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| PSHE Curriculum Map 2023-2024 |
| Year group | **Autumn 1 (7 weeks)**Jeans for Genes Day – 18/9World’s biggest coffee morning – 25/9Walk to school Day 04/10World Mental health day – 10/101/10– 31/10– Black History month | **Autumn 2 (8 weeks)**Remembrance Day – 11/11Odd Socks Day – 13/11Anti-Bullying Week 13-17/11Children In Need – 17/11Road Safety Week 19-25/11Human Rights Day 10/12Bikability -Level 1 - Yr 5&6 | **Spring 1 (6 weeks)**World Religion Day 21/1LGBT Month 01/02Time to talk Day 01/02Children’s Mental Health Week 05-09/02Safer Internet Day 06/02World Book Day 07/03National Child Exploitation Awareness Day 18/03World Down Syndrome Day &World Poetry Day 21/03World Autism Awareness Day 02/04 | **Spring 2 (5 weeks)**Earth Day 22/04St George’s Day 23/04Bike to school Day 08/05Aspirations Day 17/05 | **Summer 1 (7 weeks)**School Road Safety AwarenessBikabilityPractical First Aid trainingDrugs and alcohol | **Summer 2 (6 weeks)**Water safetyFire SafetyCanal safetyRailway safety |
|  | Whole school awareness events Growing and changing RSE education E-safety lessonsConsentReactive – use the bank of additional resources on SCARF or the POL-ED to resource reactive teaching when matters arise. |
| Nursery  | **Me and my relationships**Week 1 and 2: I can talk about me.[Marvellous me!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/n11-marvellous-me)Week 3 and 4: I know what makes me special. [I'm special](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/n12--im-special)Week 5 and 6: I can talk about my special people and listen to my friends talk about their special people.[People who are special to me](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/people-who-are-special-to-me)Week 7 and 8: I can care for my environment.[N4.3 Looking after my environment](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/n43-looking-after-my-environment) | **Valuing differences**Week 1 and 2: I can share ways in which I am similar or different to my friends. [Me and my friends](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/n21-me-and-my-friends)Week 3 and 4: I understand how families can be similar and different[Friends and family](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/n22-friends-and-family)Week 5 and 6: I understand why it is important to include everyone and be a good friend. [Including everyone](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/n23-including-everyone) | **Keeping safe**Week 1 and 2: I can identify people who keep me safe.People who help to keep me safe (including Listening to my feelings)Week 3 and 4: I can keep myself safe indoors and outdoors. [Safety Indoors and Outdoors](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/n32-safety-indoors-and-outdoors)Week 5 and 6: I know what is safe to go in my body. [What's safe to go into my body](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/n33-whats-safe-to-go-into-my-body) | **Rights and respect**Week 1 and 2: I know what can contribute to good health.[Looking after myself](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/n41-looking-after-myself)Week 3 and 4: I can talk about how to look after my special people.  [Looking after others](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/n42-looking-after-others-1)Week 5 : I can learn how to take care of my home, my learning environment and the natural environmentLooking after my environment | **Being my best**Week 1 and 2: I can identify what my body needs.[What does my body need?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/-what-does-my-body-need)Week 3 and 4: I can keep trying when I want to achieve something.[I can keep trying](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-can-keep-trying)Week 5 and 6: I can share something I am good at.I can do it! | **Growing and changing** Week 1 and 2: I can learn about how plants and animals change and grow.[Growing and changing in nature](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/growing-and-changing-in-nature)Week 3 and 4: I can discuss how I have changed since I was a baby.[When I was a baby](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/when-I-was-a-baby)Week 5 and 6: I can share my ideas about differences between boys and girls.I can name the main parts of the body including external genetailia, vulva, vagina, penis, testicles.[Girls, boys and families](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/girls-boys-and-families) |
| BRITISH VALUESDEMOCRACYINDIVIDUAL LIBERTYRULE OF LAWMUTUAL RESPECTTOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEF | **Individual liberty****Mutual respect****Democracy** | **Tolerance of those of different faiths and beliefs****Mutual respect** | **Individual liberty** | **Mutual respect****Individual liberty** | **Mutual respect****Individual liberty****Tolerance of those of different faiths and beliefs** | **Mutual respect****Tolerance of those of different faiths and beliefs.****Rule of law** |
| Reception | **Me and my relationships**I can talk about me. [All about me](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/all-about-me)I understand that I like different things and this makes me special.[What makes me special](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-makes-me-special)I know that there are different types of families and we have different people who are special to us, both inside and outside our family.[Me and my special people](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/me-and-my-special-people) I know who can help me. [Who can help me?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/who-can-help-me)I can talk about different feelings. [My feelings](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-feelings)I know what to do if I am feeling sad.[My feelings (2)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-feelings-2) | **Valuing differences**I know what makes me special. [I'm special, you're special](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/im-special-youre-special)I know what is the same and what is different about us.[Same and different](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/same-and-different)I know about different types of families.Same and different familiesI understand that there are different types of homes.[Same and different homes](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/same-and-different-homes)I understand the value of friendship.[I am caring](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/kind-and-caring)I know how to be a good friend.I am a friend | **Keeping safe**I understand what is safe to go in my body.[What's safe to go onto my body](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/whats-safe-to-go-onto-my-body) I know how to keep my body safe and well.[Keeping Myself Safe - What's safe to go into my body (including medicines)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/keeping-myself-safe--whats-safe-to-go-into-my-body-including-medicines) I know how to keep safe indoors and outdoors.Safe indoors and outdoors I know the difference between safe and unsafe touch.Listening to my feelings I know how to keep safe online.[Keeping safe online](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/keeping-safe-online)I can identify people who help to keep me safe. [People who help to keep me safe](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/people-who-help-to-keep-me-safe)  | **Rights and respect**I can look after the feelings of my special people.Looking after my special people I can look after my friends.[Looking after my friends](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/looking-after-my-friends)I can care for our environment.[Being helpful at home and caring for our classroom](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/being-helpful-at-home-and-caring-for-our-classroom)I can care for our world.[Caring for our world](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/caring-for-our-world)I can begin to understand how we use money.[Looking after money (1): recognising, spending, using](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/looking-after-money-1-recognising-spending-using) I can begin to understand how we can keep money safe.