

Reception		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Me and My Relationships		
Overarching learning intentions across this unit: Children will be able to: <ul style="list-style-type: none"> • Talk about similarities and differences; • Name special people in their lives; • Describe different feelings; • Identify who can help if they are sad, worried or scared; • Identify ways to help others or themselves if they are sad or worried. 		
FPC1, FPC3, RR1, RR4, RR5, CF1	All about me	<ul style="list-style-type: none"> • Talk about their own interests; • Talk about their families; • Talk about how they are the same or different to others.
FPC1, FPC3, RR1, RR3, RR4	What makes me special	<ul style="list-style-type: none"> • Share their favourite interests and objects; • Talk about themselves positively; • Listen to what others say and respond.
FPC1, FPC2, FPC3, CF1, RR1	Me and my special people	<ul style="list-style-type: none"> • Talk about the important people in their lives; • Understand that we have different special people; • Name key people outside of families that care for them.
FPC1, FPC2, FPC4, FPC6, CF1, CF2, CF3, CF5, BS5, BS8, MW9	Who can help me?	<ul style="list-style-type: none"> • Talk about when they might feel unsafe or unhappy; • Name the people who will help them; • Notice when a friend is in need at school and help them.
FPC2, FPC6, MW2, MW3, MW6, MW7, MW9, CF5	My feelings	<ul style="list-style-type: none"> • Describe different emotions; • Explore how we feel at certain times or events; • Identify ways to change feelings and calm down.
MW2, MW3, MW6, MW7, MW9, CF2, CF5, FPC6	My feelings (2)	<ul style="list-style-type: none"> • Identify events that can make a person feel sad; • Suggest ways in which they can help a friend who is sad; • Choose ways to help themselves when they feel sad.
Valuing Difference		

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Overarching learning intentions across this unit

Children will be able to:

- Be sensitive towards others and celebrate what makes each person unique;
- Recognise that we can have things in common with others;
- Use speaking and listening skills to learn about the lives of their peers;
- Know the importance of showing care and kindness towards others;
- Demonstrate skills in building friendships and cooperation.

RR1, RR4	I'm special, you're special	<ul style="list-style-type: none"> • Describe their own positive attributes; • Share their likes and dislikes; • Listen to and respect the ideas of others.
CF1, CF2, CF3, RR1, RR4, RR5, BS6, MW3	Same and different	<ul style="list-style-type: none"> • Recognise the similarities and differences amongst their peers; • Discuss why differences should be celebrated; • Retell a story.
FPC1, FPC2, FPC3, FPC4, RR1	Same and different families	<ul style="list-style-type: none"> • Talk about their family, customs and traditions; • Listen to others talk about their experiences; • Compare their own experiences with those of others.
RR1, RR3	Same and different homes	<ul style="list-style-type: none"> • Recognise the similarities and differences between their home and those of others; • Talk about what makes their home feel special and safe; • Be sensitive towards others.
CF2, CF3, RR2, RR3	Kind and caring (1)	<ul style="list-style-type: none"> • Suggest ways in which we can be kind towards others; • Demonstrate skills in cooperation with others.
CF1, CF2, CF3, RR1, RR2, RR3	Kind and caring (2)	<ul style="list-style-type: none"> • Show friendly behaviour towards a peer; • Build relationships with others.

Keeping Safe

Overarching learning intentions across this unit:

Children will be able to:

- Talk about how to keep their bodies healthy and safe;
- Name ways to stay safe around medicines;

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<ul style="list-style-type: none"> Know how to stay safe in their home, classroom and outside; Know age-appropriate ways to stay safe online; Name adults in their lives and those in their community who keep them safe. 		
MW3, HP4, HP5, BS5	What's safe to go onto my body	<ul style="list-style-type: none"> Name things that keep their bodies safe; Name things that keep their bodies clean and protected; Think about how to recognise things that might not be safe.
HE3, HP3, PHF4, DAT1	Keeping myself safe - what's safe to go into my body (including medicines)	<ul style="list-style-type: none"> Make safe decisions about items they don't recognise; Talk about what our bodies need to stay well; Name the safe ways to store medicine and who can give it to children (adults).
FPC1, BS5	Safe indoors and outdoors	<ul style="list-style-type: none"> Name some hazards and ways to stay safe inside; Name some hazards and ways to stay safe outside; Show how to care for the safety of others.
BS3, BS5, BS6, BS7 RR8	Listening to my feelings (1)	<ul style="list-style-type: none"> Name the adults who they can ask for help from, and will keep them safe; Recognise the feelings they have when they are unsafe; Talk about keeping themselves safe, safe touches and consent.
OR3, BS2, BS5, BS6	Keeping safe online	<ul style="list-style-type: none"> Share ideas about activities that are safe to do on electronic devices; What to do and who to talk to if they feel unsafe online.
FPC2, FPC6, BS4, BS5, BS6, BS8	People who help to keep me safe	<ul style="list-style-type: none"> Name the people in their lives who help to keep them safe; Name people in their community who help to keep them safe; Talk about ways to keep themselves safe in their environment.
Rights and Respect		
<p>Overarching learning intentions across this unit: Children will be able to:</p> <ul style="list-style-type: none"> Understand that they can make a difference; Identify how they can care for their home, school and special people; Talk about how they can make an impact on the natural world; Talk about similarities and differences between themselves; Demonstrate building relationships with friends. 		

