

**Year `1**

This document maps the SCARF lesson plans for Year 1 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 me  Caring friendships  Respectful relationships  Online relationships  Being safe | **Code**  **FPC**  **CF**  **RR**  **OR**  **BS** | **Health Education**  Mental wellbeing  Internet safety and harms  Physical health and fitness  Healthy eating  Drugs, alcohol and tobacco  Health and prevention  Basic first aid  Changing adolescent body | **Code**  **MW**  **ISH**  **PHF**  **HE**  **DAT**  **HP**  **BFA**  **CAB** |

| **YEAR 1** |  |  |
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| DfE Statutory Requirements - end of primary statements | SCARF Lesson Plan title & half-termly unit | SCARF Lesson Plan Learning Outcomes |
|  | **Me and My Relationships** |  |
| RR2, RR3 | Why we have classroom rules | * Understand that classroom rules help everyone to learn and be safe; * Explain their classroom rules and be able to contribute to making these. |
| RR1, CF2, CF4, CF5 | How are you listening? | * Demonstrate attentive listening skills; * Suggest simple strategies for resolving conflict situations; * Give and receive positive feedback, and experience how this makes them feel. |
| BS5, MW2, MW3, MW4, MW7 | Thinking about feelings | * Recognise how others might be feeling by reading body language/facial expressions; * Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.). |
| BS5, MW1, MW2, MW3, MW4, MW7 | Our feelings | * Identify a range of feelings; * Identify how feelings might make us behave; * Suggest strategies for someone experiencing 'not so good' feelings to manage these. |
| MW2, MW3, MW6, MW7 | Feelings and bodies | * Recognise that people's bodies and feelings can be hurt; * Suggest ways of dealing with different kinds of hurt. |
| CF1, CF2, CF3 | Good friends | * Identify simple qualities of friendship; * Suggest simple strategies for making up. |
|  | **Valuing Difference** |  |
| FPC3, FPC4, RR1, RR2 | Same or different? | * Identify the differences and similarities between people; * Empathise with those who are different from them; * Begin to appreciate the positive aspects of these differences. |
| CF2, CF3, CF4, RR5, RR6, MW8 | Unkind, tease or bully? | * Explain the difference between unkindness, teasing and bullying; * Understand that bullying is usually quite rare. |
| RR3, RR5, BS1 | Harold’s school rules | * Explain some of their school rules and how those rules help to keep everybody safe. |
| CF2, CF3, CF4, RR2, RR3 | It’s not fair! | * Recognise and explain what is fair and unfair, kind and unkind; * Suggest ways they can show kindness to others. |
| FPC1, FPC2, FPC3, FPC4, MW6 | Who are our special people? | * Identify some of the people who are special to them; * Recognise and name some of the qualities that make a person special to them. |
| FPC3, FPC4 | Our special people balloons | * Recognise that they belong to various groups and communities such as their family; * Explain how these people help us and we can also help them to help us. |
|  | **Keeping Safe** |  |
| HP3 | Super sleep | * Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; * Identify simple bedtime routines that promote healthy sleep. |
| FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8 | Who can help? (1) | * Recognise emotions and physical feelings associated with feeling unsafe; * Identify people who can help them when they feel unsafe. |
| FPC6, RR8, BS1, BS2, BS5, BS7, BS8 | Good or bad touches? | * Understand and learn the PANTS rules; * Name and know which parts should be private; * Explain the difference between appropriate and inappropriate touch; * Understand that they have the right to say “no” to unwanted touch; * Start thinking about who they trust and who they can ask for help. |
| RR8,OR1, OR2, OR3, OR4 OR5, BS1, BS2, BS6, ISH1, ISH3, ISH5, ISH7 | Sharing pictures | * Start thinking about how to stay safe online, including safety around sharing images; * Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable. |
| DAT1 | What could Harold do? | * Understand that medicines can sometimes make people feel better when they’re ill; * Explain simple issues of safety about medicines and their use. |
| MW2 | Harold loses Geoffrey | * Recognise the range of feelings that are associated with loss. |
|  | **Rights and Respect** |  |
| CF2, CF4, RR2, RR3, RR5 | Harold has a bad day | * Recognise how a person's behaviour (including their own) can affect other people. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Around and about the school | * Identify what they like about the school environment; * Recognise who cares for and looks after the school environment. |
| RR5 | Taking care of something | * Demonstrate responsibility in looking after something (e.g. a class pet or plant); * Explain the importance of looking after things that belong to themselves or to others. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Harold’s money | * Explain where people get money from; * List some of the things that money may be spent on in a family home. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | How should we look after our money? | * Recognise that different notes and coins have different monetary value; * Explain the importance of keeping money safe; * Identify safe places to keep money; * Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). |
| BFA1, BFA2 | Basic first aid | * See link to external resources for further information. |
|  | **Being My Best** |  |
| HE1, HE2, HE3 | I can eat a rainbow | * Recognise the importance of fruit and vegetables in their daily diet; * Know that eating at least five portions of vegetables and fruit a day helps to maintain health. |
| HE1, HE2, HE3 | Eat well | * Recognise that they may have different tastes in food to others; * Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; * Recognise which foods we need to eat more of and which we need to eat less of to be healthy. |
| HP4, HP5 | Harold’s was up and brush up | * Recognise the importance of regular hygiene routines; * Sequence personal hygiene routines into a logical order. |
| HP5 | Catch it! Bin it! Kill it! | * Understand how diseases can spread; * Recognise and use simple strategies for preventing the spread of diseases. |
| Wider PSHE curriculum (not covered by DfE statutory  requirements) | Harold learns to ride his bike | * Recognise that learning a new skill requires practice and the opportunity to fail, safely; * Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. |
| CF2, CF5, RR1, RR3, RR5 | Pass on the praise! | * Demonstrate attentive listening skills; * Suggest simple strategies for resolving conflict situations; * Give and receive positive feedback, and experience how this makes them feel. |
| PHF4 | Inside my wonderful body! (OPTIONAL) | * Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); * Understand and explain the simple bodily processes associated with them. |
|  | **Growing and Changing** |  |
| PHF1, PHF3, HP3, HP4 | Healthy me | * Understand that the body gets energy from food, water and air (oxygen); * Recognise that exercise and sleep are important parts of a healthy lifestyle. |
| CAB1 | Then and now | * Identify things they could do as a baby, a toddler and can do now; * Identify the people who help/helped them at those different stages. |
| FPC2, CAB1 | Taking care of a baby | * Identify things they could do as a baby, a toddler and can do now; * Identify the people who help/helped them at those different stages. |
| FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8 | Who can help? (2) | * Explain the difference between teasing and bullying; * Give examples of what they can do if they experience or witness bullying; * Say who they could get help from in a bullying situation. |
| FPC6, CF4, RR8, BS1, BS2, BS4, BS5, BS6, BS7, BS8 | Suprises and secrets | * Explain the difference between a secret and a nice surprise; * Identify situations as being secrets or surprises; * Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. |
| BS3, BS7 | Keeping privates private | * Identify parts of the body that are private; * Describe ways in which private parts can be kept private; * Identify people they can talk to about their private parts. |

**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. |