[Looking after money (2): saving money and keeping it safe](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/looking-after-money-2-saving-money-and-keeping-it-safe) | **Being my best**I can recognise a range of emotions to different experiences.[Bouncing back when things go wrong](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/bouncing-back-when-things-go-wrong-1)I can develop resilience to meet a goal.[Yes, I can!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/yes-i-can)I can recognise which foods we need to eat more and less of to be healthy.Healthy eatingI recognise the importance of a healthy diet.Healthy eatingI recognise that exercise is part of a healthy lifestyle.[Move your body](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/move-your-body) I understand the importance of a healthy sleep routine.[A good night's sleep](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/a-good-nights-sleep) | **Growing and changing** I understand the cycle of change throughout the seasons.[Seasons](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/seasons)I know about the life cycles of living things.[Life stages - plants, animals, humans](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/life-stages--plants-animals-humans)I know about the life cycle of humans.[Life Stages: Human life stage - who will I be?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/life-stages-human-life-stage--who-will-i-be)I understand where babies come from.[Where do babies come from?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/where-do-babies-come-from)I can talk about changes that have happened to me. [Getting bigger](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/getting-bigger)I understand that parts of my body are private.I can name the main parts of the body including external genetailia including vulva, vagina, penis, testicles.[Me and my body - girls and boys](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/me-and-my-body--girls-and-boys) |
| BRITISH VALUESDEMOCRACYINDIVIDUAL LIBERTYRULE OF LAWMUTUAL RESPECTTOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS | **Individual liberty****Mutual respect****Tolerance of those of different faiths and beliefs****Democracy** | **Mutual respect****Tolerance of those of different faiths and beliefs****Rule of law** | **Individual liberty** | **Individual liberty** | **Tolerance of those of different faiths and beliefs****Mutual respect** | **Mutual respect****Rule of law** |
| Year 1 | **Me and my relationships**I understand that classroom rules help everyone to learn and be safe.[Why we have classroom rules](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/why-we-have-classroom-rules)I can demonstrate attentive listening skills.How are you listening? I can recognise how others might be feeling by reading body language/facial expressions.[Thinking about feelings](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/thinking-about-feelings)I can identify a range of feelings.[Our feelings](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-feelings)I can recognise that people’s bodies and feelings can be hurt.Feelings and bodiesI can identify simple qualities for friendship and suggest simple strategies for making up.Good friends  | **Valuing differences**I can identify similarities and differences between people.I can begin to appreciate the positive aspects of differences.Same or different? I can explain the difference between unkindness, teasing and bullying.Unkind, tease or bully?I know our school rules and how they keep us safe.Harold’s school rulesI can recognise and explain what is fair/unfair and kind/unkind.It’s not fair!I can express how I feel about special people.Who are our special people?I know how it feels to belong to a family and care about the people who are important to me.Our special people balloons | **Keeping safe**I identify simple bedtime routines that promote healthy sleep.Super sleepI can recognise emotions and feelings associated with being unsafe.Who can help (1)? I can explain the difference between appropriate and inappropriate touch.Good or bad touchI understand the importance of permission-seeking and these principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.I know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.Sharing picturesI understand that medicines can sometimes make people feel better when they’re ill and explain simple issues of safety and responsibility about medicines and their use.What could Harold do?I can recognise the range of feelings that are associated with loss.Harold loses Geoffrey | **Rights and respect**I can recognise how a person’s behaviour can affect other people.Harold has a bad dayI can identify what I like about the school environment.[Around and about the school](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/around-and-about-the-school)I can demonstrate responsibility in looking after something.Taking care of somethingI can explain where people get their money from and list some of the things that people spend their money on in the family home.[Harold's money](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-money-1) I can explain the importance of keeping money safe.[How should we look after our money?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-should-we-look-after-our-money)BASIC FIRST AID | **Being my best**I recognise the importance of fruit and vegetables in my daily diet. I can eat a rainbow I can recognise which foods we need to eat more and less of to be healthy.[Eat well](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/eat-well-) I can recognise the importance of regular hygiene routines.Harold’s wash up and brush upI understand how diseases can spread.Catch it, Bin it, Kill it!I enjoy learning new things.[Harold learns to ride his bike](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harold-learns-to-ride-his-bike)I give and receive positive feedback and experience how this makes me feel.Pass on the praise  | **Growing and changing** I can recognise that exercise and sleep are important parts of a healthy lifestyle.Healthy me I know ways that I have changed since I was a baby.Then and nowI can understand some of the tasks required to look after a baby.Taking care of a babyI respect my body and understand which parts are private Keeping privates private.I can explain the difference between teasing and bullying.Who can help 2I can explain the difference between a secret and a nice surprise.[Surprises and secrets](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/surprises-and-secrets). |
| BRITISH VALUESDEMOCRACYINDIVIDUAL LIBERTYRULE OF LAWMUTUAL RESPECTTOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS | **Individual liberty****Mutual respect****Tolerance of those of different faiths and beliefs****Democracy****Rule of law** | **Mutual respect****Tolerance of different faiths and beliefs****Rule of law** | **Mutual respect****Rule of law****Individual liberty** | **Individual liberty****Mutual respect** | **Individual liberty****Rule of law****Mutual respect****Tolerance of those of different faiths and beliefs** | **Rule of law****Mutual respect****Individual liberty** |
| Year 2 | **Me and my relationships**I can suggest actions that will contribute positively to the life of the classroom.I can take part in creating and agreeing classroom rules.Our ideal classroom (1&2)I use a range of words to describe feelings.[How are you feeling today?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-are-you-feeling-today)I can recognise, name and understand how to deal with feelings of anger and loneliness.Let’s all be happy!I can recognize that friendship is a special type of relationship.Being a good friendI can identify the difference between bullying and isolated unkind behaviour.Types of bullyingI can understand and describe strategies for dealing with bullying. Don’t do that!I can define what is meant by ‘bullying’ and ‘teasing’ showing an understanding of the difference between the two.Bullying or teasing? | **Valuing differences**1. I can identify some of the physical and non-physical differences and similarities between people.

