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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				
Wider PSHE curriculum (not covered by DfE statutory requirements)	Collaboration Challenge!	• Explain what collaboration means; • Give examples of how they have worked collaboratively; • Describe the attributes needed to work collaboratively.		collaborate
CF2, CF3, CF4	Give and take	• Explain what is meant by the terms negotiation and compromise; • Describe strategies for resolving difficult issues or situations.		safe, unsafe, compromise, conflict, negotiation, resolution, self-esteem, loneliness
OSA1, OSA3, OSA4, OSA5, OSA6, GW7, WO2, WO4	Communication (OPTIONAL)	• Understand that online communication can be misinterpreted; • Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.		body language, face-to-face, non-verbal, tone of voice, digital footprint, digital tattoo
CF1, CF2, CF3, CF4, CF5, CF7, RKR11, GW2, GW3, GW4	How good a friend are you?	• Demonstrate how to respond to a wide range of feelings in others; • Give examples of some key qualities of friendship; • Reflect on their own friendship qualities.		lonely, insensitive, sensitive, self-esteem, insecure
CF2, CF3, CF4, CF5, CF6, CF7, RKR3, RKR4, RKR5, RKR11	Relationship cake recipe	• Identify what things make a relationship unhealthy; • Identify who they could talk to if they needed help.		respect, unsafe, aggressive, assertive, unhealthy relationship, verbal abuse, physical abuse, sexual abuse, uncomfortable touching, passive, self-esteem,

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				include, controlling, abuse, neglect
GW3, GW4, GW5, GW9, GW10	Our emotional needs	• Recognise basic emotional needs, understand that they change according to circumstance; • Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.		emotions, emotional needs
CF2, CF3, CF4, CF6, RKR1	Being assertive	• Identify characteristics of passive, aggressive and assertive behaviours; • Understand and rehearse assertiveness skills.		safe, unsafe, bullying, aggressive, assertive, lonely, passive, bystander, self-esteem, loneliness, rejection

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Valuing Difference				

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CF1, CF2, CF3, CF4, CF5, CF6, CF7, RKR1, RKR2, RKR3, RKR4, RKR5, RKR11	Qualities of friendship	• Define some key qualities of friendship; • Describe ways of making a friendship last; • Explain why friendships sometimes end.		friendship, listening, compromise, assertive, negotiate, talking, self-esteem, loneliness, controlling
RKR1, RKR2, RKR4, RKR5	Kind conversations	• Rehearse active listening skills; • Demonstrate respectfulness in responding to others; • Respond appropriately to others.		respect, compromise, listening skills, assertive, negotiate, controlling, neglect
RKR1, RKR2, RKR3, RKR4 RKR5, RKR6, RKR9, RKR10, RKR11	Happy being me	• Recognise some of the feelings associated with feeling excluded or 'left out'; • Give examples of ways in which people behave when they discriminate against others who are different from them; • Understand the importance of respecting others, even when they are different from themselves.		prejudice, excluded, stereotype, discrimination, upstander, neglect, justice
FPC3, CF2, RKR1, RKR2, RKR4, RKR5	The land of the Red People	• Identify and describe the different groups that make up their school/wider community/other parts of the UK; • 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.		metaphor, diverse, multi-cultural society, prejudice, discrimination, equity, equality, neglect
RKR1, RKR2, RKR6, RKR9, RKR10, OSA1, OSA3, OSA4, OSA5, OSA6, BS1, WO3, WO4, WO7, WO8, WO9	Is it true?	• Understand that the information we see online either text or images, is not always true or accurate; • Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;		fake news, fact, assertive, biased, self esteem, online bullying, misinformation, disinformation, critical thinking, disagree
RKR1, RKR6, RKR9, RKR10, RKR11, OSA1, OSA6, WO4, WO8	Stop, start stereotypes	• Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying behaviours can be stopped. • Understand what online bullying is, and recognise		prejudice, assertive, verbal abuse, physical abuse, sexual orientation, gender identity, gender

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		different forms it can take, and know how to respond safely and responsibly if it happens.		expression, biological sex, online bullying, gender reassignment (protected characteristic), transgender, disagree
CF1, CF2, CF3, CF4, CF6	It could happen to anyone (OPTIONAL)	• Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way.		friendly, friend, consequences, embarrassed, reactions

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Keeping Safe				
RKR5, RKR6, RKR9, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, GW7, WO8	Spot bullying	• Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied; • Recognise and describe the difference between online and face-to-face bullying.		bullying, cyberbullying, bystander, aggressor, target, online bullying, upstander
OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1,	Play, Like, Share	• Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;		personal information, privacy settings

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BS4, WO1, WO2, WO3, WO4, WO7, WO8, WO9, WO10, WO11		• Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; • Know how to protect personal information online; • Recognise disrespectful behaviour online and know how to respond to it; • Understand that online relationships are unlikely to be as good as in-person relationships.		
OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1, BS4, WO1, WO2, WO3, WO4, WO7, WO8, WO9, WO10, WO11	Play, like, Share 2	• Consider what information is safe/unsafe to share offline and online; • Think about the consequences of not keeping personal information private; • Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; • Know how to protect personal information online; • Know to tell a trusted adult if something online is making them feel upset, worried or uncomfortable; • Understand what cyberbullying/online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.		bystander, target, online bullying, upstander, digital footprint, digital tattoo
RKR5, PS2	Decision dilemmas	• Recognise which situations are risky; • Explore and share their views about decision making when faced with a risky situation; • Suggest what someone should do when faced with a risky situation.		pressure, influence, assessing risk, risk taking
CF6, RKR2, RKR3, RKR4, RKR5, RKR6, RKR8, RKR9, BS1, BS2, OSA1, OSA4, OSA5, WO4, WO8	Ella's diary dilemma	• Define what is meant by a dare; • Explain why someone might give a dare; • Suggest ways of standing up to someone who gives a dare. • Understand that once something is posted online and shared there is no way to delete it permanently; • Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online.		dare, assertive, pressure, resist pressure, digital footprint, digital tattoo, controlling, equality, fairness

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DATV1	Vaping: healthy or unhealthy?	• Describe some of the health risks caused by vaping; • Understand that there are potential health risks of vaping that are not yet fully known; • Use critical thinking skills when reading information/media; • Understand that companies selling vaping products do so to make money; • Describe some of the possible outcomes of taking a risk.		substance, stimulant
CF1, CF2, CF4, CF5, CF6, CF7, RKR2, RKR3, RKR4, RKR6, OSA2, OSA3, WO9, WO11, BS1, BS4, DATV1	Would you risk it?	• Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.		assertive, risk taking
HE2, HE3, DATV1	'Thunking' about habit (OPTIONAL)	• Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change. • Think about making healthy choices; • Understand what our bodies need to grow and develop.		Healthy, choices, habit, addiction
RKR4, DATV1	Drugs: true or false? (OPTIONAL)	• Understand some of the complexities of categorising drugs; • Know that all medicines are drugs but not all drugs are medicines; • Understand ways in which medicines can be helpful or harmful and used safely or unsafely.		aggressive, drugs, cigarettes, alcohol, assertive, self-esteem, controlling, neglect
WO9, DATV1	Smoking: what is normal? (OPTIONAL)	• Understand the actual norms around smoking and the reasons for common misperceptions of these.		norms, perception

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Rights and Respect				
HE1, PHF2, PHF3, WO7, WO9	What's the story?	• Identify, write and discuss issues currently in the media concerning health and wellbeing; • Express their opinions on an issue concerning health and wellbeing; • Make recommendations on an issue concerning health and wellbeing.		responsibility, misinformaton, disinformation, AI – Artificial Intelligence
WO7, WO9	Fact or opinion?	• Understand the difference between a fact and an opinion; • Understand what biased reporting is and the need to think critically about things we read.		fake news, fact, opinion, biased, unbiased, misinformation, disinformation
GW1, RKR8	Mo makes a difference	• Explain what we mean by the terms voluntary, community and pressure (action) group; • Give examples of voluntary groups, the kind of work they do and its value.		voluntary group, community group, pressure (action) group
Wider PSHE curriculum (not covered by DfE statutory requirements)	Rights, respect and duties	• Define the differences between respect, rights and duties; • Discuss what can make them difficult to follow; • Identify the impact on individuals and the wider community if duties are not carried out.		responsibility, rights, duties
Wider PSHE curriculum (not covered by DfE statutory	Spending wisely	• State the costs involved in producing and selling an item; • Suggest questions a consumer should ask before buying a product.		costs, wages, salaries, rent, Fairtrade

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requirements)				
Wider PSHE curriculum (not covered by DfE statutory requirements)	Lend us a fiver!	• Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance.		borrow, loan, credit, debit, interest
Wider PSHE curriculum (not covered by DfE statutory requirements)	Local councils (OPTIONAL)	• Explain some of the areas that local councils have responsibility for; • Understand that local Councillors are elected to represent their local community.		public services, council, vote, elections, councillors

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Being My Best				
HE2	It all adds up!	• Know the basic functions of the four systems covered and know they are inter-related. • Explain the function of at least one internal organ. • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.		Energy, organs, body systems
Wider PSHE curriculum (not covered by DfE statutory requirements)	Different skills	• Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements.		commitment, resilience, determination, patience, interpersonal skills, perseverance
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (2)	• State what is meant by community; • Explain what being part of a school community means to them; • Suggest ways of improving the school community.		community, school community
BS1	Independence and responsibility	• Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people.		responsibility, independence
OSA6, WO5	Star qualities	• Describe 'star' qualities of celebrities as portrayed by the media; • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; • Describe 'star' qualities that 'ordinary' people have.		personal qualities, celebrities
BFA1, BFA2	Basic first aid, including Sepsis Awareness	• See link to external resources for further information		life skill, sepsis

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Growing and Changing				
GW3, GW4, GW5	How are they feeling?	• Use a range of words and phrases to describe the intensity of different feelings; • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience.		wellbeing, resilience
RKR5, BS1, BS3, BS4, BS5, BS6, BS7, DB2	Taking notice of our feelings	• Identify people who can be trusted; • Describe strategies for dealing with situations in which they would feel uncomfortable.		trust, resilience, unwanted attention, unwanted touch
BS2, BS4, BS5, BS6, BS7, DB2	Dear Ash	• Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe.		in confidence, break a confidence, confidential
FPC6, RKR8, OSA4, BS2, BS3, DB1, DB2, DB3, HP4	Growing up and changing bodies	• Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens.		testicles, puberty, vagina, penis, semen, period, vulva, nipples, scrotum, period/menstruation pad, tampon, menstruation, clitoris, labia, vaginal discharge, genitalia, managing feelings, oral health
BS3, DB1, DB2, DB3	Changing bodies and feelings	• Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty.		testicles, vagina, penis, hips widen, wet dreams, hormones, doctor, vulva, sleep, exercise, emotions, nipples, scrotum, menstruation cup, spots, sweat, pubic hair, If using the film clips, the following words are also used:, periods,

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				menstruation, clitoris, body odour, acne, hair removal, height gain, FGM/cuts to the vulva, lips (labia), vaginal opening, urinary opening, period protection, washing, body confidence, body autonomy, vaginal discharge, involuntary erections, hydration, breast development, genitalia, deodrant, shower gel, tissues, washing powder, spot cream, facial wash, period products, circumcised, Taking care of your body, chemicals, oil glands, good hygiene, showers, soap, shampoo, clean underwear, pimples, zits, acne cream, hair growth, under arm, chest hair, healthy food, medication
FPC2, FPC4, RKR1, RKR2, RKR3, RKR4, DB1	Help, I'm a teenager…get me out of here!	• Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.		puberty, hormones, respect, compromise, conflict, mood swings, emotional changes, neglect
Wider PSHE curriculum (not covered by DfE statutory requirements)	Dear Hetty (OPTIONAL)	• Explain how someone might feel when they are separated from someone or something they like; • Suggest ways to help someone who is separated from someone or something they like.		separation, fostered