

St Peter and St Paul's RC Primary School

RSHE (Relationship Education Sex Education and Health Education) and PSHE (Personal, Social, Health, Economic) Unit and Progression Overview



This document maps the lessons for Nursery to Y6 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. You’ll find the full 67 statements for these DfE codes. 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:

Relationships Education	Code	Health Education	Code
Families and people who care for me	FPC	Mental wellbeing	MW
Caring friendships	CF	Internet safety and harms	ISH
Respectful relationships	RR	Physical health and fitness	PHF
Online relationships	OR	Healthy eating	HE
Being safe	BS	Drugs, alcohol and tobacco	DAT
		Health and prevention	HP
		Basic first aid	BFA
		Changing adolescent body	CAB

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DfE Statutory Guidance Categories: Relationships Education (Primary)

By the end of primary school pupils should know:

<p>Families and people who care for me (FPC)</p>	<ol style="list-style-type: none"> 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.
<p>Caring friendships (CF)</p>	<ol style="list-style-type: none"> 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.
<p>Respectful relationships (RR)</p>	<ol style="list-style-type: none"> 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.
<p>Online relationships (OR)</p>	<ol style="list-style-type: none"> 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.

	<ol style="list-style-type: none"> 5. how information and data is shared and used online.
Being safe (BS)	<ol style="list-style-type: none"> 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)	<ol style="list-style-type: none"> 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)	<ol style="list-style-type: none"> 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)	<ol style="list-style-type: none"> 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)	<ol style="list-style-type: none"> 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)	<ol style="list-style-type: none"> 1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention (HP)	<ol style="list-style-type: none"> 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)	<ol style="list-style-type: none"> 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)	<ol style="list-style-type: none"> 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.

Nursery

Nursery follow Think Equal Level 1 throughout the year (This is a programme focusing on gender equality, empathy, social, emotional, ethical, emotions decision-making, and the RULER programme)

DfE Statutory Requirements - end of primary statements	Lesson Plan title & half-termly unit	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">● Recognise that we are unique;● Describe different feelings and use this skill to manage relationships;● Understand that some families are different from theirs, but these families also love and care for one another.		
N/A	Marvellous me!	<ul style="list-style-type: none">● Share their likes and dislikes with their friends and adults in their classroom;● Name the different features of their face and parts of their body;● Use their senses to explore the world around them.
N/A	I'm special	<ul style="list-style-type: none">● Speak positively about themselves;● Name different feelings and possible causes;● Name some key adults who can help them when feeling sad/worried/scared.
N/A	People who are special to me	<ul style="list-style-type: none">● Talk about their families and special people;● Name those who care for them and keep them safe;● Describe the different types of homes.
	Valuing Difference	

Nursery

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Overarching learning intentions across this unit:

Children will be able to:

- Recognise that there are differences and similarities between themselves;
- Celebrate their friends and include them;
- Understand people have different cultures and religions.

	Me and my friends	<ul style="list-style-type: none">● Talk about the similarities and differences amongst their peers;● Talk about the things they and their friends are good at;● Spot similarities and differences in nature.
	Friends and family	<ul style="list-style-type: none">● Understand that having differences between us is a good thing;● Notice and talk about differences in nature;● Recognise the differences within and amongst families.
	Including everyone	<ul style="list-style-type: none">● Explore and use different materials;● Show kindness by including their friends;● Talk about how to help those who are in need.
	Keeping Safe	

Overarching learning intentions across this unit:

Children will be able to:

- Explain what they should do if they feel unsafe;
- Recognise potential dangers and how to stay safe, inside and outside;
- Learn the importance of keeping safe around medicines and unknown products.

	People who help me and keep me safe	<ul style="list-style-type: none">● Name key relatives/care givers at home and those who care for them in their education settings;
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Nursery

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		<ul style="list-style-type: none"> ● Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do; ● Talk about what makes them feel safe.
	Safety indoors and outdoors	<ul style="list-style-type: none"> ● Name potential dangers, both inside and outside, and how to avoid getting hurt; ● Name things in the environment that keep us safe e.g. traffic lights, warning signs, school rules; ● Talk about how to keep their bodies safe.
	What's safe to go into my body	<ul style="list-style-type: none"> ● Know which products in the home are to be used only by adults; ● Sort items according to their use and purpose; ● Explain who can give medicine to children and why.
	Rights and Respect	

Overarching learning intentions across this unit:

Children will be able to:

- Learn about taking ownership of their own health;
- Describe ways in which they can help others and why they would do so;
- Take care of their home, their learning environment and the natural environment.

	Looking after myself	<ul style="list-style-type: none"> ● Talk about how healthy food and keeping clean can help our bodies; ● Name some healthy foods; ● Try new experiences.
	Looking after others	<ul style="list-style-type: none"> ● Name some activities that they can do to help out at home; ● Talk about how they can look after other members of their family; ● Talk about how they can look after their friends.

Nursery

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Looking after my environment

- Show care and respect for their home and learning environments;
- Talk about what is special within the natural world;
- Name some ways in which they can help their world.

Being My Best

Overarching learning intentions across this unit:

Children will be able to:

- Talk about healthy choices and activities;
- Develop resilience and persistence in their learning;
- Working cooperatively with others when faced with a challenge.

What does my body need?

- Name what their bodies need for energy (food, water, exercise, sleep);
- Describe how they feel when they don't have enough food, water, exercise or sleep;
- Make healthy choices independently, in their home or education setting.

I can keep trying

- Explain how people might feel if they find something hard;
- Suggest ways to encourage others to keep going;
- Have a go at challenging themselves.

I can do it!

- Develop skills in planning, reviewing applying a trial and error approach;
- Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone;
- Communicate with others by sharing with and listening to each other's ideas.

