

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes Y2
	<b>Me and My Relationships</b>	
RR2	Our ideal classroom (1)	<ul style="list-style-type: none"> <li>•Suggest actions that will contribute positively to the life of the classroom;</li> <li>•Make and undertake pledges based on those actions.</li> </ul>
RR3	Our ideal classroom (2)	<ul style="list-style-type: none"> <li>•The conventions of courtesy and manners.</li> </ul>
MW2, MW3	How are you feeling today?	<ul style="list-style-type: none"> <li>•Use a range of words to describe feelings;</li> <li>•Recognise that people have different ways of expressing their feelings;</li> <li>•Identify helpful ways of responding to other's feelings.</li> </ul>
RR5, RR6	Bullying or teasing?	<ul style="list-style-type: none"> <li>•Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</li> <li>•Identify situations as to whether they are incidents of teasing or bullying.</li> </ul>
RR5, RR6	Don't do that!	<ul style="list-style-type: none"> <li>•Understand and describe strategies for dealing with bullying;</li> <li>•Rehearse and demonstrate some of these strategies.</li> </ul>
RR5, RR6,	Types of bullying	<ul style="list-style-type: none"> <li>•Explain the difference between bullying and isolated unkind behaviour;</li> <li>•Recognise that there are different types of bullying and unkind behaviour;</li> <li>•Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> </ul>
CF1, CF2, CF3	Being a good friend	<ul style="list-style-type: none"> <li>•Recognise that friendship is a special kind of relationship;</li> <li>•Identify some of the ways that good friends care for each other.</li> </ul>
MW2, MW9	Let's all be happy	<ul style="list-style-type: none"> <li>•Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>•Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul>
	<b>Valuing Difference</b>	
RR1, RR2	What makes us who we are?	<ul style="list-style-type: none"> <li>•Identify some of the physical and non-physical differences and similarities between people;</li> <li>•Know and use words and phrases that show respect for other people.</li> </ul>
RR2	How do we make others feel?	<ul style="list-style-type: none"> <li>•Recognise and explain how a person's behaviour can affect other people.</li> </ul>
FPC1, FPC2, FPC3, FPC4	My special people	<ul style="list-style-type: none"> <li>•Identify people who are special to them;</li> <li>•Explain some of the ways those people are special to them.</li> </ul>
CF3, MW7	When someone is feeling left out	<ul style="list-style-type: none"> <li>•Explain how it feels to be part of a group;</li> <li>•Explain how it feels to be left out from a group;</li> <li>•Identify groups they are part of;</li> <li>•Suggest and use strategies for helping someone who is feeling left out.</li> </ul>

CF3, RR2, RR3, MW3	An act of kindness	<ul style="list-style-type: none"> <li>•Recognise and describe acts of kindness and unkindness;</li> <li>•Explain how these impact on other people's feelings;</li> <li>•Suggest kind words and actions they can show to others;</li> <li>•Show acts of kindness to others in school.</li> </ul>
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## Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements: **Year 2**

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CF4, CF5	Solve the problem	<ul style="list-style-type: none"> <li>• Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>• Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul>
	<b>Keeping Myself Safe</b>	
MW3, MW5, DAT1,	Harold's picnic	<ul style="list-style-type: none"> <li>• Understand that medicines can sometimes make people feel better when they're ill;</li> <li>• Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>• Explain simple issues of safety and responsibility about medicines and their use.</li> </ul>
BS1, BS3, BS5	How safe would you feel?	<ul style="list-style-type: none"> <li>• Identify situations in which they would feel safe or unsafe;</li> <li>• Suggest actions for dealing with unsafe situations including who they could ask for help.</li> </ul>
BS1, BS3, BS4	What should Harold say?	<ul style="list-style-type: none"> <li>• Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</li> </ul>
BS4, MW2	I don't like that!	<ul style="list-style-type: none"> <li>• Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>• Identify the types of touch they like and do not like;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul>
BS1, BS3, BS5	Fun or not?	<ul style="list-style-type: none"> <li>• Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>• Know that they can ask someone to stop touching them;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul>
BS1, BS2, BS3, BS5	Should I tell?	<ul style="list-style-type: none"> <li>• Identify safe secrets (including surprises) and unsafe secrets;</li> <li>• Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> </ul>
BS1, BS2, BS3, BS4, MW2	Some secrets should never be kept	<ul style="list-style-type: none"> <li>• Identify how inappropriate touch can make someone feel</li> <li>• Understand that there are unsafe secrets and secrets that are nice surprises</li> <li>• Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</li> </ul>

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	<b>Rights and Responsibilities</b>	
CF5, RR3, RR5, RR6	Getting on with others	•Describe and record strategies for getting on with others in the classroom.
MW3, MW4	When I feel like erupting	•Explain, and be able to use, strategies for dealing with impulsive behaviour.
BS6, BS7, BS8	Feeling safe	•Identify special people in the school and community who can keep them safe; •Know how to ask for help.
Wider PSHE curriculum (not covered by DfE statutory requirements)	How can we look after our environment?	•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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold saves for something special	•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	•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.
OR 1-5 BS 1, 2, 6 ISH 1, 2, 3, 5, 7	Playing games	•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.
	<b>Being My Best</b>	
Wider PSHE curriculum (not covered by DfE statutory requirements)	You can do it!	•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	•Understand and give examples of things they can choose themselves and things that others choose for them; •Explain things that they like and dislike, and understand that they have choices about these things; •Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
HP5, HP6	Harold's postcard – helping us to keep clean and healthy	•Explain how germs can be spread; •Describe simple hygiene routines such as hand washing; •Understand that vaccinations can help to prevent certain illnesses.
HP4	Harold's bathroom	•Explain the importance of good dental hygiene; •Describe simple dental hygiene routines.
PHF1, HE1, HP3	My body needs...	•Understand that the body gets energy from food, water and oxygen; •Recognise that exercise and sleep are important to health.

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	<b>Growing and Changing</b>	
CF3	A helping hand	•Demonstrate simple ways of giving positive feedback to others.
MW2	Sam moves house	•Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
CAB1	Haven't you grown?	<ul style="list-style-type: none"> <li>•Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>•Understand and describe some of the things that people are capable of at these different stages.</li> </ul>
BS2	My Body, your body	<ul style="list-style-type: none"> <li>•Identify which parts of our body are private</li> <li>•Explain that our genitals help us make babies when we are older</li> <li>•Understand that we mostly have the same body parts but how they look is different from person to person.</li> </ul>
BS2	Respecting privacy	<ul style="list-style-type: none"> <li>•Explain what privacy means</li> <li>•Know that you are not allowed to touch someone's private belongings without their permission</li> <li>•Give examples of different types of private information.</li> </ul>
BFA1, BFA2	Basic first aid	See link to external resources for further information.

