation, disinformation |
| RKR5, RKR6, RKR9, BS6, DB2 | Safety in numbers | • Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;<br>• Recognise that they can play a role in influencing outcomes of situations by their actions. | | witness, anti-social behaviour, aggressor, upstander |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Harold's expenses (OPTIONAL) | • Define the terms 'income' and 'expenditure';<br>• List some of the items and services of expenditure in the school and in the home;<br>• Prioritise items of expenditure in the home from most essential to least essential. | | income, expenditure, essential |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Why pay taxes? | • Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';<br>• Understand how a payslip is laid out showing both pay and deductions;<br>• Prioritise public services from most essential to least essential. | | income tax, VAT, national insurance, deductions, public services |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Logo quiz (OPTIONAL) | • Understand some of the ways that various national and international environmental organisations work to help take care of the environment;<br>• Understand and explain the value of this work. | | environment, conservation |

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| **Being My Best** | | | | |
| RKR1, RKR2, RKR4 | What makes me ME! (formerly Diversity World) | •Identify ways in which everyone is unique;<br>•Appreciate their own uniqueness;<br>•Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. | | unique, individual |
| CF4, RKR1, RKR6, WO9, HE2 | Making choices | •Give examples of choices they make for themselves and choices others make for them;<br>•Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.<br>•Understand that making healthy choices around food is important for their wellbeing | | wellbeing, respect, encourage, support, choices, respectful, decisions, health, agree, disagree |
| PHF1, PHF2, WO3, HP3, HE1, HE2, HE3, HE4 | SCARF hotel (formerly Diversity World Hotel) | •Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;<br>•Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).<br>•Understand the importance of a healthy relationship with food<br>•Understand the importance of good quality sleep and take practical steps for improving sleep. | | balanced diet, wellbeing, mental health, screen usage |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Harold's Seven Rs | •Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);<br>•Suggest ways the Seven Rs recycling methods can be applied to different scenarios. | | refuse, reduce, re-use, recycle, rot, repair, re-think |
| Wider PSHE curriculum (not covered by DfE statutory | My school community (1) | •Define what is meant by the word 'community';<br>•Suggest ways in which different people support the school community;<br>•Identify qualities and attributes of people who support | | Community |

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| requirements) | | the school community. | | |
| BFA1, BFA2 | Basic first aid | • See link to external resources for further information | | first aid, accident, burn, scald, emergency, injury, minor, blood, nose bleed, choking, breathing, airway, unresponsive, casualty, wound, recovery |
| RKR8, GW1 | Volunteering is cool (OPTIONAL) | • Define what a volunteer is;<br>• Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer. | | wellbeing, voluntary group, connect, be active, be mindful, get creative, give to others |

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| **Growing and Changing** | | | | |
| GW3, GW4, GW9 | Moving house | • Describe some of the changes that happen to people during their lives;<br>• Explain how the Learning Line can be used as a tool | | practice, learning line |

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| | | to help them manage change more easily;<br>• Suggest people who may be able to help them deal with change. | | |
| FPC1, FPC2, FPC4, CF6, RKR2, GW4, GW5, DB1 | My feelings are all over the place! | • Name some positive and negative feelings;<br>• Suggest reasons why young people sometimes fall out with their parents;<br>•Take part in a role play practising how to compromise. | | puberty, hormones, feelings, compromise, conflict, independence |
| BS6, DB1, DB2, DB3 | All change! | • Identify parts of the body that males and females have in common and those that are different;<br>• Know the correct terminology for their genitalia;<br>• Understand and explain why puberty happens. | | ovaries, sperm, testicles, puberty, vagina, penis, womb, wet dreams, semen, vulva, privacy, eggs, nipples, scrotum, breasts, spots, sweat, pubic hair, If using the film clips, the following words are also used:, clitoris, labia, legal age of consent, marriage, Puberty for boys:, facial hair, underam hair, body odour, ejaculation, spontaneous erections, pleasure, masturbation, growth spurt, deeper voice, acne, breast growth, reproduction, testosterone, mood swings, sexual feelings/horny, romantic/sexual interest, Puberty for girls:, hair removal, wider hips, All about getting your period:, endometrium (uterus lining), foetus, stomach ache, headache, cramps, anus |
| FPC4, OSA4, DB1, DB2, DB3 | Preparing for changes at puberty (formerly Period positive) | • Recognise that babies come from the joining of an egg and sperm;<br>• Explain what happens when an egg doesn't meet a sperm;<br>• Understand that periods are a normal part of puberty for girls;<br>• Identify some of the ways they can cope better with periods. | | ovaries, sperm, testicles, puberty, vagina, penis, cervix, wet dreams, semen, ejaculate, menstrual cycle, ovulation, fallopian tube, vulva, eggs, genitals, scrotum, period/menstruation pad, tampon, menstruation cup, breasts, hips, spots, sweat, pubic hair, If using the film clips, the following words are also used:, fertilised egg, periods, menstruation, pregnant, spontaneous erections, What is a wet dream?, nocturnal emission, whitish fluid, wet, lubricated, slippery, sexual |

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| RKR8, GW3, GW4, BS1, BS2, BS3, BS4, BS5, BS6, DB2 | Secret or surprise? | •Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;<br>•Recognise how different surprises and secrets might make them feel;<br>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe. | | surprise, secret, uncomfortable feelings |
| FPC3, FPC4, FPC5, CF1, CF4, CF5, CF6, CF7, RKR1, RKR11 | Together | • Understand that marriage or civil partnership is a commitment to be entered into freely and not against someone's will;<br>• Recognise that marriage or civil partnership includes same sex and opposite sex partners;<br>• Know the legal age for marriage or civil partnership in England or Scotland;<br>• Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. | | safe, unsafe, relationships, marriage, live together, civil partnership, forced marriage, wedding, ceremony |