LIFE TO THE FULL

FPC5, FPC 2

Role model

- Grateful to others and to God
- Courteous, learning to say, "please" and "thank you"

Nursery

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		<ul style="list-style-type: none"> ● We are part of God's family ● Jesus cared for others ● That we should love other people in the same way Jesus loves us
FPC1, FPC2, FPC3, FPC4, FPC 6, BS 8	Who's who?	<ul style="list-style-type: none"> ● We are part of God's family ● All families are important ● To identify special people (e.g. family, carers, friends) and what makes them special ● There are different family structures and these should be respected ● Families should be a place of love, security and stability. ● The importance of spending time with your family ● Who to go to if they are worried or need help ● That there are a number of different people and organisations they can go to for help in different situations ● That they belong to various communities such as home, school, parish, the wider local community and the global community
CF1, CF 2, CF 3, CF 5, RR5, RR6	You've got a friend in me	<ul style="list-style-type: none"> ● Friendly, able to make and keep friends ● Honest, able to tell the difference between truth and lies ● That we should love other people in the same way Jesus loves us ● The characteristics of positive and negative relationships ● How their behaviour affects other people and that there are appropriate and inappropriate behaviours ● To recognise when people are being unkind to them and others and how to respond ● Different types of teasing and bullying which are wrong and unacceptable ● Who to go to if they are worried or need help
CF1, CF 2, CF 3 RR2, RR3	Forever friends	<ul style="list-style-type: none"> ● Simple strategies for managing feelings and behaviour. ● Friendly, able to make and keep friends ● That saying sorry is important and can help mend broken friendships ● Caring, attentive to the needs of others and generous in their responses. ● That we should love other people in the same way Jesus loves us ● The characteristics of positive and negative relationships ● How their behaviour affects other people and that there are appropriate and inappropriate behaviours

Nursery

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OR3, ISH1 , ISH2 ,ISH 7, HP2	Safe inside and out	<ul style="list-style-type: none"> ● Respectful of their own bodies and character ● We are made by God and are special ● To identify special people (e.g. family, carers, friends) and what makes them special ● To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online ● That there are a number of different people and organisations they can go to for help in different situations
CF1, CF 2, CF4 FPC 3 BS2, BS3, BS4, BS5, BS6 BS8, MW2	My Body, my rules	<ul style="list-style-type: none"> ● Respectful of their own bodies and character ● The characteristics of positive and negative relationships ● To identify special people (e.g. family, carers, friends) and what makes them special ● How their behaviour affects other people and that there are appropriate and inappropriate behaviours ● Who to go to if they are worried or need help
HP1,	Feeling Poorly	<ul style="list-style-type: none"> ● Respectful of their own bodies and character ● Medicines should only be taken when a parent or doctor gives them to us. ● We are made by God and are special ● Who to go to if they are worried or need help
BFA1,	People who help us	<ul style="list-style-type: none"> ● There are lots of jobs designed to help us. ● Paramedics help us in a medical emergency. ● First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance

Reception

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DfE Statutory Requirements - end of primary statements

Lesson Plan title & half-termly unit

Lesson Plan Learning Outcomes

Me and My Relationships

Overarching learning intentions across this unit:

Children will be able to:

- 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

- 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

- 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

- 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?

- 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

- 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)

- 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

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Valuing Difference

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

- 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

- 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

- 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

- 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)

- 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)

- Show friendly behaviour towards a peer;
- Build relationships with others.

Keeping Safe

Overarching learning intentions across this unit:

Reception

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Children will be able to:

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

Overarching learning intentions across this unit:

Children will be able to:

Reception

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- 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.

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:

- 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;

Reception

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- 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. • 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.
	LIFE TO THE FULL	
N/A	Reception Module 1 Handmade with love	<ul style="list-style-type: none"> • We are created individually by God as part of His creation plan • We are all God's children and are special • Our bodies were created by God and are good
RR1	I am me	<ul style="list-style-type: none"> • We are each unique, with individual gifts, talents and skills.
PHF1	Heads, shoulders, knees and toes	<ul style="list-style-type: none"> • Our bodies are good and made by God • The names of the parts of the body (not genitalia)

Reception

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MW5, HE1, PHF 2, HP3, HP4, HP2	Ready, Teddy?	<ul style="list-style-type: none"> • That our bodies are good and we need to look after them • What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene
RR1, RR4, CF1	I like, you like, we all like	<ul style="list-style-type: none"> • That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • That it is natural for us to relate to and trust one another
CF1, MW2, MW3	Good feelings, bad feelings	<ul style="list-style-type: none"> • A language to describe their feelings • An understanding that everyone experiences feelings, both good and bad • Simple strategies for managing feelings
CF3, CF4, RR2, RR3, RR5, RR8, MW4	Let's get real	<ul style="list-style-type: none"> • Simple strategies for managing emotions and behaviour • That we have choices and these choices can impact how we feel and respond. • We can say sorry and forgive like Jesus.
	Growing up	<ul style="list-style-type: none"> • That there are natural life stages from birth to death, and what these are.

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DfE Statutory Requirements - end of primary statements	Lesson Plan title & half-termly unit	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, MW8	Unkind, tease or bully?	<ul style="list-style-type: none">• Explain the difference between unkindness, teasing and bullying;• 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;

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		<ul style="list-style-type: none"> 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 they're ill; Explain simple issues of safety about medicines and their use.
MW2	Harold loses Geoffrey	<ul style="list-style-type: none"> Recognise the range of feelings that are associated with loss.
	Rights and Respect	
CF2, CF4, RR2, RR3, RR5	Harold has a bad day	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Identify what they like about the school environment; Recognise who cares for and looks after the school environment.

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RR5	Taking care of something	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • See link to external resources for further information.
	Being My Best	
HE1, HE2, HE3	I can eat a rainbow	<ul style="list-style-type: none"> • 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	<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.

