

# Appendix 3

## Mapped Year Group Coverage of the PSHE Association Advisory Content

PSHE  
Association

St John's Primary

# PSHE Association Mapping

SCARF covers the PSHE Association's Programmes of Study content for Key Stages 1 and 2.

The new DfE requirements for Relationships Education and Health Education (statutory from September 2020) don't cover all aspects of PSHE education. This document shows how SCARF covers the PSHE Association's advisory content, which together with the DfE requirements for Relationships Education and Health Education ensure a comprehensive, spiral curriculum for PSHE education.

## KS1: Health and wellbeing

### Learning Opportunity

### SCARF lesson plans that support the teaching and learning of this learning opportunity



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H1. About what keeping healthy means; different ways to keep healthy.

-  [Healthy me](#)

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H2. About foods that support good health and the risks of eating too much sugar.

-  [I can eat a rainbow](#)
-  [Eat well](#)

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H3. About how physical activity helps us to stay healthy; and ways to be physically active every day.

-  [Healthy me](#)

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H4. About why sleep is important and different ways to rest and relax.

-  [Super sleep](#)

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H5. Simple hygiene routines that can stop germs from spreading

-  [Catch it! Bin it! Kill it!](#)

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H6. That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.

-  [What could Harold do?](#)

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H7. About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.

-  [Harold's wash and brush up](#)

## Learning Opportunity

## SCARF lesson plans that support the teaching and learning of this learning opportunity

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H11. About different feelings that humans can experience.

- [Y1 Our feelings](#)

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H12. How to recognise and name different feelings.

- [Y1 Our feelings](#)

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H13. How feelings can affect people's bodies and how they behave.

- [Y1 Our feelings](#)

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H14. How to recognise what others might be feeling.

- [Y1 Thinking about feelings](#)

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H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things.

- [Y1 Thinking about feelings](#)

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H16. About ways of sharing feelings; a range of words to describe feelings.

- [Y1 Thinking about feelings](#)

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H17. About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).

- [Y1 Super sleep](#)
- [Y1 Healthy me](#)

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H18. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.

- [Y1 Our feelings](#)
- [Y2 When I feel like erupting](#)

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H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.

- [Y1 Thinking about feelings](#)

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H20. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.

- [Y1 Harold loses Geoffrey](#)
- [Y2 Sam moves away](#)

## Learning Opportunity

## SCARF lesson plans that support the teaching and learning of this learning opportunity

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H21. To recognise what makes them special.

- **Y2** [What makes us who we are?](#)

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H22. To recognise the ways in which we are all unique.

- **Y1** [Same or different?](#)
- **Y2** [What makes us who we are?](#)

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H23. To identify what they are good at, what they like and dislike.

- **Y1** [Same or different?](#)

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H24. How to manage when finding things difficult.

- **Y1** [Harold learns to ride his bike](#)
- **Y2** [You can do it!](#)

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H25. To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).

- **Y1** [Keeping privates private](#)
- **Y2** [Some secrets should never be kept](#)

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H26. About growing and changing from young to old and how people's needs change.

- **Y1** [Taking care of a baby](#)
- **Y1** [Then and now](#)
- **Y2** [Haven't you grown!](#)

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H28. About rules and age restrictions that keep us safe.

- **Y1** [Why we have classroom rules](#)
- **Y1** [Harold's school rules](#)

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H29. To recognise risk in simple everyday situations and what action to take to minimise harm.

- **Y2** [How safe would you feel?](#)

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H30. About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).

- **Y2** [How safe would you feel?](#)

## Learning Opportunity

## SCARF lesson plans that support the teaching and learning of this learning opportunity

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H31. That household products (including medicines) can be harmful if not used correctly.

- **Y1** [What could Harold do?](#)
- **Y2** [What should Harold say?](#)
- **Y2** [Harold's picnic](#)

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H32. Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.

- **Y2** [How safe would you feel?](#)

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H33. About the people whose job it is to help keep us safe.

- **Y1** [Who can help? \(1\)](#)
- **Y2** [How safe would you feel?](#)
- **Y2** [Feeling safe](#)

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H34. Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.

- **Y1** [Sharing pictures](#)
- **Y2** [Playing games](#)

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H35. About what to do if there is an accident and someone is hurt.

- **Y2** [Feeling safe](#)

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H36. How to get help in an emergency (how to dial 999 and what to say).

- **Y2** [Feeling safe](#)

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H37. About things that people can put into their body or their skin; how there can affect how people feel.

- **Y2** [Harold's picnic](#)
- **Y1** [What could Harold do?](#)

## KS1: Relationships

Learning Opportunity

SCARF lesson plans that support the teaching and learning of this learning opportunity

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R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives.

- Y1 [Who are our special people?](#)
- Y2 [My special people](#)

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R2. To identify the people who love and care for them and what they do to help them feel cared for.