[What makes us who we are?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-makes-us-who-we-are)I can identify people that are special to me.My special peopleI can recognise and explain how a person's behaviour can affect other people.How do we make others feel?I can explain how it feels to be part of a group and how it feels to be left out of a group.[When someone is feeling left out](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/when-someone-is-feeling-left-out)I can recognise and describe acts of kindness and unkindness.[An act of kindness](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/an-act-of-kindness)I can demonstrate active listening techniques. Solve the problem | **Keeping safe**I understand that medicines can sometimes make people feel better when they are ill.Harold’s picnicI can identify situations in which I would feel safe or unsafe.[How safe would you feel?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-safe-would-you-feel)I can identify situations in which I would need to say ‘Yes’, ‘No’ ‘I’ll ask’ or ‘I’ll tell’ to keep me safe.What should Harold say?I can recognize that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation.I don’t like thatI can recognize that some touches are not fun and can hurt or be upsetting.Fun or not?I can identify safe secrets and unsafe secrets.[Should I tell?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/should-i-tell) | **Rights and respect**I can describe and record strategies for getting on with others in the classroom.Getting on with othersI can explain, and be able to use strategies for dealing with impulsive behaviour.[When I feel like erupting](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/when-i-feel-like-erupting)I can identify special people in school and the community that can help to keep me safe.Feeling safeI know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Playing gamesI understand that people have choices about what they do with their money.[Harold saves for something special](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harold-saves-for-something-special)I recognise that money can be spent on items which are essential and non-essential.[Harold goes camping](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harold-goes-camping)I can identify what I like about my school environment.[How can we look after our environment?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-can-we-look-after-our-environment) | **Being my best**I can talk about things I can do now.[You can do it!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/you-can-do-it)I know that some choices can be healthy and some choices can be unhealthy.My dayI can explain how germs can be spread.Harold's postcard - helping us to keep clean and healthyI can explain the importance of good dental hygiene.Harold’s bathroomI can describe how food, water and air get into my body and blood.What does my body do?I understand that the body gets energy from food, water and oxygen. My body needs……Basic first aid | **Growing and changing** I can demonstrate simple ways of giving positive feedback to others.A helping handI can express how I feel about change and loss.Sam moves awayI can identify different stages of growth.[Haven't you grown!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/havent-you-grown)I can identify which parts of the human body are private.My body, your bodyI can explain what privacy means.Respecting privacyI can identify how inappropriate touch can make someone feel.Some secrets should never be kept |
| BRITISH VALUESDEMOCRACYINDIVIDUAL LIBERTYRULE OF LAWMUTUAL RESPECTTOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS | **Individual liberty****Mutual respect****Tolerance of those of different faiths and beliefs****Democracy** | **Tolerance of those of different faiths and beliefs****Mutual respect****Individual liberty** | **Individual liberty****Rule of law****Mutual respect** | **Individual liberty** | **Individual liberty****Rule of law****Mutual respect****Tolerance of those of different faiths and beliefs** | **Individual liberty****Mutual respect****Rule of law** |
| Year 3 | **Me and my relationships**I can explain why we have rules.[As a rule](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/as-a-rule)I can identify people who I have a special relationship with and identify strategies for maintaining Me and my Me and my relationships.[Looking after our special people](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/looking-after-our-special-people)I can rehearse and demonstrate different strategies for solving conflict situations.[How can we solve this problem?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-can-we-solve-this-problem)I can define and demonstrate cooperation and collaboration. [Tangram team challenge](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/tangram-team-challenge)I can identify qualities of friendships and suggest reasons why friends sometimes fall out.Friends are specialI can express opinions and listen to those of others.[Thunks](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/thunks)I understand what a dare is and can suggest strategies to use if I am ever made to feel uncomfortable or unsafe by asking someone to do a dare.[Dan's dare](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dans-dare)I can express how I feel about someone special and how I would cope with loss.[My special pet](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-special-pet) | **Valuing differences**I can reflect on listening skills.[Respect and challenge](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/respect-and-challenge)I can recognise that there are many different types of family.[Family and friends](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/family-and-friends)I can define the term ‘community’ and identify communities that I belong to.[My community](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-community)I can explain that people living in the UK have different origins.[Our friends and neighbours](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-friends-and-neighbours)I can recognise the factors that make people similar and different from each other.[Let's celebrate our differences](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lets-celebrate-our-differences)I can understand and explain some of the reasons why people are bullied.[Zeb](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/zeb) | **Keeping safe**I can identify situations which are safe or unsafe.[Safe or unsafe?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/safe-or-unsafe-1)I can define the terms ‘danger’ and ‘risk’ and explain the difference between the two.[Danger or risk?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/danger-or-risk-1)1. I can identify risk factors in given situations.

