

Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements

YEAR 1 SCARF Lesson Plan title & half-termly unit		SCARF Lesson Plan Learning Outcomes
Me and My Relationships		
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.
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.)
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.
Feelings and bodies		Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt.
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.
Good friends		Identify simple qualities of friendship; Suggest simple strategies for making up.
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.
Valuing Difference		
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.
Unkind, tease or bully?		Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare.
Harold's school rules		Explain some of their school rules and how those rules help to keep everybody safe.
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.
It's not fair!		Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.
Keeping Myself Safe		
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.
Super sleep		Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep.
Who can help?		Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe.
Harold loses Geoffrey		Recognise the range of feelings that are associated with loss.
What could Harold do?		Understand that medicines can sometimes make people feel better when they're ill;

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	Explain simple issues of safety and responsibility about medicines and their use.
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.
Rights and Responsibilities	
Harold’s wash and brush up	Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order.
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.
Basic first aid	See link to external resources for further information.
Being My Best	
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.
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.
Catch it! Bin it! Kill it!	Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases.
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.
Harold has a bad day	Recognise how a person's behaviour (including their own) can affect other people.
Growing and Changing	
Inside my wonderful body!	Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them.
Taking care of a baby	Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
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.
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.
Surprises 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.
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.

YEAR 2 SCARF Lesson Plan title & half-termly unit		SCARF Lesson Plan Learning Outcomes
Me and My Relationships		
Our ideal classroom (1)		Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions.
Our ideal classroom (2)		The conventions of courtesy and manners.
How are you feeling today?		Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings.
Bullying or teasing?		Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying.
Don't do that!		Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies.
Types of bullying		Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving.
Being a good friend		Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other.
Let's all be happy		Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour.
Valuing Difference		
What makes us who we are?		Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people.
How do we make others feel?		Recognise and explain how a person's behaviour can affect other people.
My special people		Identify people who are special to them; Explain some of the ways those people are special to them.
When someone is feeling left out		Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out.
An act of kindness		Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school.
Solve the problem		Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
Keeping Myself Safe		

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Harold's picnic	Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use.
How safe would you feel?	Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help.
What should Harold say?	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.
I don't like that!	Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
Fun or not?	Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
Should I tell?	Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
Some secrets should never be kept	Identify how inappropriate touch can make someone feel Understand that there are unsafe secrets and secrets that are nice surprises 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.
Rights and Responsibilities	
Getting on with others	Describe and record strategies for getting on with others in the classroom.
When I feel like erupting	Explain, and be able to use, strategies for dealing with impulsive behaviour.
Feeling safe	Identify special people in the school and community who can keep them safe; Know how to ask for help.
Being My Best	
My day	Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
Harold's postcard – helping us to keep clean and healthy	Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses.
Harold's bathroom	Explain the importance of good dental hygiene; Describe simple dental hygiene routines.
My body needs...	Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health.
Growing and Changing	
A helping hand	Demonstrate simple ways of giving positive feedback to others.
Sam moves house	Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
Haven't you grown?	Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages.

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My Body, your body	<p>Identify which parts of our body are</p> <p>Explain that our genitals help us make babies when we are older</p> <p>Understand that we mostly have the same body parts but how they look is different from person to person.</p>	private
Respecting privacy	<p>Explain what privacy means</p> <p>Know that you are not allowed to touch someone's private belongings without their permission</p> <p>Give examples of different types of private information.</p>	
Basic first aid	See link to external resources for further information.	