- Y1 [Who are our special people?](#)
- Y1 [Taking care of a baby](#)
- Y2 [My special people](#)

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R3. About different types of families including those that may be different to their own.

- Y2 [My special people](#)
- Y1 [Who are our special people?](#)
- Y1 [Our special people balloons](#)
- Y1 [Same or different?](#)

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R4. To identify common features of family life.

- Y1 [Taking care of a baby](#)

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R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.

- Y1 [Who can help? \(1\)](#)
- Y1 [Good or bad touches?](#)
- Y1 [Surprises and secrets](#)
- Y2 [Should I tell?](#)
- Y2 [What should Harold say?](#)

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R6. About how people make friends and what makes a good friendship.

- Y1 [Good friends](#)
- Y2 [Being a good friend](#)
- Y2 [Getting on with others](#)

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R7. About how to recognise when they or someone else feels lonely and what to do.

- Y1 [Good friends](#)
- Y2 [Being a good friend](#)

Learning Opportunity

SCARF lesson plans that support the teaching and learning of this learning opportunity

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R8. Simple strategies to resolve arguments between friends positively.

- Y2 [When someone is feeling left out](#)
- Y2 [Being a good friend](#)
- Y2 [Getting on with others](#)
- Y2 [Solve the problem](#)
- Y1 [How are you listening?](#)
- Y1 [Pass on the praise!](#)

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R9. How to ask for help if a friendship is making them feel unhappy.

- Y1 [Who can help? \(1\)](#)
- Y1 [Who can help? \(2\)](#)

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R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online

- Y1 [Unkind, tease or bully?](#)
- Y1 [It's not fair!](#)
- Y2 [Types of bullying](#)
- Y2 [Bullying or teasing?](#)

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R11. About how people may feel if they experience hurtful behaviour or bullying.

- Y1 [Unkind, tease or bully?](#)
- Y1 [It's not fair!](#)
- Y2 [Types of bullying](#)
- Y2 [Bullying or teasing?](#)

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R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.

- Y1 [Unkind, tease or bully?](#)
- Y1 [It's not fair!](#)
- Y2 [Types of bullying](#)
- Y2 [Bullying or teasing?](#)
- Y2 [Don't do that!](#)

## Learning Opportunity

## SCARF lesson plans that support the teaching and learning of this learning opportunity

R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.

- Y2 [Playing games](#)
- Y1 [How are you listening?](#)
- Y1 [Keeping privates private](#)

R14. That sometimes people may behave differently online, including by pretending to be someone they are not.

- Y1 [Sharing pictures](#)
- Y2 [Playing games](#)
- Y2 [I don't like that!](#)

R15. How to respond safely to adults they don't know.

- Y1 [Surprises and secrets](#)
- Y2 [I don't like that!](#)

R16. About how to respond if physical contact makes them feel uncomfortable or unsafe.

- Y1 [Good or bad touches?](#)

R17. About knowing there are situations when they should ask for permission and also when their permission should be sought.

- Y1 [Good or bad touches?](#)
- Y2 [Fun or not?](#)

R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).

- Y1 [Surprises and secrets](#)
- Y2 [Some secrets should never be kept](#)

R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.

- Y1 [Surprises and secrets](#)
- Y2 [I don't like that!](#)
- Y2 [Some secrets should never be kept](#)

R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.

- Y1 [Good or bad touches?](#)
- Y1 [Surprises and secrets](#)



Learning Opportunity

SCARF lesson plans that support the teaching and learning of this learning opportunity

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R21. About what is kind and unkind behaviour, and how this can affect others.

- Y2 [When someone is feeling left out](#)
- Y2 [Solve the problem](#)
- Y1 [Pass on the praise!](#)
- Y1 [It's not fair!](#)
- Y2 [An act of kindness](#)

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R22. About how to treat themselves and others with respect; how to be polite and courteous.

- Y2 [Getting on with others](#)
- Y1 [Pass on the praise!](#)
- Y1 [It's not fair!](#)
- Y1 [Harold has a bad day](#)
- Y1 [Why we have classroom rules](#)
- Y1 [Harold's school rules](#)
- Y2 [An act of kindness](#)

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R23. To recognise the ways in which they are the same and different to others.

- Y2 [When someone is feeling left out](#)
- Y1 [Same or different?](#)
- Y2 [What makes us who we are?](#)

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R24. How to listen to other people and play and work cooperatively.

- Y2 [Solve the problem](#)
- Y1 [Pass on the praise!](#)
- Y2 [Our ideal classroom \(2\)](#)

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R25. How to talk about and share their opinions on things that matter to them.

- Y2 [Solve the problem](#)

# KS1 : Living in the Wider World

## Learning Opportunity

## SCARF lesson plans that support the teaching and learning of this learning opportunity

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L1. About what rules are, why they are needed, and why different rules are needed for different situations.