[The Risk Robot](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/the-risk-robot)1. I can recognise the potential risks involved with browsing online.

[Super Searcher](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/super-searcher)I understand that medicines are drugs and suggest ways they can be helpful or harmful.Help or harmI can Identify some key risks from and effects of cigarettes and alcohol.I can define the word 'drug' and understand that nicotine and alcohol are both drugsAlcohol and cigarettes: the facts | **Rights and respect**. I can identify key people who help me to keep safe.Helping each other to stay safeI can understand the difference between ‘fact’ and ‘opinion’.Recount taskI can identify people who are volunteers in our school community.Our helpful volunteersI understand the terms ‘income’, ‘saving’ and ‘spending’. [Can Harold afford it?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/can-harold-afford-it)I understand that people earn income through their jobs.[Earning money](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/earning-money)I can define what is meant by ‘environment’ and explain different methods of looking after the school environment.[Harold's environment project](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-environment-project) |  **Being my best**I can explain what is meant by the term ‘balanced diet’[Derek cooks dinner! (healthy eating)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/derek-cooks-dinner-healthy-eating)I can explain how some infectious illnesses are spread from one person to another.[Poorly Harold](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/poorly-harold)I can describe how food, water and air get into the body and blood.Body team workI can show an understanding of health and wellbeing issues that are relevant to me.For or against?I can identify my achievements and areas of development.[I am fantastic!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-am-fantastic)I can explain some of the different talents and skills that people have and how these can be developed.Top talents | **Growing and changing** I can identify different types of Me and my relationships.[Relationship Tree](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationship-tree)1. I understand what is meant by the term personal space.

