

YEAR 2		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Me and My Relationships		
RR2	Our ideal classroom (1)	<ul style="list-style-type: none"> <li>• Suggest actions that will contribute positively to the life of the classroom;</li> <li>• Make and undertake pledges based on those actions.</li> </ul>
RR3	Our ideal classroom (2) (OPTIONAL)	<ul style="list-style-type: none"> <li>• The conventions of courtesy and manners.</li> </ul>
MW2, MW3	How are you feeling today?	<ul style="list-style-type: none"> <li>• Use a range of words to describe feelings;</li> <li>• Recognise that people have different ways of expressing their feelings;</li> <li>• Identify helpful ways of responding to other's feelings.</li> </ul>
MW2, MW9	Let's all be happy	<ul style="list-style-type: none"> <li>• Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>• Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul>
CF1, CF2, CF3	Being a good friend	<ul style="list-style-type: none"> <li>• Recognise that friendship is a special kind of relationship;</li> <li>• Identify some of the ways that good friends care for each other.</li> </ul>
RR5, RR6	Types of bullying	<ul style="list-style-type: none"> <li>• Explain the difference between bullying and isolated unkind behaviour;</li> <li>• Recognise that there are different types of bullying and unkind behaviour;</li> <li>• Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> </ul>
RR5, RR6	Don't do that!	<ul style="list-style-type: none"> <li>• Understand and describe strategies for dealing with bullying;</li> <li>• Rehearse and demonstrate some of these strategies.</li> </ul>
RR5, RR6	Bullying or teasing? (OPTIONAL)	<ul style="list-style-type: none"> <li>• Define what is meant by the terms 'bullying' and 'teasing'</li> </ul>

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		showing an understanding of the difference between the two; <ul style="list-style-type: none"> <li>Identify situations as to whether they are incidents of teasing or bullying.</li> </ul>
Valuing difference		
RR1, RR2	What makes us who we are?	<ul style="list-style-type: none"> <li>Identify some of the physical and non-physical differences and similarities between people;</li> <li>Know and use words and phrases that show respect for other people.</li> </ul>
FPC1, FPC2, FPC3, FPC4	My special people	<ul style="list-style-type: none"> <li>Identify people who are special to them;</li> <li>Explain some of the ways those people are special to them.</li> </ul>
RR2, MW3	How do we make others feel?	<ul style="list-style-type: none"> <li>Recognise and explain how a person's behaviour can affect other people.</li> </ul>
CF3, MW7	When someone is feeling left out	<ul style="list-style-type: none"> <li>Explain how it feels to be part of a group;</li> <li>Explain how it feels to be left out from a group;</li> <li>Identify groups they are part of;</li> <li>Suggest and use strategies for helping someone who is feeling left out.</li> </ul>
CF3, RR2, RR3, MW3	An act of kindness	<ul style="list-style-type: none"> <li>Recognise and describe acts of kindness and unkindness;</li> <li>Explain how these impact on other people's feelings;</li> <li>Suggest kind words and actions they can show to others;</li> <li>Show acts of kindness to others in school.</li> </ul>
CF4, CF5	Solve the problem	<ul style="list-style-type: none"> <li>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul>
Keeping Safe		
MW3, MW5, DAT1	Harold's picnic	<ul style="list-style-type: none"> <li>Understand that medicines can sometimes make people feel better when they're ill;</li> </ul>

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		<ul style="list-style-type: none"> <li>• Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>• Explain simple issues of safety about medicines and their use.</li> </ul>
BS1, BS3, BS5	How safe would you feel?	<ul style="list-style-type: none"> <li>• Identify situations in which they would feel safe or unsafe;</li> <li>• Suggest actions for dealing with unsafe situations including who they could ask for help.</li> </ul>
BS1, BS3, BS4	What should Harold say?	<ul style="list-style-type: none"> <li>• Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</li> </ul>
BS3, BS4, MW2, RR8	I don't like that!	<ul style="list-style-type: none"> <li>• Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>• Identify the types of touch they like and do not like;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul>
BS1, BS3, BS5	Fun or not?	<ul style="list-style-type: none"> <li>• Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>• Know that they can ask someone to stop touching them;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul>
BS1, BS2, BS3, BS5	Should I tell?	<ul style="list-style-type: none"> <li>• Identify safe secrets (including surprises) and unsafe secrets;</li> <li>• Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> </ul>
Rights and respect		
CF5, RR3, RR5, RR6	Getting on with others	<ul style="list-style-type: none"> <li>• Describe and record strategies for getting on with others in the classroom.</li> </ul>
MW3, MW4	When I feel like erupting	<ul style="list-style-type: none"> <li>• Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> </ul>

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BS6, BS7, BS8	Feeling safe	<ul style="list-style-type: none"> <li>Identify special people in the school and community who can keep them safe;</li> <li>Know how to ask for help.</li> </ul>
OR1, OR2, OR3, OR4, OR5, BS1, BS2, BS6, ISH1, ISH2, ISH3, ISH5, ISH7	Playing games	<ul style="list-style-type: none"> <li>Know the importance of keeping personal information private, when online and only talking to people they know in real life;</li> <li>Know that they can tell an adult they trust if anything happens that makes them worried.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold saves for something special	<ul style="list-style-type: none"> <li>Understand that people have choices about what they do with their money;</li> <li>Know that money can be saved for a use at a future time;</li> <li>Explain how they might feel when they spend money on different things.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold goes camping (OPTIONAL)	<ul style="list-style-type: none"> <li>Recognise that money can be spent on items which are essential or non-essential;</li> <li>Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	How can we look after our environment?	<ul style="list-style-type: none"> <li>Identify what they like about the school environment;</li> <li>Identify any problems with the school environment (e.g. things needing repair);</li> <li>Make suggestions for improving the school environment;</li> <li>Recognise that they all have a responsibility for helping to look after the school environment.</li> </ul>
Being My Best		
Wider PSHE curriculum (not covered by DfE statutory requirements)	You can do it!	<ul style="list-style-type: none"> <li>Explain the stages of the learning line showing an understanding of the learning process;</li> <li>Suggest phrases and words of encouragement to give someone who is learning something new;</li> <li>Identify and describe where they are on the learning line in a given</li> </ul>

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		activity and apply its positive mindset strategies to their own learning.
MW3, PHF2, HE1	My day	<ul style="list-style-type: none"> <li>Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> </ul>
HP5, HP6	Harold's postcard - helping us to keep clean and healthy	<ul style="list-style-type: none"> <li>Explain how germs can be spread;</li> <li>Describe simple hygiene routines such as hand washing;</li> <li>Understand that vaccinations can help to prevent certain illnesses.</li> </ul>
HP4	Harold's bathroom	<ul style="list-style-type: none"> <li>Explain the importance of good dental hygiene;</li> <li>Describe simple dental hygiene routines.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	What does my body do?	<ul style="list-style-type: none"> <li>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>Describe how food, water and air get into the body and blood.</li> </ul>
PHF1, HE1, HP3	My body needs... (OPTIONAL)	<ul style="list-style-type: none"> <li>Understand that the body gets energy from food, water and oxygen;</li> <li>Recognise that exercise and sleep are important to health.</li> </ul>
BFA1, BFA2	Basic first aid	<ul style="list-style-type: none"> <li>See link to external resources for further information.</li> </ul>
Growing and Changing		
CF3	A helping hand	<ul style="list-style-type: none"> <li>Demonstrate simple ways of giving positive feedback to others.</li> </ul>
MW2	Sam moves house	<ul style="list-style-type: none"> <li>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> </ul>
CAB1	Haven't you grown?	<ul style="list-style-type: none"> <li>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>Understand and describe some of the things that people are capable</li> </ul>

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		of at these different stages.
BS2, CAB1	My body, your body	<ul style="list-style-type: none"> <li>• Identify which parts of our body are private;</li> <li>• Explain that our genitals help us make babies when we are older;</li> <li>• Understand that we mostly have the same body parts but how they look is different from person to person.</li> </ul>
BS2	Respecting privacy	<ul style="list-style-type: none"> <li>• Explain what privacy means;</li> <li>• Know that you are not allowed to touch someone's private belongings without their permission;</li> <li>• Give examples of different types of private information.</li> </ul>
BS1, BS2, BS3, BS4, MW2	Some secrets should never be kept	<ul style="list-style-type: none"> <li>• Identify how inappropriate touch can make someone feel;</li> <li>• Understand that there are unsafe secrets and secrets that are nice surprises;</li> <li>• Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</li> </ul>