- **Y1** [Why we have classroom rules](#)
- **Y2** [Getting on with others](#)
- **Y2** [Our ideal classroom \(1\)](#)
- **Y2** [Our ideal classroom \(2\)](#)

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L2. How people and other living things have different needs; about the responsibilities of caring for them.

- **Y1** [Taking care of something](#)
- **Y1** [Taking care of a baby](#)

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L3. About things they can do to help look after their environment.

- **Y1** [Around and about the school](#)
- **Y2** [How can we look after our environment?](#)

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L4. About the different groups they belong to.

- **Y1** [Who are our special people?](#)
- **Y2** [My special people](#)

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L6. To recognise the ways they are the same as, and different to, other people.

- **Y2** [When someone is feeling left out](#)
- **Y2** [What makes us who we are?](#)
- **Y1** [Same or different?](#)

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L7. About how the internet and digital devices can be used safely to find things out and to communicate with others.

- **Y1** [Sharing pictures](#)

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L8. About the role of the internet in everyday life.

- **Y1** [Sharing pictures](#)

Learning Opportunity

SCARF lesson plans that support the teaching and learning of this learning opportunity

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L9. That not all information seen online is true.

- **Y1** [Sharing pictures](#)

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L10. What money is; forms that money comes in; that money comes from different sources.

- **Y1** [Harold's money](#)
- **Y1** [How should we look after our money?](#)
- **Y2** [Harold saves for something special](#)
- **Y2** [Harold goes camping](#)

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L11. That people make different choices about how to save and spend money.

- **Y1** [Harold's money](#)
- **Y1** [How should we look after our money?](#)
- **Y2** [Harold saves for something special](#)
- **Y2** [Harold goes camping](#)

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L12. About the difference between needs and wants; that sometimes people may not always be able to have the things they want.

- **NA** [Captain Coram assembly: The Rights of the Child](#)

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L13. That money needs to be looked after; different ways of doing this.

- **Y2** [Harold saves for something special](#)
- **Y2** [Harold goes camping](#)
- **Y1** [How should we look after our money?](#)

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L14. That everyone has different strengths.

- **Y2** [What makes us who we are?](#)

# KS2: Health and Wellbeing

## Learning Opportunity

## SCARF lesson plans that support the teaching and learning of this learning opportunity

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H1. How to make informed decisions about health.

- Y3 [Derek cooks dinner! \(healthy eating\)](#)
- Y3 [Poorly Harold](#)
- Y4 [Making choices](#)
- Y4 [Raisin challenge \(2\)](#)
- Y5 [Getting fit](#)

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H2. About the elements of a balanced, healthy lifestyle.

- Y3 [Derek cooks dinner! \(healthy eating\)](#)
- Y3 [Poorly Harold](#)
- Y4 [Making choices](#)
- Y4 [SCARF Hotel](#)
- Y5 [Getting fit](#)

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H3. About choices that support a healthy lifestyle, and recognise what might influence these.

- Y3 [Derek cooks dinner! \(healthy eating\)](#)
- Y3 [Poorly Harold](#)
- Y4 [Making choices](#)
- Y5 [Getting fit](#)

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H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle.

- Y3 [Derek cooks dinner! \(healthy eating\)](#)
- Y3 [Poorly Harold](#)
- Y4 [Making choices](#)
- Y5 [Getting fit](#)
- Y5 ['Thunking' about habits](#)

## Learning Opportunity

## SCARF lesson plans that support the teaching and learning of this learning opportunity

H5. About what good physical health means; how to recognise early signs of physical illness.

- [Y4 SCARF Hotel](#)

H6. About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

- [Y3 Derek cooks dinner! \(healthy eating\)](#)
- [Y3 Poorly Harold](#)
- [Y4 Making choices](#)
- [Y4 SCARF Hotel](#)
- [Y5 Getting fit](#)

H7. How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.

- [Y4 SCARF Hotel](#)

H9. That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.

- [Y3 Poorly Harold](#)

H10. How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.

- [Y3 Help or harm?](#)
- [Y4 Medicines: check the label](#)
- [Y5 Drugs: true or false?](#)

H14. How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.

- [Y3 Helping each other to stay safe](#)
- [Y4 Who helps us stay healthy and safe?](#)
- [Y5 Independence and responsibility](#)

H15. That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.

- [Y4 SCARF Hotel](#)

H16. About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community

- [Y4 SCARF Hotel](#)

## Learning Opportunity

## SCARF lesson plans that support the teaching and learning of this learning opportunity

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groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.

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H17. To recognise that feelings can change over time and range in intensity.

- Y3 [My special pet](#)
- Y4 [When feelings change](#)
- Y4 [Different feelings](#)
- Y4 [Moving house](#)
- Y4 [An email from Harold!](#)
- Y5 [How are they feeling?](#)
- Y5 [Our emotional needs](#)

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H18. About everyday things that affect feelings and the importance of expressing feelings.