YEAR 3 SCARF Lesson Plan title & half-termly unit		SCARF Lesson Plan Learning Outcomes
Me and My Relationships		
As a rule		<p>Explain why we have rules;</p> <p>Explore why rules are different for different age groups, in particular for internet-based activities;</p> <p>Suggest appropriate rules for a range of settings;</p> <p>Consider the possible consequences of breaking the rules.</p>
My special pet		<p>Explain some of the feelings someone might have when they lose something important to them;</p> <p>Understand that these feelings are normal and a way of dealing with the situation.</p>
Looking after our special people		<p>Identify people who they have a special relationship with;</p> <p>Suggest strategies for maintaining a positive relationship with their special people.</p>
How can we solve this problem?		Rehearse and demonstrate simple strategies for resolving given conflict situations.
Dan's dare		<p>Explain what a dare is;</p> <p>Understand that no-one has the right to force them to do a dare;</p> <p>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p>
Thunks		<p>Express opinions and listen to those of others;</p> <p>Consider others' points of view;</p> <p>Practice explaining the thinking behind their ideas and opinions.</p>
Friends are special		<p>Identify qualities of friendship;</p> <p>Suggest reasons why friends sometimes fall out;</p> <p>Rehearse and use, now or in the future, skills for making up again.</p>
Valuing Difference		
Family and friends		<p>Recognise that there are many different types of family;</p> <p>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p>
My community		<p>Define the term 'community';</p> <p>Identify the different communities that they belong to;</p> <p>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p>
Respect and challenge		<p>Reflect on listening skills;</p> <p>Give examples of respectful language;</p> <p>Give examples of how to challenge another's viewpoint, respectfully.</p>
Our friends and neighbours		<p>Explain that people living in the UK have different origins;</p> <p>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</p> <p>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p>
Let's celebrate our differences		<p>Recognise the factors that make people similar to and different from each other;</p> <p>Recognise that repeated name calling is a form of bullying;</p> <p>Suggest strategies for dealing with name calling (including talking to a trusted adult).</p>
Zeb		Understand and explain some of the reasons why different people are bullied;

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	Explore why people have prejudiced and understand what this is.	views
Keeping Myself Safe		
Safe or unsafe?	Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe.	
Danger or risk?	Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation.	
The Risk Robot	Identify risk factors in given situations; Suggest ways of reducing or managing those risks.	
Alcohol and cigarettes: the facts	Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs.	
Super Searcher	Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online.	
None of your business!	Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.	
Raisin Challenge (1)	Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Understand where to get help from when making decisions.	
Help or harm?	Understand that medicines are drugs and suggest ways that they can be helpful or harmful.	
Rights and Responsibilities		
Our helpful volunteers	Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.	
Helping each other to stay safe	Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people.	
Recount task	Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language.	
Being My Best		
Derek cooks dinner!	Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal.	
Poorly Harold	Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness.	

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For or against?	Develop skills in discussion and an issue; Demonstrate their understanding of health and wellbeing issues that are relevant to them; Empathise with different viewpoints; Make recommendations, based on their research.	debating
I am fantastic!	Identify their achievements and areas of development; Recognise that people may say kind things to help us feel good about ourselves; Explain why some groups of people are not represented as much on television/in the media.	
Growing and Changing		
Relationship Tree	Identify different types of relationships; Recognise who they have positive healthy relationships with.	
Body space	Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space.	
Secret or surprise	Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.	
My changing body	Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty.	
Basic first aid	See link to external resources for further information	

YEAR 4 SCARF Lesson Plan title & half-termly unit		SCARF Lesson Plan Learning Outcomes
Me and My Relationships		
An email from Harold!		Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings.
Ok or not ok? (1)		Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others.
Ok or not ok? (2)		Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend.
Human machines		Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration.
Different feelings		Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state.
When feelings change		Demonstrate a range of feelings through their facial expressions and body language; Recognise that their feelings might change towards someone or something once they have further information.
Under pressure		Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.
Valuing Difference		
Can you sort it?		Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
Islands		Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
Friend or acquaintance?		Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared.
What would I do?		List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively.
The people we share our world with		List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of showing respect to others' differences.
That is such a stereotype!		Understand and identify stereotypes, including those promoted in the media.
Keeping Myself Safe		
Danger, risk or hazard?		Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk.
Picture Wise		Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing;

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	Understand and explain the implications of sharing images online without consent.
How dare you!	Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares.
Medicines: check the label	Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
Know the norms (formerly Tell Mark II)	Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
Keeping ourselves safe	Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk.
Raisin Challenge (2)	Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.
Rights and Responsibilities	
Who helps us stay healthy and safe?	Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe.
How do we make a difference?	Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process.
In the news!	Define the word influence; Recognise that reports in the media can influence the way they think about an topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
Safety in numbers	Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions.
Being My Best	
What makes me ME! (formerly Diversity World)	Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
Making choices (formerly Conformation control)	Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
SCARF Hotel (formerly Diversity World Hotel)	Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).
Basic first aid	See link to external resources for further information
Growing and Changing	

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Moving house	Describe some of the changes that to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change.	happen
My feelings are all over the place!	Name some positive and negative feelings; Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise.	
All change!	Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens.	
Period positive	Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that periods are a normal part of puberty for girls; Identify some of the ways they can cope better with periods.	
Secret or surprise?	Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.	
Together	Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.	