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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.
	LIFE TO THE FULL	
CF4, RR4,	Created to Love Others and God Loves You	<ul style="list-style-type: none"> We are part of God's family. Saying sorry is important and can mend friendships. Jesus cared for others and has expectations of them and how they should act. We should love other people in the same way God loves us.
FPC1, FPC3, FPC2, FPC4,BS8	Special People	<ul style="list-style-type: none"> To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special. The importance of nuclear and wider family. The importance of being close to and trusting special people and telling them if something is troubling them.
CF1, CF2, RR6, RR3, MW8	Treat Others well..... and Say Sorry	<ul style="list-style-type: none"> How their behaviour affects other people, and that there is appropriate and inappropriate behaviour. The characteristics of positive and negative relationships. Different types of teasing and that all bullying is wrong and unacceptable.
OR3, BS5, BS6, ISH1ISH3, ISH5, ISH7	Being Safe	<ul style="list-style-type: none"> To understand safe and unsafe situations, including online.
FPC6, BS1, BS2, BS5	Good and Bad Secrets	<ul style="list-style-type: none"> The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them. How to resist pressure when feeling unsafe.
RR8, BS1, BS2, BS3, BS5, BS7	Physical Contact	<ul style="list-style-type: none"> To know that they are entitled to bodily privacy That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers.
DAT1, HE3	Harmful Substances	<ul style="list-style-type: none"> Medicines are drugs, but not all drugs are good for us. Alcohol and tobacco are harmful substances. Our bodies are created by God, so we should take care of them and be careful about what we consume.
PHF4, BFA1, BFA2	Can you help me?	<ul style="list-style-type: none"> They should call 999 in an emergency and ask for ambulance, police and/or fire brigade If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999.

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- If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999.

RR5, RR1

Who is My Neighbour?

- To know what a community is, and that God calls us to live in community with one another.
- A scripture illustrating the importance of living in community as a consequence of this.
- Jesus' teaching on who is my neighbour.

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DfE Statutory Requirements - end of primary statements	Lesson Plan title & half-termly unit	Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2	Our ideal classroom (1)	<ul style="list-style-type: none">• Suggest actions that will contribute positively to the life of the classroom;• Make and undertake pledges based on those actions.
RR3	Our ideal classroom (2) (OPTIONAL)	<ul style="list-style-type: none">• The conventions of courtesy and manners.
MW2, MW3	How are you feeling today?	<ul style="list-style-type: none">• 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.
MW2, MW9	Let's all be happy	<ul style="list-style-type: none">• 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.
CF1, CF2, CF3	Being a good friend	<ul style="list-style-type: none">• Recognise that friendship is a special kind of relationship;• Identify some of the ways that good friends care for each other.
RR5, RR6	Types of bullying	<ul style="list-style-type: none">• 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.
RR5, RR6	Don't do that!	<ul style="list-style-type: none">• Understand and describe strategies for dealing with bullying;• Rehearse and demonstrate some of these strategies.
RR5, RR6	Bullying or teasing? (OPTIONAL)	<ul style="list-style-type: none">• 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.
	Valuing difference	
RR1, RR2	What makes us who we are?	<ul style="list-style-type: none">• 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.
FPC1, FPC2, FPC3, FPC4	My special people	<ul style="list-style-type: none">• Identify people who are special to them;• Explain some of the ways those people are special to them.

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RR2, MW3	How do we make others feel?	<ul style="list-style-type: none"> Recognise and explain how a person's behaviour can affect other people.
CF3, MW7	When someone is feeling left out	<ul style="list-style-type: none"> 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.
CF3, RR2, RR3, MW3	An act of kindness	<ul style="list-style-type: none"> 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.
CF4, CF5	Solve the problem	<ul style="list-style-type: none"> 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 Safe	
MW3, MW5, DAT1	Harold's picnic	<ul style="list-style-type: none"> 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 about medicines and their use.
BS1, BS3, BS5	How safe would you feel?	<ul style="list-style-type: none"> Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help.
BS1, BS3, BS4	What should Harold say?	<ul style="list-style-type: none"> 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.
BS3, BS4, MW2, RR8	I don't like that!	<ul style="list-style-type: none"> 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.
BS1, BS3, BS5	Fun or not?	<ul style="list-style-type: none"> 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.

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BS1, BS2, BS3, BS5	Should I tell?	<ul style="list-style-type: none"> 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.
	Rights and respect	
CF5, RR3, RR5, RR6	Getting on with others	<ul style="list-style-type: none"> Describe and record strategies for getting on with others in the classroom.
MW3, MW4	When I feel like erupting	<ul style="list-style-type: none"> Explain, and be able to use, strategies for dealing with impulsive behaviour.
BS6, BS7, BS8	Feeling safe	<ul style="list-style-type: none"> Identify special people in the school and community who can keep them safe; Know how to ask for help.
OR1, OR2, OR3, OR4, OR5, BS1, BS2, BS6, ISH1, ISH2, ISH3, ISH5, ISH7	Playing games	<ul style="list-style-type: none"> Know the importance of keeping personal information private, when online and only talking to people they know in real life; Know that they can tell an adult they trust if anything happens that makes them worried.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold saves for something special	<ul style="list-style-type: none"> Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold goes camping (OPTIONAL)	<ul style="list-style-type: none"> Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.
Wider PSHE curriculum (not covered by DfE statutory requirements)	How can we look after our environment?	<ul style="list-style-type: none"> Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment.
	Being My Best	
Wider PSHE curriculum (not covered by DfE statutory requirements)	You can do it!	<ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding of the learning process; Suggest phrases and words of encouragement to give someone who is learning something new; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.
MW3, PHF2, HE1	My day	<ul style="list-style-type: none"> 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

