

YEAR 1		
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	<ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt.
CF1, CF2, CF3	Good friends	<ul style="list-style-type: none"> Identify simple qualities of friendship; Suggest simple strategies for making up.
Valuing Difference		
FPC3, FPC4, RR1, RR2	Same or different?	<ul style="list-style-type: none"> 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,	Unkind, tease or bully?	<ul style="list-style-type: none"> Explain the difference between unkindness, teasing and bullying;

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MW8		<ul style="list-style-type: none"> Understand that bullying is usually quite rare.
RR3, RR5, BS1	Harold's school rules	<ul style="list-style-type: none"> Explain some of their school rules and how those rules help to keep everybody safe.
CF2, CF3, CF4, RR2, RR3	It's not fair!	<ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when

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		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 place 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.

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HE1, HE2, HE3	Eat well	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order.
HP5	Catch it! Bin it! Kill it!	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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!	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Identify things they could do as a baby, a toddler and can do now;

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		<ul style="list-style-type: none"> Identify the people who help/helped them at those different stages.
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help? (2)	<ul style="list-style-type: none"> 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	Surprises and secrets	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.