[Body space](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/body-space)1. I can recognise appropriate behaviour online as well as offline.

[None of your business!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/none-of-your-business)1. I can define the terms ‘secret’ and ‘surprise’ and know the difference between a safe and unsafe secret.

[Secret or surprise?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/secret-or-surprise)I can recognise that babies come from the joining of an egg and sperm;I can explain what happens when an egg doesn’t meet a spermMy changing bodyI can understand that for girls, periods are a normal part of puberty.My changing bodyBasic first Aid |
| BRITISH VALUESDEMOCRACYINDIVIDUAL LIBERTYRULE OF LAWMUTUAL RESPECTTOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS | **Individual liberty****Mutual respect****Democracy****Rule of law** | **Individual liberty****Tolerance of those of different faiths and beliefs****Mutual respect****Rule of law** | **Democracy****Rule of law****Individual liberty****Tolerance of those of different faiths and beliefs****Mutual respect** | **Individual liberty****Rule of law** | **Mutual respect****Tolerance of those of different faiths and beliefs****Individual liberty** | **Rule of law****Tolerance of those of different faiths and beliefs****Individual liberty** |
| Year 4 | **Me and my relationships**I can demonstrate strategies for working on a collaborative task.[Human machines](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/human-machines)I can explain what we mean by a ‘positive, healthy relationship’.[OK or not OK? (part 1)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/ok-or-not-ok-part-1)I recognise that there might be times I need to say ‘no’ to a friend.[OK or not OK? (part 2)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/ok-or-not-ok-part-2)I can describe ‘good’ and ‘not so good’ feelings and how feelings can affect our physical state.[An email from Harold!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/an-email-from-harold)1. I can identify a wide range of feelings and recognise that different people can have different feelings in the same situation.

[Different feelings](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/different-feelings)1. I can demonstrate a range of feelings through facial expressions and body language.

[When feelings change](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/when-feelings-change)1. I can give examples of strategies to respond to people being bullied, including what people can do or say.

[Under pressure](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/under-pressure) | **Valuing differences**Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromiseCan you sort it?I can recognise the potential consequences of aggressive behaviour. [What would I do?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-would-i-do-)1. I can list some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals).

[The people we share our world with](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/the-people-we-share-our-world-with)I can understand and identify stereotypes, including those promoted in the media. [That is such a stereotype!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/that-is-such-a-stereotype)I recognise that I have different types of Me and my relationships with people I know.[Friend or acquaintance?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/friend-or-acquaintance)1. I understand that I have the right to protect my personal space.

[Islands](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/islands) | **Keeping safe**I can define the terms ‘danger’, ‘risk’ and ‘hazard’ and explain the difference between them.[Danger, risk or hazard?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/danger-risk-or-hazard)I understand that medicines are drugs and explain safety issues for medicine use.Medicine: check the labelI can define the terms ‘income’ and ‘expenditure’.[Harold's expenses](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-expenses)I can define what is meant by the word ‘dare’ and identify from given scenarios which are dares and which are not.[How dare you!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-dare-you)I can describe strategies for identifying and managing risk.[Keeping ourselves safe](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/keeping-ourselves-safe)I understand that we can be influenced both positively and negatively.Raisin challengeI can identify images that are safe/unsafe to share online.Picture wiseI understand that medicines are drugs; I can explain safety issues for medicine use;Medicines: check the label | **Rights and respect**I can identify the people who help me to stay healthy and safe.[Who helps us stay healthy and safe?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/who-helps-us-stay-healthy-and-safe)I understand that humans have rights and responsibilities. [It's your right](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/its-your-right)I can understand the reason we have rules.[How do we make a difference?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-do-we-make-a-difference-1)I can define the word ‘influence’ and recognise that reports in the media can influence the way I think about a topic.[In the news!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/in-the-news)I can explain the role of the bystander and how it can influence bullying and other anti-social behaviour.[Safety in numbers](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/safety-in-numbers)1. I can explain what the terms ‘income tax’, ‘National Insurance’ and ‘VAT’ mean.

[Why pay taxes?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/why-pay-taxes-1) | **Being my best**I can identify ways in which everyone is unique.What makes me MEI can give examples of choices I make for myself and choices others make for me.Making choices1. I understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.