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FPC1, FPC2, FPC3, FPC4	Looking after my special people	<ul style="list-style-type: none"> Name the special people in their lives; Understand that our special people can be different to those of others.
CF1, CF2, CF3, RR1, RR8, BS6	Looking after my friends	<ul style="list-style-type: none"> Talk about why friends are important and how they help us; Identify ways to care for a friend in need; Identify ways to help others in their community.
RR2, RR3	Being helpful at home and caring for our classroom	<ul style="list-style-type: none"> Identify ways in which they help at home; Recognise the importance of taking care of a shared environment; Name ways in which they can look after their learning environment.
FPC1, RR3	Caring for our world	<ul style="list-style-type: none"> Think about what makes the world special and beautiful; Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less; Talk about what can happen to living things if the world is not cared for.
	Looking after money (1): recognising, spending, using	<ul style="list-style-type: none"> Recognise coins and other items relating to money; Identify the uses of money.
	Looking after money (2): saving money and keeping it safe	<ul style="list-style-type: none"> Talk about why it's important to keep money safe; Identify ways to save money; Talk about why we save money.
Being My Best		
Overarching learning intentions across this unit: Children will be able to: <ul style="list-style-type: none"> Feel resilient and confident in their learning; Name and discuss different types of feelings and emotions; Learn and use strategies or skills in approaching challenges; Understand that they can make healthy choices; Name and recognise how healthy choices can keep us well. 		
MW2, MW3, CF2, RR2	Bouncing back when things go wrong	<ul style="list-style-type: none"> Share an experience where they haven't achieved their goal; Develop their confidence and resilience towards having a growth mindset; Name a strategy to overcome a hurdle.
MW2, MW3, CF2	Yes, I can!	<ul style="list-style-type: none"> Share an experience where they haven't achieved their goal.

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		<ul style="list-style-type: none"> Develop their confidence and resilience towards having a growth mindset. Name a strategy to overcome a hurdle.
HE1, HE2	Healthy eating (1)	<ul style="list-style-type: none"> Name and choose healthy foods and drink; Understand there are some foods that are a “just sometimes” food or drink (eating in moderation); Explain the jobs of different food groups.
HE1	Healthy eating (2)	<ul style="list-style-type: none"> Name and choose healthy foods and drink; Understand there are some foods that are a “just sometimes” food or drink (eating in moderation); Explain the jobs of different food groups.
PHF2, HE1, HP3, HP4, HP5	Move your body	<ul style="list-style-type: none"> Describe the changes in their body during exercise and what is happening to their body; Explain how exercise can help us stay well - physically and mentally; Name some ways to keep their body fit and well.
HP3, HP4, HP5	A good night's sleep	<ul style="list-style-type: none"> Understand why our body needs sleep; Talk about their own bedtime routine; Suggest ways to have a calm evening and bedtime routine.
Growing and Changing		
Overarching learning intentions across this unit: Children will be able to: <ul style="list-style-type: none"> Understand that there are changes in nature and humans; Name the different stages in childhood and growing up; Understand that babies are made by a man and a woman; Use the correct vocabulary when naming the different parts of the body; Know how to keep themselves safe. 		
CAB1	Seasons	<ul style="list-style-type: none"> Name the different seasons and describe their differences; Explain the changes that occur as seasons change; Talk about how they have grown in resilience.
CAB1	Life stages - plants, animals,	<ul style="list-style-type: none"> To understand that animals and humans change in appearance over time;

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	humans	<ul style="list-style-type: none"> • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals); • Make observations and ask questions about living things.
FPC2, FPC3, FPC4, FPC5, CAB1, BS3		<ul style="list-style-type: none"> • Retell a story and respond to questions about it. • Use the language and describe the different life stages of: baby, child, teenager, adult, older age. • Talk about their own experience of growing up.
FPC1, FPC3, FPC4, RR1, CAB1	Where do babies come from?	<ul style="list-style-type: none"> • Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. • Understand that every family is different. • Talk about similarities and differences between themselves and others.
FPC1, FPC3, FPC4, RR1, CAB1, HE1, HE3, HP3	Getting bigger	<ul style="list-style-type: none"> • Talk about how they have changed as they have grown. • Explain the differences between babies, children, and adults. • Understand that we are all unique.
BS2, BS3, BS7, RR7, RR8	Me and my body - girls and boys	<ul style="list-style-type: none"> • Name parts of the body (including reproductive parts) using the correct vocabulary. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe.