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DfE Statutory	Lesson Title	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary
Me and My Relationships				
Wider PSHE curriculum (not covered by DfE statutory requirements)	Working together	• Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this.		teamwork, collaboration
Wider PSHE curriculum (not covered by DfE statutory requirements)	Let's negotiate (OPTIONAL)	• Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task.		compromise, negotiation
CF2, CF3, CF4, CF5, CF6, CF7, RKR11	Solve the friendship problem	• Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.		respectful, assertive, balanced friendship
CF1, CF2, CF3, CF4, FPC2, GW2, GW3, GW4, GW5, DB1	Dan's day (OPTIONAL)	• Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others.		sensitive, thoughtful, response
RKR1, RKR2, RKR4, RKR5, RKR6, RKR9, BS7	Behave yourself	• Recognise and empathise with patterns of behaviour in peer-group dynamics; • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing		resolution, assertiveness, rejected

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		assertively with a situation where someone under pressure may do something they feel uncomfortable about.		
CF6, RKR2, RKR4, RKR5, RKR8	Assertiveness Skills	• List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.		assertiveness, peer pressure, controlling, abuse, neglect
FPC3, FPC4, FPC5, FPC6, RKR1, RKR5, RKR8, BS3, BS4, BS5, BS6, DB2	Don't force me	• Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry or have a civil partnership • Understand that everyone has the right to be free to choose who and whether to marry or have a civil partnership.		marriage, civil partnership, forced marriage, illegal, preferences, abuse
RKR4, RKR5, RKR6, RKR9, BS1, BS2, BS3, BS4, BS5, BS6, BS7, DB2	Acting appropriately	• Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal.		assertive, illegal, appropriate, inappropriate, bystander, upstander

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Valuing Difference				

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CF3, CF4, RKR1, RKR6, RKR9, GW4, BS1	Ok to be different	• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers.		confidence, witness, unique, problem, compromise, conflict, negotiate, isolated, bystander, positive feedback, self-esteem, self-worth, insecure, self-worth, solution
RKR1, RKR4, RKR5, RKR6, RKR9, OSA1	We have more in common than not	• Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering support to someone who has been bullied.		unique, prejudice, assertive, stereotype, discrimination, sexual orientation, gender identity, gender expression, biological sex, diversity
RKR1, RKR2, RKR3, RKR5	Respecting differences	• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.		respect, body language, point of view, empathy, cultural norms, disrespect
CF4, RKR1, RKR2, RKR5	Tolerance and respect for others	• Understand and explain the term prejudice and discrimination; • 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.		respect, unique, identity, prejudice, discrimination, diversity, tolerance
CF1, CF2, CF3, CF4, CF5, CF6, CF7, FPC1, FPC4, RKR8, RKR11, GW1	Advertising friendships!	• Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).		friend, relationships, acquaintance

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CF4, RKR1, RKR2, RKR5, RKR6, RKR8, RKR9, RKR10, RKR11, OSA1, OSA6, WO3, WO4, WO9	Boys will be boys? Challenging gender stereotypes	• Define what is meant by the term stereotype; • Recognise how the media (including digital platforms) can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people.		prejudice, assertive, stereotype, discrimination, gender stereotype, media influence, assumption, upstander, digital platforms

YEAR 6				
DfE Statutory	Lesson Title	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary
Keep Safe				
RKR8, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS1, WO5, WO8, WO9	Think before you click!	• Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Understand and describe the ease with which something posted online can spread. • Understand that once something is posted online it is very hard to remove; • Understand that sometimes people spread fake		sharing, online safety, social media, parental consent, trolling, misinformation, disinformation, digital footprint, bot, troll, digital tattoo

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		information, misinformation and disinformation, and to begin to think critically about how to respond to this.		
RKR8, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, WO1, WO4, WO5, WO8, WO9, WO11, BS1, BS2, BS4	It's a puzzle (OPTIONAL)	• Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology. • Understand they should not share images of other people online without their permission; • Think carefully before sharing any information about themselves online; • Understand that once something has been posted online it can be circulated quickly and there is no way of deleting it permanently; • Know where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.		privacy settings, identity theft, secure, digital footprint, digital tattoo, online sharing
BS1, BS2, BS3, BS5, BS6, OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, GW7, WO2, WO4, WO5, WO8, WO10, WO11, DB2	To share or not to share?	• Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online. • 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.		permission, illegal, trolling, right to privacy, sharing online, sexual images, sexting, nudes, digital footprint, digital tattoo
RKR8, GW1, GW2, GW4, GW5, GW6, GW9, GW10, HE4, DATV1	Rat Park	• Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.		emotional needs, habit, addiction
DATV1, HE4	What sort of drug	• Explain how drugs can be categorised into		drug, illegal, legal,

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	is…?	different groups depending on their medical and legal context; • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country.		medical, non-medical
DATV1, HE4	Drugs: it's the law!	• Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country.		illegal, drug laws, age restrictions, possess, supply, produce, penalties
DATV1, HE4	Alcohol: what is normal?	• Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; • Describe some of the effects and risks of drinking alcohol.		risks, alcohol, norms, short-term effects, long-term effects
CF2, CF3, CF4, CF6, RKR1, RKR4, RKR8, GW1, GW5, GW6, HE4	Joe's story (part 1) (OPTIONAL)	• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; • Explain how these emotional needs impact on people's behaviour; • Suggest positive ways that people can get their emotional need met.		emotional needs, physical needs

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DfE Statutory	Lesson Title	SCARF Lesson Plan Learning Outcomes	Lesson Content and Task	Vocabulary
Rights and Respect				
RKR10, RKR11, WO9	Two sides to every story	• Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; • Describe the language and techniques that make up a biased report; • Analyse a report also extract the facts from it.		fact, opinion, assertive, stereotype, biased, unbiased
RKR8, OSA2, OSA6, GW2, WO5, WO9	'Fakebook' Friends	• Know the legal age (and reason behind these) for having a social media account; • Understand why people don't tell the truth and often post only the good bits about themselves, online;		sharing, profile, online safety, social media, image

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		• Recognise that people's lives are much more balanced in real life, with positives and negatives.		
WO6	What's it worth?	• Explain some benefits of saving money; • Describe the different ways money can be saved, outlining the pros and cons of each method; • Describe the costs that go into producing an item; • Suggest sale prices for a variety of items, taking into account a range of factors; • Explain what is meant by the term interest. • Understand financial risks of online gaming; • Understand the importance of developing digital resilience.		saving, interest, bank (building society) account, Junior ISA, debit card, cash, value, online gaming, digital resilience
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jobs and taxes (OPTIONAL)	• Recognise and explain that different jobs have different levels of pay and the factors that influence this; • Explain the different types of tax (income tax and VAT) which help to fund public services; • Evaluate the different public services and compare their value.		VAT, public services, income tax (PAYE), tax
Wider PSHE curriculum (not covered by DfE statutory requirements)	Happy shoppers	• Explain what is meant by living in an environmentally sustainable way; • Suggest actions that could be taken to live in a more environmentally sustainable way.		energy, recycling, waste, re-use, Fairtrade, environmentally sustainable, composting, materials, transport, shop local, food miles
RKR8, GW1	Action stations! (OPTIONAL)	• Explain what we mean by the terms voluntary, community and pressure (action) group; • Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.		voluntary group, community group, pressure (action) group, mission statement, values, beneficiary

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Wider PSHE curriculum (not covered by DfE statutory requirements)	Project Pitch (parts 1 & 2) (OPTIONAL)	• That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; • Continue to develop the skills to exercise these responsibilities.		mission statement, beneficiary, campaign bid, pitch, grant
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 1 - Elections	• Why and how rules and laws that protect them and others are made and enforced; • Why different rules are needed in different situations and how to take part in making and changing rules; • Begin to understand the way in which democracy in Britain works.		democracy, elections, manifesto, voting booth, voting, candidate, policies, ballot slip, ballot box, constituencies, House of Commons, MP
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 2 - How (most) laws are made	• Why and how rules and laws that protect them and others are made and enforced; • Why different rules are needed in different situations and how to take part in making and changing rules.		debate, penalties, House of Commons, proposal, amendments, enforcement, majority, House of Lords, Royal Assent
RKR8, GW1	Community art (OPTIONAL)	• Define the term 'community'; • Recognise the benefits to mental health and wellbeing of being part of community groups; • Understand the value of community members and how they can be valued for contributing to communities.		community, valued

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Being My Best				
Wider PSHE curriculum (not covered by DfE statutory requirements)	This will be your life!	• Identify aspirational goals; • Describe the actions needed to set and achieve these.		perseverance, aspirations, goal setting
HE2, HE3	Our recommendations	• Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. • Develop a holistic approach to healthy eating.		wellbeing, reliable, accurate, sources, health, misinformation, disinformation,
CF2, CF3, CF4, CF6, RKR1, RKR4, RKR5, RKR6, RKR9, OSA1, OSA4, OSA5, OSA6, BS1, BS5, DATV1	What's the risk? (1)	• Identify risk factors in a given situation (including online); • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; • Know where to go for advice and support when they feel worried or concerned about something online.		assessing risk, self-esteem, weigh up, dilemma, controlling, neglect, self-worth