SCARF hotelI can understand the ways in which I can contribute to the care of the environment.[Harold's Seven Rs](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-seven-rs)I can define what is meant by the term ‘community’ and suggest ways in which different people support the school community.My school communityBASIC FIRST AIDI can define what a volunteer is and suggest some of the ways people volunteer.[Volunteering is cool](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/volunteering-is-cool) | **Growing and changing** I can describe some of the changes that happen to people during their lives.[Moving house](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/moving-house-1)I understand how the onset of puberty can have emotional as well as physical impact.[My feelings are all over the place!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-feelings-are-all-over-the-place)I can identify parts of the body that males and females have in common and those that are different;I know the correct terminology for their genitalia;All change!I know the key facts of the menstrual cycle;I understand that periods are a normal part of puberty for girls;Preparing for changes at puberty I can define the terms ‘secret’ and ‘surprise’ and know the difference between a safe and an unsafe secret.[Secret or surprise?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/secret-or-surprise-1)I can recognise that marriage is a commitment to be entered into freely and not against someone’s will.[Together](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/together) |
| BRITISH VALUESDEMOCRACYINDIVIDUAL LIBERTYRULE OF LAWMUTUAL RESPECTTOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS | **Individual liberty****Democracy****Rule of law****Mutual respect** | **Tolerance of those of different faiths and beleifs****Rule of law****Mutual respect****Individual liberty** | **Individual liberty****Rule of law****Mutual respect** | **Individual liberty****Ryle of law****Mutual respect** | **Individual liberty****Rule of law****Mutual respect** | **Individual liberty****Rule of law****Mutual respect** |
| Year 5 | **Me and my relationships**I can explain what collaboration means.[Collaboration Challenge!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/collaboration-challenge)I can explain what is meant by the terms negotiation and compromise.[Give and take](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/give-and-take-1)I can understand that online communication can be misinterpreted CommunicationI can demonstrate how to respond to a wide range of feelings in others;How good a friend are you?I can identify what things can make a relationship unhealthy.[Relationship cake recipe](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationship-cake-recipe)I can recognise basic emotional needs, understand that they change according to circumstanceOur emotional needsI can identify characteristics of passive, aggressive and assertive behavioursBeing assertive | **Valuing differences**I can define some key qualities of friendship. [Qualities of friendship](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/qualities-of-friendship)I can rehearse active listening skills.[Kind conversations](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/kind-conversations-1)I can develop an understanding of discrimination and its injustice.Happy being meI understand that the information we see online, either text or images, is not always true or accurate.[Is it true?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/is-it-true)I can describe the benefits of living in a diverse society.[The land of the Red People](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/the-land-of-the-red-people)1. I recognise that some people can get bullied because of the way they express their gender.

[Stop, start, stereotypes](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/stop-start-stereotypes) I can identify the consequences or positive and negative behaviour on others and myself.[It could happen to anyone](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/it-could-happen-to-anyone) | **Keeping safe**I can demonstrate strategies to deal with face-to-face and online bullying.[Spot bullying](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/spot-bullying)Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information privatePlay, like, shareI can explore and share my views about decision making when faced with a risky situation.[Decision dilemmas](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/decision-dilemmas)I can explain what is meant by a dare.[Ella's diary dilemma](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/ellas-diary-dilemma)Can I describe some of the health risks caused by vapingVaping: healthy or unhealthy?Can I Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;Would you risk it?**There are 3 optional lessons that may be used for reactive teaching on drugs, cigarettes and alcohol if needed.** | **Rights and respect**I can identify, write and discuss issues currently in the media concerning health and wellbeingWhat's the story?I can understand the difference between fact and opinion.Fact or opinionI can explain what we mean by the terms voluntary, community and pressure (action) group;Mo makes a differenceI can define the difference between rights, responsibilities and duties.[Rights, responsibilities and duties](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/rights-responsibilities-and-duties) I can state the costs involved in producing and selling an item.[Spending wisely](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/spending-wisely)I suggest advice for a range of situations involving personal finance.[Lend us a fiver!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lend-us-a-fiver) | **Being my best**I u nderstand the importance of food, water and oxygen, sleep and exercise for the human body and its health.It all adds up!I can identify their own strengths and talents;Different skillsI can explain what being part of a community means to me.My school community I can identify people that are responsible for keeping me safe and healthy.[Independence and responsibility](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/independence-and-responsibility) I can describe ‘star qualities’ of celebrities as portrayed by the media.[Star qualities](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/star-qualities)Basic first aid, including Sepsis Awareness | **Growing and changing** I can use a range of words and phrases to describe the intensity of different feelings.[How are they feeling?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-are-they-feeling-1) 1. I can identify people who can be trusted and describe strategies for dealing with uncomfortable situations.