YEAR 5 SCARF Lesson Plan title & half-termly unit		SCARF Lesson Plan Learning Outcomes
Me and My Relationships		
Give and take		Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations.
How good a friend are you?		Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities.
Relationship cake recipe		Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help.
Being assertive		Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills.
Our emotional needs		Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
Communication		Understand that online communication can be misinterpreted; Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
Valuing Difference		
Qualities of friendship		Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.
Kind conversations		Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others.
Happy being me		Recognise some of the feelings associated with feeling excluded or 'left out'; Give examples of ways in which people behave when they discriminate against others who are different from them; Understand the importance of respecting others, even when they are different from themselves.
The land of the Red People		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.
Is it true?		Understand that the information we see online either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference sex, gender identity, gender expression and sexual orientation.
It could happen to anyone		Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way.
Keeping Myself Safe		
'Thinking' about habits		Explain what a habit is, giving examples; Describe why and how a habit can be hard to change.
Spot bullying		Demonstrate strategies to deal with both face-to-face and online bullying;

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	Demonstrate strategies and skills for others who are bullied; Recognise and describe the difference between online and face-to-face bullying.	supporting
Ella's diary dilemma	Define what is meant by a dare; Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare.	
Decision Dilemmas	Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation.	
Play, Like, Share	Reflect on what information they share offline and online; Recognise that people aren't always who they say they are online; Know how to protect personal information online.	
Drugs: true or false?	Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines; Understand ways in which medicines can be helpful or harmful and used safely or unsafely.	
Smoking: what is normal?	Understand the actual norms around smoking and the reasons for common misperceptions of these.	
Would you risk it?	Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.	
Rights and Responsibilities		
What's the story?	Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing.	
Fact or opinion?	Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read.	
Mo makes a difference	Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value.	
Being My Best		
Getting fit	Know two harmful effects each of smoking/drinking alcohol. Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Understand the actual norms around smoking and the reasons for common misperceptions of these.	
Independence and responsibility	Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people.	
Star qualities	Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have.	
Basic first aid	See link to external resources for further information	
Growing and Changing		
How are they feeling?	Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience.	

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Taking notice of our feelings	Identify people who can be trusted; Describe strategies for dealing with situations in which they would feel uncomfortable.
Changing bodies and feelings	Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.
Growing up and changing bodies	Identify some products that they may need during puberty and why; Know what menstruation is and why it happens.
It could happen to anyone	Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way.
Help, I'm a teenager...get me out of here!	Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
Dear Ash	Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.
Stop, start stereotypes	Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.

YEAR 6 SCARF Lesson Plan title & half-termly unit		SCARF Lesson Plan Learning Outcomes
Me and My Relationships		
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.
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.
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.
Dan's day		Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others.
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.
Acting Appropriately		Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal.
It's a puzzle		Identify strategies for keeping personal information safe online; Describe safe and respectful behaviours when using communication technology.
Valuing Difference		
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.
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.
Respecting differences		Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
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.

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/carers, relative).
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.
Keeping Myself Safe	
Thinking 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.
Traffic lights	Identify strategies for keeping personal information safe online; Describe safe behaviours when using communication technology.
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.
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.
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.
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.
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.
Joe's story (part 1)	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.
Joe's story (part 2)	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 Responsibilities	
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.
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.
Action stations!	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.
Being My Best	
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.
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.
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.
Basic first aid	See link to external resources for further information
Growing and Changing	
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.
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.
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.
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.
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; Know where someone could get support if they were concerned about their own or another person's safety.
Dear Ash	Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.

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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