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		<ul style="list-style-type: none"> about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
HP5, HP6	Harold's postcard - helping us to keep clean and healthy	<ul style="list-style-type: none"> Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses.
HP4	Harold's bathroom	<ul style="list-style-type: none"> Explain the importance of good dental hygiene; Describe simple dental hygiene routines.
Wider PSHE curriculum (not covered by DfE statutory requirements)	What does my body do?	<ul style="list-style-type: none"> Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood.
PHF1, HE1, HP3	My body needs... (OPTIONAL)	<ul style="list-style-type: none"> Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health.
BFA1, BFA2	Basic first aid	<ul style="list-style-type: none"> See link to external resources for further information.
	LIFE TO THE FULL	
RR1, RR5	Module 1 I am Unique	<ul style="list-style-type: none"> To learn that we are unique, with individual gifts, talents and skills.
RR1, BS1, BS3	Girls and Boys	<ul style="list-style-type: none"> Our bodies are good. The names of the parts of our bodies (please refer to the Module Overview for important guidance on discussing genitalia). Girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family.
BS3, PHF1, HE1, HE2, HE3, HP3, HP4, HP5	Clean & Healthy	<ul style="list-style-type: none"> Our bodies are good and we need to look after them. What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating. The importance of sleep, rest and recreation for our health. How to maintain personal hygiene.
RR1	Feelings, Likes and Dislikes	<ul style="list-style-type: none"> That it is natural for us to relate to and trust one another. That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc). A language to describe our feelings

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MW2, MW3	Feeling Inside	<ul style="list-style-type: none"> Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.
BS1, CF5, CF4, MW4	Anger	<ul style="list-style-type: none"> Simple strategies for managing feelings and for good behaviour. That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do. That Jesus died on the cross so that we would be forgiven.
CF3, CF\$	The Cycle of Life	<ul style="list-style-type: none"> Children will know and appreciate that there are natural life stages from birth to death, and what these are.
RR1, RR5	Who Is My Neighbour?	<ul style="list-style-type: none"> To know what a community is, and that God calls us to live in community with one another. A scripture illustrating the importance of living in community as a consequence of this Jesus' teaching on who is my neighbour.
RR1, RR5	The Communities We Live In	<ul style="list-style-type: none"> That they belong to various communities such as home, school, parish, the wider local community, nation and global community. That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc. That we have a duty of care for others and for the world we live in (charity work, recycling etc.). About what harms and what improves the world in which we live.

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DfE Statutory Requirements - end of primary statements	Lesson Plan title & half-termly unit	Lesson Plan Learning Outcomes
	Me and My Relationships	
ISH4	As a rule	<ul style="list-style-type: none"> Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules.
FPC2, CF1, CF2	Looking after our special people	<ul style="list-style-type: none"> Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people.

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CF3, CF4, RR1	How can we solve this problem?	<ul style="list-style-type: none"> Rehearse and demonstrate simple strategies for resolving given conflict situations.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Tangram team challenge (OPTIONAL)	<ul style="list-style-type: none"> Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone to achieve success.
CF1, CF2, CF4, CF5, RR3	Friends are special	<ul style="list-style-type: none"> Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.
RR1, RR2, RR3	'Thunks'	<ul style="list-style-type: none"> Express opinions and listen to those of others; Consider others' points of view; Practice explaining the thinking behind their ideas and opinions.
BS1	Dan's dare	<ul style="list-style-type: none"> Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
MW2, MW3, MW4	My special pet (OPTIONAL)	<ul style="list-style-type: none"> Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a way of dealing with the situation.
	Valuing Difference	
RR1, RR3	Respect and challenge	<ul style="list-style-type: none"> Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully.
FPC1, FPC2, FPC3, FPC4, FPC6, RR7	Family and friends	<ul style="list-style-type: none"> Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
MW5	My community	<ul style="list-style-type: none"> Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
RR1, RR2	Our friends and neighbours	<ul style="list-style-type: none"> Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying

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		<ul style="list-style-type: none"> national, regional, ethnic and religious backgrounds; Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.
FPC3, RR1, RR2, RR6, OR2, MW8, ISH5	Let's celebrate our differences	<ul style="list-style-type: none"> Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult).
RR1, RR2, RR3, RR5, RR6, RR7, OR2, MW8, ISH5	Zeb	<ul style="list-style-type: none"> Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is.
	Keeping safe	
BS1, BS4, BS5, BS6, BS7, BS8	Safe or unsafe?	<ul style="list-style-type: none"> Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe.
BS4	Danger or risk?	<ul style="list-style-type: none"> Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation.
BS2, BS5	The Risk Robot	<ul style="list-style-type: none"> Identify risk factors in given situations; Suggest ways of reducing or managing those risks.
OR3, OR4, OR5, ISH1, ISH3, ISH6	Super Searcher	<ul style="list-style-type: none"> Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online.
HE3, DAT1	Help or harm?	<ul style="list-style-type: none"> Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
HE3, DAT1	Alcohol and cigarettes: the facts	<ul style="list-style-type: none"> 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.
OR5, BS1, BS6, ISH2, ISH6	Raisin Challenge (1) (OPTIONAL)	<ul style="list-style-type: none"> Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Understand where to get help from when making decisions.
	Rights and Respect	
BS8	Helping each other to stay safe	<ul style="list-style-type: none"> Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people.

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OR4, ISH6	Recount task	<ul style="list-style-type: none"> 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.
MW5	Our helpful volunteers	<ul style="list-style-type: none"> 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Can Harold afford it?	<ul style="list-style-type: none"> Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for them; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.); Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).
Wider PSHE curriculum (not covered by DfE statutory requirements)	Earning money	<ul style="list-style-type: none"> Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's environment project	<ul style="list-style-type: none"> Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method.
	Let's have a tidy up (OPTIONAL)	
	Being My Best	
HE1, HE2, HE3	Derek cooks dinner!	<ul style="list-style-type: none"> 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.
HP5, HP6	Poorly Harold	<ul style="list-style-type: none"> 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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Wider PSHE curriculum (not covered by DfE statutory requirements)	Body team work	<ul style="list-style-type: none"> Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); Describe how food, water and air get into the body and blood.
RR1, RR2, RR3	For or against?	<ul style="list-style-type: none"> Develop skills in discussion and debating 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.
OR1	I am fantastic!	<ul style="list-style-type: none"> 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Top talents	<ul style="list-style-type: none"> Explain some of the different talents and skills that people have and how skills are developed; Recognise their own skills and those of other children in the class.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Getting on with your nerves! (OPTIONAL)	<ul style="list-style-type: none"> Demonstrate how working together in a collaborative manner can help everyone to achieve success; Understand and explain how the brain sends and receives messages through the nerves.
	LIFE TO THE FULL	
CF4	Module 2 Jesus, My Friend	<ul style="list-style-type: none"> That Jesus loves, embraces, guides, forgives and reconciles us with him and one another. The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness; That relationships take time and effort to sustain; We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.
FPC3, FPC1, FPC2, FPC4, CF3, CF1, CF2	Friends, Family and Others	<ul style="list-style-type: none"> Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong. That there are different types of relationships including those between acquaintances, friends, relatives and family. That good friendship is when both persons enjoy each other's company and also want what is truly best for the other. The difference between a group of friends and a 'clique'.
RR6, CF5, FPC6, MW8, BS8	When Things Feel Bad	<ul style="list-style-type: none"> Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying. Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.