- Y3 [My special pet](#)
- Y5 [How are they feeling?](#)
- Y4 [Different feelings](#)
- Y4 [An email from Harold!](#)
- Y5 [Our emotional needs](#)

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H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.

- Y5 [How are they feeling?](#)
- Y4 [Different feelings](#)
- Y4 [An email from Harold!](#)
- Y5 [Our emotional needs](#)

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H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.

- Y3 [My special pet](#)
- Y5 [How are they feeling?](#)
- Y4 [Different feelings](#)
- Y4 [An email from Harold!](#)
- Y5 [Our emotional needs](#)

**Learning Opportunity**

**SCARF lesson plans that support the teaching and learning of this learning opportunity**

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H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.

- Y3 [My special pet](#)
- Y4 [Moving house](#)
- Y5 [Dear Hetty](#)

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H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.

- Y5 [How are they feeling?](#)
- Y4 [An email from Harold!](#)
- Y5 [Our emotional needs](#)

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H25. About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).

- Y3 [Let's celebrate our differences](#)
- Y3 [Top talents](#)
- Y4 [What makes me ME!](#)

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H26. That for some people gender identity does not correspond with their biological sex.

- Y5 [Is it true?](#)

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H27. To recognise their individuality and personal qualities.

- Y3 [Let's celebrate our differences](#)
- Y3 [Top talents](#)
- Y4 [What makes me ME!](#)
- Y5 [Star qualities?](#)

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H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.

- Y3 [Top talents](#)
- Y4 [What makes me ME!](#)

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H29. About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.

- Y3 [Top talents](#)
- Y4 [Moving house](#)
- Y5 [Different skills](#)

## Learning Opportunity

## SCARF lesson plans that support the teaching and learning of this learning opportunity

H30. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.

- Y3 [My changing body](#)
- Y4 [All change!](#)
- Y5 [Changing bodies and feelings](#)

H31. About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).

- Y3 [My changing body](#)
- Y4 [All change!](#)
- Y4 [My feelings are all over the place!](#)
- Y5 [Changing bodies and feelings](#)
- Y5 [Growing up and changing bodies](#)

H32. About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.

- Y3 [My changing body](#)
- Y4 [All change!](#)
- Y5 [Growing up and changing bodies](#)

H33. About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.

- Y3 [My changing body](#)
- Y4 [All change!](#)
- Y5 [Growing up and changing bodies](#)

H34. About where to get more information, help and advice about growing and changing, especially about puberty.

- Y3 [My changing body](#)
- Y5 [Growing up and changing bodies](#)

H35. About the new opportunities and responsibilities that increasing independence may bring.

- Y5 [Independence and responsibility](#)

H36. Strategies to manage transitions between classes and key stages.

- Y5 [Changing bodies and feelings](#)



## Learning Opportunity

## SCARF lesson plans that support the teaching and learning of this learning opportunity

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H37. Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.

- Y3 [As a rule](#)

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H38. How to predict, assess and manage risk in different situations.

- Y3 [The Risk Robot](#)
- Y3 [Raisin challenge \(1\)](#)
- Y4 [Keeping ourselves safe](#)
- Y5 [Jay's dilemma](#)
- Y5 [Would you risk it?](#)

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H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.

- Y5 [Our emotional needs](#)
- Y3 [The Risk Robot](#)
- Y3 [Raisin challenge \(1\)](#)
- Y4 [Keeping ourselves safe](#)
- Y5 [Jay's dilemma](#)
- Y5 [Would you risk it?](#)
- Y3 [Dan's dare](#)
- Y3 [Danger or risk?](#)
- Y4 [Danger, risk or hazard?](#)
- Y5 [Decision dilemmas](#)
- Y4 [Know the norms](#)
- Y5 [Drugs: true or false?](#)

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H40. About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).

- Y3 [Help or harm?](#)
- Y4 [Medicines: check the label](#)
- Y5 [Drugs: true or false?](#)
- Y6 [Drugs: it's the law!](#)

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H41. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.

- Y3 [The Risk Robot](#)
- Y3 [Raisin challenge \(1\)](#)