[Taking notice of our feelings](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/taking-notice-of-our-feelings)I can explain the difference between a safe and unsafe secret.[Dear Ash](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dear-ash-1)I can identify some products that I might need during puberty and why. [Growing up and changing bodies](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/growing-up-and-changing-bodies-1)I know the correct words for the external sexual organs.[Changing bodies and feelings](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/changing-bodies-and-feelings)I can recognise how my body feels when it is relaxed and how it feels when it is nervous/sad.Help! I'm a teenager - get me out of here!I can demonstrate how someone might feel when they are separated from someone or something they like.Dear Hetty |
| BRITISH VALUESDEMOCRACYINDIVIDUAL LIBERTYRULE OF LAWMUTUAL RESPECTTOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS | **Democracy****Individual liberty****Rule of law****Mutual respect** | **Tolerance of those of different faiths and beliefs****Mutual respect****Rule of law****Individual liberty****Democracy** | **Individual liberty****Rule of law****Mutual respect** | **Individual liberty****Rule of law** | **Tolerance of those of different faiths and beliefs****Rule of law****Mutual respect****Individual liberty** | **Rule of law****Individual liberty****Mutual respect** |
| Year 6 | **Me and my relationships**I can demonstrate a collaborative approach to a task.[Working together](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/working-together)I can demonstrate positive strategies for negotiating and compromising within a collaborative task.[Let's negotiate](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lets-negotiate)I recognise some of the challenges that arise from friendships.[Solve the friendship problem](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/solve-the-friendship-problem) I can describe the consequences of reacting to others in a positive and negative way.[Dan's day](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dans-day)I can recognise and empathise with patterns of behaviour in peer-group dynamics;Behave yourselfI can demonstrate some assertive behaviours, through role play, to resist peer influence and pressure.Assertiveness skillsI am aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don’t absolutely want to do so.[Don't force me](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dont-force-me)I recognise that some types of physical contact can produce strong negative feelings.[Acting appropriately](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/acting-appropriately) | **Valuing differences**I recognise that bullying and disrespectful behaviour can result from disrespect of people’s differences.[OK to be different](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/ok-to-be-different)I know that all people are unique but we have far more in common with each other than what is different about us.[We have more in common than not](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/we-have-more-in-common-than-not)I can demonstrate ways of showing respect to others, using verbal and non-verbal communication.[Respecting differences](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/respecting-differences)I can understand and explain the term prejudice and describe the benefits of living in a diverse society.[Tolerance and respect for others](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/tolerance-and-respect-for-others)I can explain the difference between a friend and an acquaintance. Advertising friendships!I can define what is meant by the term stereotype and recognise how the media can sometimes reinforce gender stereotypes.[Boys will be boys? - challenging gender stereotypes](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/boys-will-be-boys--challenging-gender-stereotypes-1) | **Keeping safe**I understand that responsible and respectful behaviour is necessary when interacting with others online and face-to-face.[Think before you click!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/think-before-you-click)1. I can identify strategies for keeping personal information safe online.

[It's a puzzle](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/its-a-puzzle)I know the risks of sharing photos of themselves with other people directly or online.[To share or not to share?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/to-share-or-not-to-share)I can define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour.[Rat Park](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/rat-park-1)I can explain how drugs can be categorised into different groups depending on their legal and medical content.[What sort of drug is...?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-sort-of-drug-is-1)I understand some of the basic laws in relation to drugs;Drugs: it's the law!I nderstand the actual norms around drinking alcohol and the reasons for common misperceptions of these;Alcohol: what is normal? | **Rights and respect**I can define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;Two sides to every storyI recognise that people’s lives are much more balanced in real life, with positives and negatives.Fakebook friendI can explain some of the benefits of saving money and describe the different ways money can be saved.[What's it worth?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/whats-it-worth)I can recognise and explain that different jobs have different levels of pay and the factors that influence this.[Jobs and taxes](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/jobs-and-taxes)I can explain some of the areas that councils have responsibility for, understand democracy and take part in an mock election.Democracy in Britain 1 – ElectionsI know why and how rules that protect me and others are made and enforced.Democracy in Britain 2 - How (most) laws are made | **Being my best**I can identify aspirational goals and describe the actions needed to set and achieve these.[This will be your life!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/this-will-be-your-life-)I can present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.Our recommendationsI can understand the risks related to growing up and explain the need to be aware of these.What's the risk? (1)I can understand risks related to growing up and explain the need to be aware of these;What's the risk? (2)Basic first aid, including Sepsis AwarenessI can explain what the Five Ways to Wellbeing are and describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.[Five Ways to Wellbeing project](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/five-ways-to-wellbeing-project) | **Growing and changing** I can identify qualities that people have, as well as their looks.[I look great!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-look-great) I can challenge stereotypical gender portrayals of people. [Media manipulation](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/media-manipulation)I can understand the risks of sharing images online and how these are hard to control, once shared;Pressure online I can recognise some of the changes they have experienced and my emotional responses to those changes. Helpful or unhelpful? Managing change1. I can define the word 'puberty' giving examples of some of the physical and emotional changes associated with it.