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OR3, OR2, OR5, ISH1, ISH3, ISH 5, OR1, OR4, BS1, BS6, ISH5, ISH7	Sharing Online Chatting Online	<ul style="list-style-type: none"> To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. How to use technology safely. That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages. That bad language and bad behaviour are inappropriate. How to report and get help if they encounter inappropriate materials or messages.
BS2, BS4, CF5, BS5, BS7, BS8	Safe in my body	<ul style="list-style-type: none"> To judge well what kind of physical contact is acceptable or unacceptable and how to respond. That there are different people we can trust for help, especially those closest to us who care for us, including our teachers.
DAT1, HP6	Drugs, alcohol and Tobacco	<ul style="list-style-type: none"> Medicines are drugs, but not all drugs are good for us. Alcohol and tobacco are harmful substances. Our bodies are created by God, so we should take care of them and be careful about what we consume.
BFA1, BFA2	First Aid Heroes	<ul style="list-style-type: none"> In an emergency, it is important to remain calm. Quick reactions in an emergency can save a life. Children can help in an emergency using their First Aid knowledge.
N/A	A community of Love	<ul style="list-style-type: none"> God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’. The human family is to reflect the Holy Trinity in mutual charity and generosity.
N/A	What is the Church?	<ul style="list-style-type: none"> That the human family is to reflect the Holy Trinity in mutual charity and generosity. The Church family comprises of home, school and parish (which is part of the diocese).

YEAR 4		
DfE Statutory Requirements - end of primary statements	Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2	Human machines	<ul style="list-style-type: none"> Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration.

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CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, MW3, HE3	Ok or not ok? (1)	<ul style="list-style-type: none"> Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others.
CF2, CF4, CF5, RR1, RR4, RR5, OR1, OR2, MW3, HE3	Ok or not ok? (2)	<ul style="list-style-type: none"> 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.
CF2, CF3, MW3, MW6, MW7	An email from Harold!	<ul style="list-style-type: none"> 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.
MW1, MW2, MW3, MW4	Different feelings	<ul style="list-style-type: none"> 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.
MW3, MW4	When feelings change (OPTIONAL)	<ul style="list-style-type: none"> 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.
RR1, RR6, MW8, ISH5	Under pressure	<ul style="list-style-type: none"> 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	
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, OR2, OR4	Can you sort it?	<ul style="list-style-type: none"> Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
FPC3, CF4, CF5, RR1, RR2, RR3, RR5, RR6, BS1	What would I do?	<ul style="list-style-type: none"> 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.
FPC3, CF3, RR1, RR2, RR5	The people we share our world with	<ul style="list-style-type: none"> 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.
RR7, OR5, ISH2, ISH5, ISH6	That is such a stereotype!	<ul style="list-style-type: none"> Understand and identify stereotypes, including those promoted in the media.
FPC1, FPC2, CF1, CF2, RR1	Friend or	<ul style="list-style-type: none"> Recognise that they have different types of relationships with people they know (e.g. close

YEAR 4		
	acquaintance?	<p>family, wider family, friends, acquaintances);</p> <ul style="list-style-type: none"> Give examples of features of these different types of relationships, including how they influence what is shared.
CF5, RR8, BS1, BS3, BS5, MW4	Islands	<ul style="list-style-type: none"> 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.
	Keeping Safe	
OR4, BS4, BS5, ISH2, PHF3, HE1, HE3, DAT1, HP2	Danger, risk or hazard?	<ul style="list-style-type: none"> 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.
CF5, RR4, RR6, OR2, BS1, BS6, MW4	How dare you!	<ul style="list-style-type: none"> Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares.
CF3, CF5, RR4, RR6, OR3, DAT1	Keeping ourselves safe	<ul style="list-style-type: none"> Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk.
OR5, BS1, ISH2, ISH6	Raisin Challenge (2)	<ul style="list-style-type: none"> 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.
OR3, OR5, ISH3, ISH5	Picture Wise	<ul style="list-style-type: none"> Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent.
DAT1, HP5	Medicines: check the label	<ul style="list-style-type: none"> 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).
HE3, DAT1	Know the norms (formerly Tell Mark II) (OPTIONAL)	<ul style="list-style-type: none"> 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).

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OR3, OR5, ISH3	Traffic lights (OPTIONAL)	<ul style="list-style-type: none"> Identify strategies for keeping personal information safe online; Describe safe behaviours when using communication technology.
	Rights and respect	
PHF4	Who helps us stay healthy and safe?	<ul style="list-style-type: none"> 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	It's your right	<ul style="list-style-type: none"> Understand that humans have rights and also need to respect the rights of other; Identify some rights and also need to respect the rights of others that come with these rights.
RR3, RR5, OR2, OR3, BS2	How do we make a difference?	<ul style="list-style-type: none"> 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.
RR3, OR4, OR5, ISH2, ISH6, ISH7	In the news!	<ul style="list-style-type: none"> 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.
RR5, RR6, BS7	Safety in numbers	<ul style="list-style-type: none"> 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's expenses (OPTIONAL)	<ul style="list-style-type: none"> Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home; Prioritise items of expenditure in the home from most essential to least essential.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Why pay taxes?	<ul style="list-style-type: none"> Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Logo quiz (OPTIONAL)	<ul style="list-style-type: none"> Understand some of the ways that various national and international environmental organisations work to help take care of the environment; Understand and explain the value of this work.

