

**Year `6**

This document maps the SCARF lesson plans for Year 6 to the DfE statutory requirements for both Relationships and Health Education (RSHE). Lessons that are not part of the DfE’s statutory guidance are included because they ensure a comprehensive PSHE programme.

**How the mapping works**

The left hand column has coded DfE topics and end-of-primary statements that are covered in whole or part by the SCARF lesson plans, which are listed in the middle column.

Rows with no codes indicate lesson plans that cover subjects which are *not* DfE requirements but which are included to ensure a complete PSHE programme, including SMSC and British Values.

**DfE topics and related codes:**

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| --- | --- | --- | --- |
| **Relationships Education**Families and people who care for meCaring friendshipsRespectful relationshipsOnline relationshipsBeing safe | **Code****FPC****CF****RR****OR****BS** | **Health Education**Mental wellbeingInternet safety and harmsPhysical health and fitnessHealthy eatingDrugs, alcohol and tobaccoHealth and preventionBasic first aidChanging adolescent body | **Code****MW****ISH****PHF****HE****DAT****HP****BFA****CAB** |

| **YEAR 6** |  |  |
| --- | --- | --- |
| DfE Statutory Requirements - end of primary statements | SCARF Lesson Plan title & half-termly unit | SCARF Lesson Plan Learning Outcomes |
|  | **Me and My Relationships** |  |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Working together | * Demonstrate a collaborative approach to a task;
* Describe and implement the skills needed to do this.
 |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Let’s negotiate (OPTIONAL) | * Explain what is meant by the terms 'negotiation' and 'compromise';
* Suggest positive strategies for negotiating and compromising within a collaborative task;
* Demonstrate positive strategies for negotiating and compromising within a collaborative task.
 |
| CF2, CF3, CF4, CF5 | Solve the friendship problem | * Recognise some of the challenges that arise from friendships;
* Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
 |
| FPC1, FPC2, CF1, CF2, CF3, MW1, MW2, MW3, MW4, CAB1 | Dan’s day (OPTIONAL) | * Describe the consequences of reacting to others in a positive or negative way;
* Suggest ways that people can respond more positively to others.
 |
| RR1, RR2, RR4, RR5, RR6, BS6 | Behave yourself | * Recognise and empathise with patterns of behaviour in peer-group dynamics;
* Recognise basic emotional needs and understand that they change according to circumstance;
* Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
 |
| CF5, RR2, RR4, RR5, RR8 | Assertiveness Skills | * List some assertive behaviours;
* Recognise peer influence and pressure;
* Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
 |
| FPC3, FPC4, FPC5, FPC6,RR1, RR5, RR8, BS3, BS4, BS5, BS7 | Don’t force me | * Describe ways in which people show their commitment to each other;
* Know the ages at which a person can marry, depending on whether their parents agree.
 |
| RR5, RR6, BS1, BS2, BS3, BS4, BS5, BS6, BS7, BS8 | Acting appropriately | * Recognise that some types of physical contact can produce strong negative feelings;
* Know that some inappropriate touch is also illegal.
 |
|  | **Valuing Difference** |  |
| CF2, RR1, RR6, BS1, MW3 | Ok to be different | * Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;
* Suggest strategies for dealing with bullying, as a bystander;
* Describe positive attributes of their peers.
 |
| RR1, RR5, RR6, OR2 | We have more in common than not | * Know that all people are unique but that we have far more in common with each other than what is different about us;
* Consider how a bystander can respond to someone being rude, offensive or bullying someone else;
* Demonstrate ways of offering support to someone who has been bullied.
 |
| RR1, RR2, RR3, RR5 | Respecting differences | * Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
 |
| RR1, RR2, RR5 | Tolerance and respect for others | * Understand and explain the term prejudice;
* Identify and describe the different groups that make up their school/wider community/other parts of the UK;
* Describe the benefits of living in a diverse society;
* Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
 |
| FPC1, FPC4, CF1, CF2, CF3, CF4, CF5, MW6 | Advertising friendships! | * Explain the difference between a friend and an acquaintance;
* Describe qualities of a strong, positive friendship;
* Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
 |
| RR1, RR2, RR6, RR7, ISH2, ISH6 | Boys will be boys? Challenging gender stereotypes | * Define what is meant by the term stereotype;
* Recognise how the media can sometimes reinforce gender stereotypes;
* Recognise that people fall into a wide range of what is seen as normal;
* Challenge stereotypical gender portrayals of people.
 |
|  | **Keep Safe** |  |
| RR8, OR2, OR3, OR4, BS1, ISH4, ISH5 | Think before you click! | * Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;
* Understand and describe the ease with which something posted online can spread.
 |
| RR8, OR2, OR3, OR4, OR5, BS1, BS2, BS4, ISH1, ISH3, ISH4, ISH5, ISH7 | It’s a puzzle (OPTIONAL) | * Identify strategies for keeping personal information safe online;
* Describe safe and respectful behaviours when using communication technology.
 |
| OR1, OR3, OR5, BS1, BS2, BS3, BS5, BS7, ISH3, ISH5, ISH7 | To share or not to share? | * Know that it is illegal to create and share sexual images of children under 18 years old;
* Explore the risks of sharing photos and films of themselves with other people directly or online;
* Know how to keep their information private online.
 |
| MW1, MW3, MW4, MW5, MW6, MW7, MW9, MW10, HE3, DAT1 | Rat Park | * Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;
* Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
 |
| HE3, DAT1 | What sort of drug is…? | * Explain how drugs can be categorised into different groups depending on their medical and legal context;
* Demonstrate an understanding that drugs can have both medical and non-medical uses;
* Explain in simple terms some of the laws that control drugs in this country.
 |
| HE3, DAT1 | Drugs: it’s the law! | * Understand some of the basic laws in relation to drugs;
* Explain why there are laws relating to drugs in this country.
 |
| HE3, DAT1 | Alcohol: what is normal? | * Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;