Is this normal?I can identify the changes that happen through puberty to allow sexual reproduction to occur.Making babiesI can explain how HIV affects the body’s immune system;I understand that HIV is difficult to transmit;What is HIV?  |
| BRITISH VALUESDEMOCRACYINDIVIDUAL LIBERTYRULE OF LAWMUTUAL RESPECTTOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS | **Democracy****Individual liberty****Rule of law****Mutual respect** | **Tolerance of those of different faiths and beliefs****Mutual respect****Rule of law****Individual liberty****Democracy** | **Individual liberty****Rule of law****Mutual respect** | **Individual liberty****Rule of law** | **Tolerance of those of different faiths and beliefs****Rule of law****Mutual respect****Individual liberty** | **Rule of law****Individual liberty****Mutual respect** |

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes

(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

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| --- | --- | --- | --- | --- | --- | --- |
| **Year/Half-termly unit titles** | **1****Me and my Relationships** | **2****Valuing Difference** | **3****Keeping Safe** | **4****Rights and Respect** | **5****Being my Best** | **6****Growing and Changing** |
| **EYFS** | What makes me specialPeople close to meGetting help | Similarities and differenceCelebrating differenceShowing kindness | Keeping my body safeSafe secrets and touchesPeople who help to keep us safe | Looking after things: friends, environment, money | Keeping by body healthy – food, exercise, sleepGrowth Mindset | CyclesLife stagesGirls and boys – similarities and difference |
| **Y1** | FeelingsGetting helpClassroom rulesSpecial peopleBeing a good friend | Recognising, valuing and celebrating differenceDeveloping respect and accepting othersBullying and getting help | How our feelings can keep us safe – including online safetySafe and unsafe touchesMedicine SafetySleep | Taking care of things:MyselfMy moneyMy environment | Growth MindsetHealthy eatingHygiene and healthCooperation | Getting helpBecoming independentMy body partsTaking care of self and others |
| **Y2** | Bullying and teasingOur school rules about bullyingBeing a good friendFeelings/self-regulation |  Being kind and helping others Celebrating difference People who help us Listening Skills | Safe and unsafe secretsAppropriate touch Medicine safety | CooperationSelf-regulationOnline safetyLooking after money – saving and spending | Growth MindsetLooking after my bodyHygiene and healthExercise and sleep | Life cyclesDealing with lossBeing supportiveGrowing and changingPrivacy |
| **Y3** | Rules and their purposeCooperationFriendship (including respectful relationships)Coping with loss | Recognising and respecting diversityBeing respectful and tolerant My community | Managing riskDecision-making skillsDrugs and their risks Staying safe online | Skills we need to develop as we grow upHelping and being helpedLooking after the environmentManaging money |  Keeping myself healthy and well Celebrating and developing my skills Developing empathy | RelationshipsChanging bodies and pubertyKeeping safeSafe and unsafe secrets |
| **Y4** | Healthy relationshipsListening to feelingsBullyingAssertive skills  | Recognising and celebrating difference (including religions and cultural difference)Understanding and challenging stereotypes | Managing riskUnderstanding the norms of drug use (cigarette and alcohol use)InfluencesOnline safety | Making a difference (different ways of helping others or the environment)Media influenceDecisions about spending money | Having choices and making decisions about my healthTaking care of my environmentMy skills and interests | Body changes during pubertyManaging difficult feelingsRelationships including marriage |
| **Y5** | FeelingsFriendship skills, including compromiseAssertive skills CooperationRecognising emotional needs | Recognising and celebrating difference, including religions and culturalInfluence and pressure of social media | Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol)Decision-making skills |  Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending   |  Growing independence and taking ownershipKeeping myself healthy Media awareness and safety My community | Managing difficult feelingsManaging changeHow my feelings help keeping safeGetting help |
| **Y6** | AssertivenessCooperationSafe/unsafe touchesPositive relationships | Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping | Understanding emotional needsStaying safe online Drugs: norms and risks (including the law) |  Understanding media bias, including social mediaCaring: communities and the environmentEarning and saving moneyUnderstanding democracy |  Aspirations and goal setting Managing risk Looking after my mental health | Coping with changesKeeping safe Body ImageSex educationSelf-esteem |