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	Being My Best	
RR1, RR2, RR4	What makes me ME! (formerly Diversity World)	<ul style="list-style-type: none"> 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.
CF2, RR1, OR4	Making choices	<ul style="list-style-type: none"> 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.
PHF1, PHF2, HE1, HE2, HE3, HP3, ISH2, ISH3	SCARF hotel (formerly Diversity World Hotel)	<ul style="list-style-type: none"> 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).
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's Seven Rs	<ul style="list-style-type: none"> Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios.
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (1)	<ul style="list-style-type: none"> Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community.
BFA1, BFA2	Basic first aid	<ul style="list-style-type: none"> See link to external resources for further information
	LIFE TO THE FULL	
N/A	Module 1 Get Up!	<ul style="list-style-type: none"> We are created individually by God who is Love, designed in His own image and likeness. God made us with the desire to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation). Every human life is precious from the beginning of life (conception) to natural death. In Baptism God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue).
RR4, RR1, RR5	We Don't Have to be the Same	<ul style="list-style-type: none"> Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community. Self-confidence arises from being loved by God (not status, etc).
BS3,HP2, HP3, HP4, HP5 HE1, HE2, PHF 1, PHF2, PHF3,	Respecting our Bodies	<ul style="list-style-type: none"> About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.

YEAR 4		
PHF4, ISH2		
CAB1, CAB 2	What is Puberty?	<ul style="list-style-type: none"> • Learn what the term puberty means. • Learn when they can expect puberty to take place. • Understand that puberty is part of God's plan for our bodies.
CAB1, CAB 2	Changing Bodies	<ul style="list-style-type: none"> • Learn correct naming of genitalia. • Learn what changes will happen to boys during puberty. • Learn what changes will happen to girls during puberty.
MW1, MW2, MW3, MW 5, MW6, MW7, MW9, MW10	What am I Feeling?	<ul style="list-style-type: none"> • That emotions change as they grow up (including hormonal effects). • To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. • What emotional well-being means. • Positive actions help emotional well-being (beauty, art, etc. lift the spirit). • Talking to trusted people help emotional well-being (eg parents/carers/teacher/parish priest).
RR7, ISH6	What Am I Looking at?	<ul style="list-style-type: none"> • To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.
RR2, RR3, MW4, MW6	I am Thankful	<ul style="list-style-type: none"> • Some behaviour is wrong, unacceptable, unhealthy and risky. • Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.
N/A	Life Cycles	<ul style="list-style-type: none"> • That they were handmade by God with the help of their parents. • How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception. • How conception and life in the womb fits into the cycle of life. • That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.
	A Community of Love	<ul style="list-style-type: none"> • The human family is to reflect the Holy Trinity in mutual charity and generosity.
MW5	What is the Church?	<ul style="list-style-type: none"> • That the human family is to reflect the Holy Trinity in mutual charity and generosity.
RR5	How do I Love Others?	<ul style="list-style-type: none"> • To know that God wants His Church to love and care for others.

YEAR 5		
DfE Statutory Requirements - end of primary statements	Lesson Plan title & half-termly unit	Lesson Plan Learning Outcomes
	Me and My Relationships	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Collaboration Challenge!	<ul style="list-style-type: none"> • Explain what collaboration means; • Give examples of how they have worked collaboratively; • Describe the attributes needed to work collaboratively.
CF2, CF3	Give and take	<ul style="list-style-type: none"> • Explain what is meant by the terms negotiation and compromise; • Describe strategies for resolving difficult issues or situations.
OR2, OR3, MW8	Communication (OPTIONAL)	<ul style="list-style-type: none"> • 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.
CF1, CF2, CF3, CF4, MW1, MW2, MW3	How good a friend are you?	<ul style="list-style-type: none"> • 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.
CF2, CF3, CF4, CF5, RR3, RR4, RR5	Relationship cake recipe	<ul style="list-style-type: none"> • Identify what things make a relationship unhealthy; • Identify who they could talk to if they needed help.
MW2, MW3, MW4, MW9, MW10	Our emotional needs	<ul style="list-style-type: none"> • 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.
CF2, CF3, CF5, RR1	Being assertive	<ul style="list-style-type: none"> • Identify characteristics of passive, aggressive and assertive behaviours; • Understand and rehearse assertiveness skills.
	Valuing Difference	
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5	Qualities of friendship	<ul style="list-style-type: none"> • Define some key qualities of friendship; • Describe ways of making a friendship last; • Explain why friendships sometimes end.
RR1, RR2, RR4, RR5	Kind conversations	<ul style="list-style-type: none"> • Rehearse active listening skills; • Demonstrate respectfulness in responding to others; • Respond appropriately to others.

YEAR 5		
RR1, RR2, RR3, RR4, RR5, RR6, RR7	Happy being me	<ul style="list-style-type: none"> 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.
FPC3, CF3, RR1, RR2, RR4, RR5	The land of the Red People	<ul style="list-style-type: none"> 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.
RR1, RR2, RR6, RR7, OR2, OR3, OR4, OR5, BS1, ISH2, ISH3, ISH5, ISH6	Is it true?	<ul style="list-style-type: none"> 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.
RR1, RR6, RR7	Stop, start stereotypes	<ul style="list-style-type: none"> Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.
CF1, CF2, CF3, CF5	It could happen to anyone (OPTIONAL)	<ul style="list-style-type: none"> 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 Safe	
RR1, RR6, OR1, OR2, OR3, OR5, MW8, ISH4, ISH5	Spot bullying	<ul style="list-style-type: none"> Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying.
OR1, OR2, OR3, OR4, OR5, BS1, BS4, ISH1, ISH2, ISH3, ISH5, ISH7	Play, Like, Share	<ul style="list-style-type: none"> 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.
CF5	Decision dilemmas	<ul style="list-style-type: none"> 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.
CF5, RR2, RR4, RR5, RR8, BS1, BS2	Ella's diary dilemma	<ul style="list-style-type: none"> 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.

YEAR 5		
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jay's dilemma (OPTIONAL)	<ul style="list-style-type: none"> Recognise that there are positive and negative risks; Explain how to weigh up risk factors when making a decision; Describe some of the possible outcomes of taking a risk.
	Vaping: healthy or unhealthy?	
BS1	Would you risk it?	<ul style="list-style-type: none"> 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.
DAT1	'Thunking' about habit (OPTIONAL)	<ul style="list-style-type: none"> Explain what a habit is, giving examples; Describe why and how a habit can be hard to change.
DAT1	Drugs: true or false? (OPTIONAL)	<ul style="list-style-type: none"> 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.
ISH6, DAT1	Smoking: what is normal? (OPTIONAL)	<ul style="list-style-type: none"> Understand the actual norms around smoking and the reasons for common misperceptions of these.
	Rights and Respect	
ISH6, PHF2, PHF3, HE1	What's the story?	<ul style="list-style-type: none"> 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.
OR4, ISH6	Fact or opinion?	<ul style="list-style-type: none"> Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read.
MW5	Mo makes a difference	<ul style="list-style-type: none"> 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Rights, respect and duties	<ul style="list-style-type: none"> Define the differences between respect, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if duties are not carried out.
Wider PSHE curriculum (not covered by DfE statutory)	Spending wisely	<ul style="list-style-type: none"> State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product.

YEAR 5		
requirements)		
Wider PSHE curriculum (not covered by DfE statutory requirements)	Lend us a fiver!	<ul style="list-style-type: none"> Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Local councils (OPTIONAL)	<ul style="list-style-type: none"> Explain some of the areas that local councils have responsibility for; Understand that local Councillors are elected to represent their local community.
	Being My Best	
Wider PSHE curriculum (not covered by DfE statutory requirements)	It all adds up!	<ul style="list-style-type: none"> Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Different skills	<ul style="list-style-type: none"> Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements.
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (2)	<ul style="list-style-type: none"> State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community.
BS1	Independence and responsibility	<ul style="list-style-type: none"> Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people.
ISH4	Star qualities	<ul style="list-style-type: none"> 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.
BFA1, BFA2	Basic first aid, including Sepsis Awareness	<ul style="list-style-type: none"> See link to external resources for further information
DAT1	Getting fit (ARCHIVED)	<ul style="list-style-type: none"> 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.

YEAR 5		
	LIFE TO THE FULL	
RR5	Is God calling you?	<ul style="list-style-type: none"> To know that God calls us to love others. To know ways in which we can participate in God's call to us.
RR5, MW5, MW6	Under pressure	<ul style="list-style-type: none"> Pressure comes in different forms, and what those different forms are. There are strategies that they can adopt to resist pressure.
RR8, RR5	Do you want a piece of cake\?	<ul style="list-style-type: none"> Understand what consent and bodily autonomy means. Discuss and reflect on different scenarios in which it is right to say 'no'.
MW6, MW 9, MW 10, CF1, RR5	Self-talk	<ul style="list-style-type: none"> Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions. Apply this approach to personal friendships and relationships.
OR2, OR3, OR5, ISH1, ISH3, ISH6	Sharing isn't always caring	<ul style="list-style-type: none"> To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. How to use technology safely. That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages.
RR6, OR1, OR2, OR4, BS1, BS4, MW8, ISH5	Cyberbullying	<ul style="list-style-type: none"> What the term cyberbullying means and examples of it. What cyberbullying feels like for the victim. How to get help if they experience cyberbullying.
BS1, BS2, BS3, BS4, BS5, BS6, BS7, BS8	Types of abuse	<ul style="list-style-type: none"> To judge well what kind of physical contact is acceptable or unacceptable and how to respond. That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.
PHF1, HE3, DAT1, HP6, HP5	Impacted lifestyles	<ul style="list-style-type: none"> Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body. Learn how to make good choices about substances that will have a positive impact on their health. Know that our bodies are created by God, so we should take care of them and be careful about what we consume.
DAT1	Making good choices	<ul style="list-style-type: none"> Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco. Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies

YEAR 5		
RR1, BFA1, BFA2	Giving assistance	<ul style="list-style-type: none">• The recovery position can be used when a person is unconscious but breathing.• DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.

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DfE Statutory Requirements - end of primary statements	Lesson Plan title & half-termly unit	Lesson Plan Learning Outcomes
	Me and My Relationships	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Working together	<ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Let's negotiate (OPTIONAL)	<ul style="list-style-type: none"> • Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task.
CF2, CF3, CF4, CF5	Solve the friendship problem	<ul style="list-style-type: none"> • 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.
FPC1, FPC2, CF1, CF2, CF3, MW1, MW2, MW3, MW4, CAB1	Dan's day (OPTIONAL)	<ul style="list-style-type: none"> • Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others.
RR1, RR2, RR4, RR5, RR6, BS6	Behave yourself	<ul style="list-style-type: none"> • 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.
CF5, RR2, RR4, RR5, RR8	Assertiveness Skills	<ul style="list-style-type: none"> • List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
FPC3, FPC4, FPC5, FPC6, RR1, RR5, RR8, BS3, BS4, BS5, BS7	Don't force me	<ul style="list-style-type: none"> • 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.
RR5, RR6, BS1, BS2, BS3, BS4, BS5, BS6, BS7, BS8	Acting appropriately	<ul style="list-style-type: none"> • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal.
	Valuing Difference	

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CF2, RR1, RR6, BS1, MW3	Ok to be different	<ul style="list-style-type: none"> 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.
RR1, RR5, RR6, OR2	We have more in common than not	<ul style="list-style-type: none"> 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.
RR1, RR2, RR3, RR5	Respecting differences	<ul style="list-style-type: none"> Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
RR1, RR2, RR5	Tolerance and respect for others	<ul style="list-style-type: none"> 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.
FPC1, FPC4, CF1, CF2, CF3, CF4, CF5, MW6	Advertising friendships!	<ul style="list-style-type: none"> 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).
RR1, RR2, RR6, RR7, ISH2, ISH6	Boys will be boys? Challenging gender stereotypes	<ul style="list-style-type: none"> 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.
	Keep Safe	
RR8, OR2, OR3, OR4, BS1, ISH4, ISH5	Think before you click!	<ul style="list-style-type: none"> 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.
RR8, OR2, OR3, OR4, OR5, BS1, BS2, BS4, ISH1, ISH3, ISH4, ISH5, ISH7	It's a puzzle (OPTIONAL)	<ul style="list-style-type: none"> Identify strategies for keeping personal information safe online; Describe safe and respectful behaviours when using communication technology.
OR1, OR3, OR5, BS1, BS2, BS3, BS5, BS7, ISH3, ISH5, ISH7	To share or not to share?	<ul style="list-style-type: none"> 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

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		<ul style="list-style-type: none"> online; Know how to keep their information private online.
MW1, MW3, MW4, MW5, MW6, MW7, MW9, MW10, HE3, DAT1	Rat Park	<ul style="list-style-type: none"> 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.
HE3, DAT1	What sort of drug is...?	<ul style="list-style-type: none"> 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.
HE3, DAT1	Drugs: it's the law!	<ul style="list-style-type: none"> Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country.
HE3, DAT1	Alcohol: what is normal?	<ul style="list-style-type: none"> 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.
CF2, CF3, CF5, RR1, RR4, MW4, MW6, MW7, HE3, BS4, BS6, BS7	Joe's story (part 1) (OPTIONAL)	<ul style="list-style-type: none"> 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.
FPC1, CF1, CF2, CF3, CF4, RR5, OR1	Joe's story (part 2) (OPTIONAL)	<ul style="list-style-type: none"> 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 Respect	
RR7, ISH6	Two sides to every story	<ul style="list-style-type: none"> 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.
RR8, OR1, MW1, ISH4, ISH6	'Fakebook' Friends	<ul style="list-style-type: none"> 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

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		negatives.
Wider PSHE curriculum (not covered by DfE statutory requirements)	What's it worth?	<ul style="list-style-type: none"> Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term interest.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jobs and taxes (OPTIONAL)	<ul style="list-style-type: none"> Recognise and explain that different jobs have different levels of pay and the factors that influence this; Explain the different types of tax (income tax and VAT) which help to fund public services; Evaluate the different public services and compare their value.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Happy shoppers	<ul style="list-style-type: none"> Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way.
MW5	Action stations! (OPTIONAL)	<ul style="list-style-type: none"> 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Project Pitch (parts 1 & 2) (OPTIONAL)	<ul style="list-style-type: none"> That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; Continue to develop the skills to exercise these responsibilities.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 1 - Elections	<ul style="list-style-type: none"> Why and how rules and laws that protect them and others are made and enforced; Why different rules are needed in different situations and how to take part in making and changing rules; Begin to understand the way in which democracy in Britain works.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 2 - How (most) laws are made	<ul style="list-style-type: none"> Why and how rules and laws that protect them and others are made and enforced; Why different rules are needed in different situations and how to take part in making and changing rules.
	Being My Best	
Wider PSHE curriculum (not covered by DfE statutory requirements)	This will be your life!	<ul style="list-style-type: none"> Identify aspirational goals; Describe the actions needed to set and achieve these.
Wider PSHE curriculum (not covered by	Our recommendations	<ul style="list-style-type: none"> Present information they researched on a health and wellbeing issues outlining the key

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DfE statutory requirements)		issues and making suggestions for any improvements concerning those issues.
CF2, CF3, CF5, RR1, RR4, RR6, BS1, BS5, DAT1	What's the risk? (1)	<ul style="list-style-type: none"> 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.
FPC1, OR1, OR3, BS1, BS2, BS4, ISH6, CAB1	What's the risk? (2)	<ul style="list-style-type: none"> 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.
BFA1, BFA2	Basic first aid	<ul style="list-style-type: none"> See link to external resources for further information
MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6, BFA1, BFA2	Five Ways to Wellbeing project	<ul style="list-style-type: none"> 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.
	LIFE TO THE FULL	
CF2, CF3, RR1, RR4	Module 1 Gifts and Talents	<ul style="list-style-type: none"> Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community. Self-confidence arises from being loved by God (not status, etc).
CAB1, MW3, FPC4	Girls' Bodies Boys' Bodies	<ul style="list-style-type: none"> That human beings are different to other animals. About the unique growth and development of humans, and the changes that girls will experience during puberty. About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately. The need for modesty and appropriate boundaries.
MW6, HP3, ISH2, PHF1, PHF2, PHF 4, HE1, HE2, HE3, HP2, HP4, HP5	Spots and Sleep	<ul style="list-style-type: none"> How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.
CF5, RR4, RR7, PHF2, MW3	Body Image	<ul style="list-style-type: none"> To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. That thankfulness builds resilience against feelings of envy, inadequacy, etc. and

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		against pressure from peers or media.
CF4, RR2, RR3, MW1, MW2, MW3, MW4	Peculiar Feelings	<ul style="list-style-type: none"> To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. That some behaviour is wrong, unacceptable, unhealthy or risky.
FPC6, CF1, MW1, MW2, MW7, MW 9, MW 10	Emotional Changes	<ul style="list-style-type: none"> Emotions change as they grow up (including hormonal effects). To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.
FPC1, ISH6, ISH7	Seeing Stuff Online	<ul style="list-style-type: none"> The difference between harmful and harmless videos and images. The impact that harmful videos and images can have on young minds. Ways to combat and deal with viewing harmful videos and images.
FPC5, FPC2	Making Babies	<ul style="list-style-type: none"> How a baby grows and develops in its mother's womb. Basic scientific facts about sexual intercourse between a man and woman. The physical, emotional, moral and spiritual implications of sexual intercourse. The Christian viewpoint that sexual intercourse should be saved for marriage. Marriage represents a formal and legally recognised commitment
CAB2	Menstruation	<ul style="list-style-type: none"> About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life. Some practical help on how to manage the onset of menstruation.