* Describe some of the effects and risks of drinking alcohol.
 |
| CF2, CF3, CF5, RR1, RR4, MW4, MW6, MW7, HE3, BS4, BS6, BS7 | Joe’s story (part 1) (OPTIONAL) | * Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;
* Explain how these emotional needs impact on people's behaviour;
* Suggest positive ways that people can get their emotional need met.
 |
| FPC1, CF1, CF2, CF3, CF4, RR5, OR1 | Joe’s story (part 2) (OPTIONAL) | * Understand that with independence comes responsibility
* Explain how these emotional needs impact on people's behaviour;
* Suggest positive ways that people can get their emotional needs met.
 |
|  | **Rights and Respect** |  |
| RR7, ISH6 | Two sides to every story | * Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;
* Describe the language and techniques that make up a biased report;
* Analyse a report also extract the facts from it.
 |
| RR8, OR1, MW1, ISH4, ISH6 | ‘Fakebook’ Friends | * Know the legal age (and reason behind these) for having a social media account;
* Understand why people don’t tell the truth and often post only the good bits about themselves, online;
* Recognise that people’s lives are much more balanced in real life, with positives and negatives.
 |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | What’s it worth? | * Explain some benefits of saving money;
* Describe the different ways money can be saved, outlining the pros and cons of each method;
* Describe the costs that go into producing an item;
* Suggest sale prices for a variety of items, taking into account a range of factors;
* Explain what is meant by the term interest.
 |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Jobs and taxes (OPTIONAL) | * Recognise and explain that different jobs have different levels of pay and the factors that influence this;
* Explain the different types of tax (income tax and VAT) which help to fund public services;
* Evaluate the different public services and compare their value.
 |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Happy shoppers | * Explain what is meant by living in an environmentally sustainable way;
* Suggest actions that could be taken to live in a more environmentally sustainable way.
 |
| MW5 | Action stations! (OPTIONAL) | * Explain what we mean by the terms voluntary, community and pressure (action) group;
* Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.
 |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Project Pitch (parts 1 & 2) (OPTIONAL) | * That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment;
* Continue to develop the skills to exercise these responsibilities.
 |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Democracy in Britain 1 - Elections | * Why and how rules and laws that protect them and others are made and enforced;
* Why different rules are needed in different situations and how to take part in making and changing rules;
* Begin to understand the way in which democracy in Britain works.
 |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Democracy in Britain 2 - How (most) laws are made | * Why and how rules and laws that protect them and others are made and enforced;
* Why different rules are needed in different situations and how to take part in making and changing rules.
 |
|  | Community art (OPTIONAL) |  |
|  | **Being My Best** |  |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | This will be your life! | * Identify aspirational goals;
* Describe the actions needed to set and achieve these.
 |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Our recommendations | * Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.
 |
| CF2, CF3, CF5, RR1, RR4, RR6, BS1, BS5, DAT1 | What’s the risk? (1) | * Identify risk factors in a given situation (involving alcohol);
* Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;
* Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
 |
| FPC1, OR1, OR3, BS1, BS2, BS4, ISH6, CAB1 | What’s the risk? (2) | * Identify risk factors in a given situation;
* Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;
* Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.
 |
| BFA1, BFA2 | Basic first aid | * See link to external resources for further information
 |
| MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6, BFA1, BFA2 | Five Ways to Wellbeing project | * Explain what the five ways to wellbeing are;
* Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
 |
|  | **Growing and Changing** |  |
| RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CAB1 | I look great! | * Understand that fame can be short-lived;
* Recognise that photos can be changed to match society's view of perfect;
* Identify qualities that people have, as well as their looks.
 |
| RR1, RR4, RR7, OR1, ISH2, ISH5 | Media manipulation | * Define what is meant by the term stereotype;
* Recognise how the media can sometimes reinforce gender stereotypes;
* Recognise that people fall into a wide range of what is seen as normal;
* Challenge stereotypical gender portrayals of people.
 |
| OR1, OR3, OR4, OR5, OR6, BS1, BS3, BS4, BS5 | Pressure online | * Understand the risks of sharing images online and how these are hard to control, once shared;
* Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
* Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
 |
| FPC2, FPC6, MW2, MW4, MW6, MW9 | Helpful or unhelpful? Managing change | * Recognise some of the changes they have experienced and their emotional responses to those changes;
* Suggest positive strategies for dealing with change;
* Identify people who can support someone who is dealing with a challenging time of change.
 |
| RR1, BS7, CAB1, CAB2 | Is this normal? | * Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
* Suggest strategies that would help someone who felt challenged by the changes in puberty;
* Understand what FGM is and that it is an illegal practice in this country (not referred to directly by name);
* Know where someone could get support if they were concerned about their own or another person's safety.
 |
| FPC3, FPC4, BS3, BS6, BS7, BS8, CAB1, CAB2 | Making babies | * Identify the changes that happen through puberty to allow sexual reproduction to occur;
* Know a variety of ways in which the sperm can fertilise the egg to create a baby;
* Know the legal age of consent and what it means.
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**DfE Statutory Guidance Categories: Relationships Education (This covers the whole Primary phase)**

By the end of primary school pupils should know:

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| Families and people who care for me (FPC) | 1. that families are important for children growing up because they can give love, security and stability.
2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.
3. that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.
4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.
5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
 |
| Caring friendships (CF) | 1. how important friendships are in making us feel happy and secure, and how people choose and make friends.
2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
 |
| Respectful relationships (RR) | 1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
2. practical steps they can take in a range of different contexts to improve or support respectful relationships.
3. the conventions of courtesy and manners.
4. the importance of self-respect and how this links to their own happiness.
5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.
8. the importance of permission-seeking and giving in relationships with friends, peers and adults.
 |
| Online relationships (OR) | 1. that people sometimes behave differently online, including by pretending to be someone they are not.
2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
5. how information and data is shared and used online.
 |
| Being safe (BS) | 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
5. how to recognise and report feelings of being unsafe or feeling bad about any adult.
6. how to ask for advice or help for themselves or others, and to keep trying until they are heard,
7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.
8. where to get advice e.g. family, school and/or other sources.
 |
| Mental wellbeing (MW) | 1. that mental wellbeing is a normal part of daily life, in the same way as physical health.
2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.
4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).
10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
 |
| Internet safety and harms (ISH) | 1. that for most people the internet is an integral part of life and has many benefits.
2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.
3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
4. why social media, some computer games and online gaming, for example, are age restricted.
5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
7. where and how to report concerns and get support with issues online.
 |
| Physical health and fitness (PHF) | 1. the characteristics and mental and physical benefits of an active lifestyle.
2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
3. the risks associated with an inactive lifestyle (including obesity).
4. how and when to seek support including which adults to speak to in school if they are worried about their health.
 |
| Healthy eating (HE) | 1. what constitutes a healthy diet (including understanding calories and other nutritional content).
2. the principles of planning and preparing a range of healthy meals.
3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
 |
| Drugs, alcohol and tobacco (DAT) | 1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
 |
| Health and prevention (HP) | 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.
6. the facts and science relating to allergies, immunisation and vaccination.
 |
| Basic first aid (BFA) | 1. how to make a clear and efficient call to emergency services if necessary.
2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
 |
| Changing adolescent body (CAB) | 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
2. about menstrual wellbeing including the key facts about the menstrual cycle.
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