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FPC1, RKR5, OSA2, OSA3, OSA4, OSA6, WO7, WO9, BS1, BS2, BS4, DB1	What's the risk? (2)	• Identify risk factors in a given situation; • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; • Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.		choices, influence, assessing risk, weigh up, misinformation, online behaviours
BFA1, BFA2	Basic first aid	• See link to external resources for further information		feelings, adult, calm, first aid, emergency, unresponsive, life skill, sepsis, Red Cross, ambulance, operator, information, serious, scenario, script, role, panic, responsive
CF3, RKR8, GW1, GW2, GW6, WO3, PHF2, PHF3, PHF4, HP1, HP3, HP4	Five Ways to Wellbeing project	• Explain what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.		wellbeing, connect, be active, take notice (mindful), give, keep learning (get creative)

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Growing and Changing				
GW4, GW7, GW9, RKR1, RKR2, RKR4, RKR6, RKR8, RKR9, OSA1, OSA4, OSA5, WO3, WO7, WO8, WO9, DB1	I look great!	• Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks. • Understand the importance of avoiding putting pressure on others to share information and images online.		body image, manipulation, self esteem, deepfake, digital media, self-worth
RKR1, RKR4, RKR10, OSA2, OSA4, OSA5, OSA6, WO3, WO8	Media manipulation	• Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people.		assertive, stereotype, gender stereotype, media manipulation, gender reassignment (protected characteristic)
OSA2, OSA3, OSA4, OSA5, OSA6, BS1, BS3, BS4, BS5, WO9, DB2	Pressure online	• Understand the risks of sharing images online and how these are hard to control, once shared; • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.		online safety, peer pressure, right to privacy, sharing online
FPC2, FPC6, RKR8, GW1, GW3, GW5, GW9	Helpful or unhelpful? Managing change	• Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change;		change, support, conversation, discuss

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		• Identify people who can support someone who is dealing with a challenging time of change.		
RKR1, BS6, HE2, DB1, DB2, DB3	Is this normal?	• Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; • Understand that a healthy attitude towards food can really support growth and puberty changes; • Suggest strategies that would help someone who felt challenged by the changes in puberty; • Understand what FGM is and that it is an illegal practice in this country; • Know where someone could get support if they were concerned about their own or another person's safety.		testicles, puberty, vagina, penis, hormones, vulva, friends, nipples, scrotum, identity, spots, If using the film clips, the following words are also used:, periods, rights, mood swings, FGM/cuts to the vulva, period products, emotional changes, physical changes, FGM, voice deepening, Puberty and finding out who you are:, manage emotions, feeling funny sexually, start to have questions about sex, sexual reaction, more independence, increased weight
FPC3, FPC4, BS3, BS6, BS7, DB1, DB2, DB3	Making babies	• Identify the changes that happen through puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means.		egg, ovaries, sperm, testicles, puberty, vagina, penis, orgasm, embryo, womb, sexual intercourse, consensual, condom, surrogacy, adoption, IVF, age of consent, miscarriage, conception, consensual relationship, hug, cuddle, kiss, erection, vaginal wetness, excited, pleasurable feeling, implant, pregnancy, birth, caesarean, cut, labour, muscles, cervix, hips widen, wet dreams, loving relationship, If using film clip - Reproduction Planned Parenthood: , cells, semen, ejaculate, hormones, menstrual cycle, ripen, lining of womb, mature egg, ovulation, fallopian tube, fertilisation, uterine lining, period, How a baby is born: , vaginal childbirth, pelvis, efface, dilate, contractions, mucous plug, water break, doctor, midwife, cervical opening, birth canal, delivery, active labour, contracts, crowning fetal head, episiotomy, skull bones,

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				umbilical cord, placenta, breastfeeding, All the different ways couples can create babies:, queer couple, LGBTQ+, stepchildren, foster parents, artificial insemination, co maternity, blended family, donate sperm, sperm bank, derogatory, homophobic, vulva, nipples, scrotum
HP5, HP6	What is HIV? (OPTIONAL)	• Explain how HIV affects the body's immune system; • Understand that HIV is difficult to transmit; • Know how a person can protect themselves from HIV.		vagina, womb, condom, cervix, semen, vaccination, prejudice, infection, medication, HIV, immune system, virus, transmission, sharing needles, sexual contact, Human immunodeficiency virus, illness, sexual activity, vaginal fluids, lifelong condition, life threatening, sharing of needles, blood transfusions, Human papilloma virus, cancer, antibodies
CF2, CF4, FPC4, RKR1, RKR2, RKR3, RKR8, OSA2, OSA3, OSA6, WO1, WO6, WO11, BS3, BS6, HP6, DB2	Online Sexual Content (OPTIONAL)	• Identify the qualities of a caring, safe, happy and healthy relationship; • Understand the internet contains a lot of content that can be inappropriate and upsetting for children, some of which is sexual in nature; • Understand the laws around viewing online sexual content; • Understand the potential impact for children who have viewed this content and know where to go for advice and support.		vagina, penis, orgasm, sexual intercourse, consensual, condom, conception, consensual relationship, hug, cuddle, kiss, erection, vaginal wetness, excited, pleasurable feeling, loving relationship, respectful, online sexual content