## Learning Opportunity

## SCARF lesson plans that support the teaching and learning of this learning opportunity

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	<ul style="list-style-type: none"><li>• Y4 <a href="#">Keeping ourselves safe</a></li><li>• Y4 <a href="#">Danger, risk or hazard?</a></li><li>• Y5 <a href="#">Decision dilemmas</a></li></ul>
H42. About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.	<ul style="list-style-type: none"><li>• Y3 <a href="#">Super Searcher</a></li><li>• Y3 <a href="#">None of your business!</a></li><li>• Y4 <a href="#">Picture Wise</a></li><li>• Y5 <a href="#">Communication</a></li><li>• Y5 <a href="#">Play, like, share</a></li></ul>
H43. About what is meant by first aid; basic techniques for dealing with common injuries.	<ul style="list-style-type: none"><li>• Y3 <a href="#">Basic first aid</a></li><li>• Y4 <a href="#">Basic first aid</a></li><li>• Y5 <a href="#">Basic first aid</a></li></ul>
H44. How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.	<ul style="list-style-type: none"><li>• Y3 <a href="#">Basic first aid</a></li><li>• Y4 <a href="#">Basic first aid</a></li><li>• Y5 <a href="#">Basic first aid</a></li></ul>
H45. That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.	<ul style="list-style-type: none"><li>• Y5 <a href="#">Growing up and changing bodies</a></li></ul>
H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.	<ul style="list-style-type: none"><li>• Y5 <a href="#">Getting fit</a></li><li>• Y5 <a href="#">'Thunking' about habits</a></li><li>• Y5 <a href="#">Drugs: true or false?</a></li><li>• Y5 <a href="#">Would you risk it?</a></li><li>• Y4 <a href="#">Know the norms</a></li><li>• Y3 <a href="#">Alcohol and cigarettes: the facts</a></li><li>• Y5 <a href="#">Smoking: what is normal?</a></li></ul>

## Learning Opportunity

## SCARF lesson plans that support the teaching and learning of this learning opportunity

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H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.

- Y3 [Help or harm?](#)
- Y5 [Drugs: true or false?](#)
- Y4 [Know the norms](#)
- Y3 [Alcohol and cigarettes: the facts](#)

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H48. About why people choose to use or not use drugs (including nicotine, alcohol and medicines).

- Y5 [Getting fit](#)
- Y4 [Know the norms](#)
- Y5 [Smoking: what is normal?](#)

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H49. About the mixed messages in the media about drugs, including alcohol and smoking/vaping.

- Y4 [Know the norms](#)
- Y5 [Smoking: what is normal?](#)

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H50. About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.

- Y4 [Know the norms](#)

# KS2: Relationships

## Learning Opportunity

## SCARF lesson plans that support the teaching and learning of this learning opportunity

R1. To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).

- [Y3 Family and friends](#)
- [Y4 Together](#)
- [Y5 Qualities of friendship](#)

R2. That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.

- [Y5 Is it true?](#)
- [Y3 Family and friends](#)
- [Y4 Together](#)
- [Y5 Stop, start, stereotypes](#)

R3. About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.

- [Y4 Together](#)

R4. That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.

- [Y4 Together](#)

R5. That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.

- [Y4 Together](#)

R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another.

- [Y4 My feelings are all over the place!](#)
- [Y3 Family and friends](#)
- [Y4 Friend or acquaintance?](#)

R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.

- [Y3 Let's celebrate our differences](#)
- [Y4 My feelings are all over the place!](#)
- [Y3 Family and friends](#)
- [Y4 Together](#)
- [Y5 The land of the Red People](#)
- [Y4 Moving house](#)

## Learning Opportunity

## SCARF lesson plans that support the teaching and learning of this learning opportunity

R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.

- Y4 [The people we share our world with](#)
- Y4 [What would I do?](#)

R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.

- Y4 [My feelings are all over the place!](#)
- Y3 [Family and friends](#)
- Y3 [I am fantastic!](#)
- Y3 [Looking after our special people](#)
- Y4 [Friend or acquaintance?](#)
- Y5 [Taking notice of our feelings](#)
- Y5 [Help! I'm a teenager - get me out of here!](#)

R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.

- Y4 [My feelings are all over the place!](#)
- Y4 [Secret or surprise?](#)
- Y5 [Taking notice of our feelings](#)
- Y5 [Growing up and changing bodies](#)

R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support

- Y3 [Looking after our special people](#)
- Y3 [Friends are special](#)
- Y3 [Relationship Tree](#)
- Y4 [Can you sort it?](#)
- Y4 [Friend or acquaintance?](#)
- Y4 [Together](#)
- Y5 [Qualities of friendship](#)
- Y5 [It could happen to anyone](#)
- Y5 [How good a friend are you?](#)

- Y4 [Making choices](#)
- Y4 [An email from Harold!](#)
- Y3 [Relationship Tree](#)

## Learning Opportunity

## SCARF lesson plans that support the teaching and learning of this learning opportunity

with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.

- Y3 [Friends are special](#)
- Y3 [Looking after our special people](#)
- Y4 [Friend or acquaintance?](#)
- Y4 [Ok or not ok? \(part 2\)](#)
- Y4 [Ok or not ok? \(part 1\)](#)
- Y4 [Can you sort it?](#)
- Y5 [Qualities of friendship](#)
- Y5 [How good a friend are you?](#)
- Y5 [It could happen to anyone](#)
- Y5 [Give and take](#)
- Y5 [Being assertive](#)
- Y5 [Relationship cake recipe](#)

R12. To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.

- Y3 [Super Searcher](#)
- Y3 [None of your business!](#)
- Y4 [Picture Wise](#)
- Y5 [Play, like, share](#)

R13. The importance of seeking support if feeling lonely or excluded.

- Y4 [An email from Harold!](#)
- Y3 [How can we solve this problem?](#)
- Y4 [Can you sort it?](#)
- Y5 [Relationship cake recipe](#)

R14. That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.

- Y4 [An email from Harold!](#)
- Y3 [How can we solve this problem?](#)
- Y4 [Can you sort it?](#)
- Y5 [Relationship cake recipe](#)

## Learning Opportunity

## SCARF lesson plans that support the teaching and learning of this learning opportunity

R15. Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.

- Y4 [How dare you!](#)
- Y5 [Decision dilemmas](#)
- Y5 [Smoking: what is normal?](#)
- Y5 [Spot bullying](#)

R16. How friendships can change over time, about making new friends and the benefits of having different types of friends.

- Y3 [Friends are special](#)
- Y4 [Ok or not ok? \(part 1\)](#)
- Y4 [Ok or not ok? \(part 2\)](#)
- Y5 [Qualities of friendship](#)
- Y5 [How good a friend are you?](#)
- Y3 [Relationship Tree](#)

R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.

- Y3 [How can we solve this problem?](#)
- Y3 [Friends are special](#)
- Y3 [Relationship Tree](#)
- Y4 [Ok or not ok? \(part 1\)](#)
- Y4 [Ok or not ok? \(part 2\)](#)
- Y4 [Can you sort it?](#)
- Y4 [What would I do?](#)
- Y5 [Qualities of friendship](#)
- Y5 [How good a friend are you?](#)
- Y5 [Relationship cake recipe](#)

R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.

- Y4 [Keeping ourselves safe](#)
- Y3 [Relationship Tree](#)
- Y4 [What would I do?](#)
- Y4 [Ok or not ok? \(part 2\)](#)
- Y4 [Ok or not ok? \(part 1\)](#)
- Y5 [Being assertive](#)

Learning Opportunity

SCARF lesson plans that support the teaching and learning of this learning opportunity

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R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.

- Y5 [Relationship cake recipe](#)
- Y5 [Is it true?](#)
- Y4 [Keeping ourselves safe](#)
- Y3 [Zeb](#)
- Y4 [What would I do?](#)
- Y4 [Safety in numbers](#)
- Y4 [How dare you!](#)
- Y4 [Under pressure](#)
- Y5 [Happy being me](#)
- Y5 [Stop, start, stereotypes](#)

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R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.

- Y3 [Let's celebrate our differences](#)
- Y5 [Is it true?](#)
- Y4 [Keeping ourselves safe](#)
- Y4 [What would I do?](#)
- Y4 [How dare you!](#)
- Y4 [Safety in numbers](#)
- Y4 [Under pressure](#)
- Y5 [Happy being me](#)
- Y5 [Stop, start, stereotypes](#)

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R21. About discrimination: what it means and how to challenge it.

- Y3 [Let's celebrate our differences](#)
- Y5 [Is it true?](#)
- Y4 [Keeping ourselves safe](#)
- Y3 [Zeb](#)
- Y4 [What would I do?](#)
- Y4 [Safety in numbers](#)
- Y4 [How dare you!](#)
- Y4 [Under pressure](#)



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SCARF lesson plans that support the teaching and learning of this learning opportunity

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	<ul style="list-style-type: none"><li>• Y5 <a href="#">Happy being me</a></li><li>• Y5 <a href="#">Stop, start, stereotypes</a></li></ul>
<p>R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p>	<ul style="list-style-type: none"><li>• Y3 <a href="#">None of your business!</a></li><li>• Y4 <a href="#">Secret or surprise?</a></li><li>• Y6 <a href="#">Dear Ash</a></li><li>• Y5 <a href="#">Ella's diary dilemma</a></li><li>• Y5 <a href="#">Growing up and changing bodies</a></li></ul>
<p>R23. About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p>	<ul style="list-style-type: none"><li>• Y3 <a href="#">None of your business!</a></li><li>• Y4 <a href="#">Picture Wise</a></li><li>• Y3 <a href="#">I am fantastic!</a></li><li>• Y5 <a href="#">Play, like, share</a></li><li>• Y5 <a href="#">Spot bullying</a></li></ul>
<p>R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p>	<ul style="list-style-type: none"><li>• Y4 <a href="#">Danger, risk or hazard?</a></li><li>• Y3 <a href="#">None of your business!</a></li><li>• Y4 <a href="#">Secret or surprise?</a></li><li>• Y5 <a href="#">Play, like, share</a></li><li>• Y5 <a href="#">Spot bullying</a></li></ul>
<p>R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p>	<ul style="list-style-type: none"><li>• Y3 <a href="#">Body space</a></li><li>• Y4 <a href="#">Secret or surprise?</a></li><li>• Y4 <a href="#">Islands</a></li><li>• Y5 <a href="#">Growing up and changing bodies</a></li><li>• Y5 <a href="#">Taking notice of our feelings</a></li></ul>
<p>R26. About seeking and giving permission (consent) in different situations.</p>	<ul style="list-style-type: none"><li>• Y3 <a href="#">None of your business!</a></li></ul>

## Learning Opportunity

## SCARF lesson plans that support the teaching and learning of this learning opportunity

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	<ul style="list-style-type: none"><li>• Y4 <a href="#">Islands</a></li><li>• Y4 <a href="#">Secret or surprise?</a></li><li>• Y5 <a href="#">Ella's diary dilemma</a></li><li>• Y5 <a href="#">Growing up and changing bodies</a></li></ul>
R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.	<ul style="list-style-type: none"><li>• Y4 <a href="#">Secret or surprise?</a></li><li>• Y6 <a href="#">Dear Ash</a></li><li>• Y5 <a href="#">Ella's diary dilemma</a></li><li>• Y5 <a href="#">Growing up and changing bodies</a></li></ul>
R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.	<ul style="list-style-type: none"><li>• Y4 <a href="#">Raisin challenge (2)</a></li><li>• Y5 <a href="#">Is it true?</a></li><li>• Y3 <a href="#">Raisin challenge (1)</a></li><li>• Y5 <a href="#">Would you risk it?</a></li><li>• Y3 <a href="#">Dan's dare</a></li><li>• Y3 <a href="#">None of your business!</a></li><li>• Y3 <a href="#">Safe or unsafe?</a></li><li>• Y4 <a href="#">How dare you!</a></li><li>• Y4 <a href="#">Islands</a></li><li>• Y4 <a href="#">Secret or surprise?</a></li><li>• Y5 <a href="#">Play, like, share</a></li><li>• Y5 <a href="#">Ella's diary dilemma</a></li><li>• Y5 <a href="#">Taking notice of our feelings</a></li></ul>
R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).	<ul style="list-style-type: none"><li>• Y3 <a href="#">None of your business!</a></li><li>• Y3 <a href="#">Helping each other to stay safe</a></li><li>• Y4 <a href="#">How dare you!</a></li><li>• Y4 <a href="#">Who helps us stay healthy and safe?</a></li><li>• Y5 <a href="#">Taking notice of our feelings</a></li></ul>

Learning Opportunity

SCARF lesson plans that support the teaching and learning of this learning opportunity

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R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online.

- Y6 [Dear Ash](#)

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R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.

- Y3 [Let's celebrate our differences](#)
- Y5 [Is it true?](#)
- Y3 [None of your business!](#)
- Y3 [Zeb](#)
- Y3 [Relationship Tree](#)
- Y4 [How do we make a difference?](#)
- Y5 [Play, like, share](#)
- Y5 [Communication](#)
- Y5 [Spot bullying](#)

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R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.

- Y4 [What makes me ME!](#)
- Y4 [Keeping ourselves safe](#)
- Y3 [Respect and challenge](#)
- Y3 [Thunks](#)
- Y4 [How dare you!](#)
- Y5 [Happy being me](#)
- Y5 [Kind conversations](#)

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R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.

- Y3 [Let's celebrate our differences](#)
- Y3 [Respect and challenge](#)
- Y4 [The people we share our world with](#)
- Y4 [What would I do?](#)
- Y5 [Happy being me](#)
- Y5 [The land of the Red People](#)
- Y3 [Respect and challenge](#)
- Y3 [Thunks](#)

## Learning Opportunity

## SCARF lesson plans that support the teaching and learning of this learning opportunity

R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.

- Y4 [The people we share our world with](#)
- Y4 [What would I do?](#)
- Y5 [Kind conversations](#)

- Y3 [Respect and challenge](#)
- Y3 [Thunks](#)
- Y3 [For or against?](#)
- Y4 [In the news!](#)
- Y5 [What's the story?](#)

# KS2 : Living in the Wider World

## Learning Opportunity

## SCARF lesson plans that support the teaching and learning of this learning opportunity

L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws.

- Y3 [As a rule](#)
- Y4 [How do we make a difference?](#)
- Y5 [Local councils](#)

L2. To recognise there are human rights, that are there to protect everyone.

- [Captain Coram assembly: The Rights of the Child](#)

L3. About the relationship between rights and responsibilities.

- Y3 [Let's have a tidy up!](#)
- Y4 [Logo quiz](#)
- Y5 [Rights, responsibilities and duties](#)

## Learning Opportunity

## SCARF lesson plans that support the teaching and learning of this learning opportunity

L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.

- Y3 [Let's celebrate our differences](#)
- Y4 [What makes me ME!](#)
- Y3 [Zeb](#)
- Y3 [Our friends and neighbours](#)
- Y3 [For or against?](#)
- Y3 [Thunks](#)
- Y3 [How can we solve this problem?](#)
- Y3 [Respect and challenge](#)
- Y4 [The people we share our world with](#)
- Y5 [Kind conversations](#)
- Y5 [The land of the Red People](#)

L5. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).

- Y3 [Harold's environment project](#)
- Y4 [Harold's Seven Rs](#)
- Y5 [Mo makes a difference](#)

L6. About the different groups that make up their community; what living in a community means.

- Y3 [My community](#)
- Y4 [My school community \(1\)](#)
- Y5 [My school community \(2\)](#)

L7. To value the different contributions that people and groups make to the community.

- Y3 [My community](#)
- Y4 [Volunteering is cool](#)
- Y3 [Our helpful volunteers](#)
- Y4 [My school community \(1\)](#)
- Y5 [My school community \(2\)](#)
- Y5 [Mo makes a difference](#)

L8. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.

- Y3 [Family and friends](#)
- Y3 [Zeb](#)

Learning Opportunity

SCARF lesson plans that support the teaching and learning of this learning opportunity

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	<ul style="list-style-type: none"><li>• Y3 <a href="#">Let's celebrate our differences</a></li><li>• Y4 <a href="#">Friend or acquaintance?</a></li><li>• Y4 <a href="#">What would I do?</a></li><li>• Y4 <a href="#">What makes me ME!</a></li><li>• Y4 <a href="#">The people we share our world with</a></li></ul>
L9. About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.	<ul style="list-style-type: none"><li>• Y3 <a href="#">Zeb</a></li><li>• Y3 <a href="#">Family and friends</a></li><li>• Y4 <a href="#">That is such a stereotype!</a></li><li>• Y5 <a href="#">Stop, start, stereotypes</a></li></ul>
L10. About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.	<ul style="list-style-type: none"><li>• Y4 <a href="#">Raisin challenge (2)</a></li><li>• Y3 <a href="#">Zeb</a></li></ul>
L11. Recognise ways in which the internet and social media can be used both positively and negatively.	<ul style="list-style-type: none"><li>• Y3 <a href="#">Super Searcher</a></li></ul>
L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.	<ul style="list-style-type: none"><li>• Y3 <a href="#">Super Searcher</a></li><li>• Y3 <a href="#">Recount task</a></li><li>• Y6 <a href="#">I look great!</a></li><li>• Y6 <a href="#">Two sides to every story</a></li><li>• Y4 <a href="#">In the news!</a></li><li>• Y4 <a href="#">That is such a stereotype!</a></li><li>• Y5 <a href="#">Fact or opinion?</a></li></ul>
L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.	<ul style="list-style-type: none"><li>• Y3 <a href="#">Super Searcher</a></li><li>• Y3 <a href="#">None of your business!</a></li><li>• Y4 <a href="#">Picture Wise</a></li></ul>

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Learning Opportunity

SCARF lesson plans that support the teaching and learning of this learning opportunity

L16. About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.

- Y5 [Play, like, share](#)

L18. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.

- Y3 [Super Searcher](#)
- Y3 [None of your business!](#)
- Y4 [Picture Wise](#)
- Y5 [Is it true?](#)
- Y5 [Play, like, share](#)

L19. That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).

- Y3 [Can Harold afford it?](#)
- Y4 [Harold's expenses](#)
- Y4 [Why pay taxes?](#)
- Y5 [Spending wisely](#)
- Y5 [Lend us a fiver!](#)

L20. To recognise that people make spending decisions based on priorities, needs and wants.

- Y5 [Spending wisely](#)
- Y4 [Harold's expenses](#)
- Y3 [Can Harold afford it?](#)

L21. Different ways to keep track of money.

- Y5 [Spending wisely](#)
- Y4 [Harold's expenses](#)
- Y4 [Why pay taxes?](#)

- Y5 [Lend us a fiver!](#)

L22. About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.

- Y5 [Lend us a fiver!](#)

## Learning Opportunity

## SCARF lesson plans that support the teaching and learning of this learning opportunity

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L24. To identify the ways that money can impact on people's feelings and emotions.

- [Y5 Lend us a fiver!](#)

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L25. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.

- [Y3 Earning money](#)
- [Y3 I am fantastic!](#)

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L26. That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.

- [Y3 Earning money](#)

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L27. About stereotypes in the workplace and that a person's career aspirations should not be limited by them.

- [Y5 Boys will be boys? - challenging gender stereotypes](#)

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L28. About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).

- [Y5 Different skills](#)

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L29. That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.

- [Y3 Our helpful volunteers](#)
- [Y4 Volunteering is cool](#)
- [Y5 Mo makes a difference](#)

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L30. About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.

- [Y3 Tangram team challenge](#)
- [Y3 Respect and challenge](#)
- [Y3 Getting on with your nerves!](#)
- [Y3 Top talents](#)
- [Y4 Human machines](#)
- [Y5 Collaboration Challenge!](#)
- [Y5 Different skills](#)