

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

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit: RECEPTION	Learning Outcomes
	Valuing Difference	
		<p>Overarching learning intentions across this unit</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Be sensitive towards others and celebrate what makes each person unique. • Recognise that we can have things in common with others. • Use speaking and listening skills to learn about the lives of their peers. • Know the importance of showing care and kindness towards others. • Demonstrate skills in building friendships and cooperation.
RR1, RR4	I'm special, you're special	<ul style="list-style-type: none"> • Describe their own positive attributes. • Share their likes and dislikes. • Listen to and respect the ideas of others.
CF1, CF2, CF3 RR1, RR5 BS6 MW3	Same and different	<ul style="list-style-type: none"> • Recognise the similarities and differences amongst their peers. • Discuss why differences should be celebrated. • Retell a story.
FPC1, FPC2, FPC3, FPC4 RR1	Same and different families	<ul style="list-style-type: none"> • Talk about their family, customs and traditions. • Listen to others talk about their experiences. • Compare their own experiences with those of others.
RR1	Same and different homes	<ul style="list-style-type: none"> • Recognise the similarities and differences between their home and those of others. • Talk about what makes their home feel special and safe. • Be sensitive towards others.
CF2, CF3 RR2, RR3	Kind and caring (1)	<ul style="list-style-type: none"> • Suggest ways in which we can be kind towards others. • Demonstrate skills in cooperation with others.
CF1,CF2, CF3	Kind and caring (2)	<ul style="list-style-type: none"> • Show friendly behaviour towards a peer.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit: RECEPTION	Learning Outcomes
RR1,RR2, RR3		<ul style="list-style-type: none"> • Build relationships with others.
	Keeping Myself Safe	
		<p>Overarching learning intentions across this unit</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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 PH4 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.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit: RECEPTION	Learning Outcomes
		<ul style="list-style-type: none"> • Talk about ways to keep themselves safe in their environment.
Rights and Responsibilities		
		<p>Overarching learning intentions across this unit</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand that they can make a difference. • Identify how they can care for their home, school and special people. • Talk about how they can make an impact on the natural world. • Talk about similarities and differences between themselves. • Demonstrate building relationships with friends.
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.
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.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit: RECEPTION	Learning Outcomes
	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	
		<p>Overarching learning intentions across this unit</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Feel resilient and confident in their learning. • Name and discuss different types of feelings and emotions. • Learn and use strategies or skills in approaching challenges. • Understand that they can make healthy choices. • Name and recognise how healthy choices can keep us well.
MW2, MW3 CF2 RR2	Bouncing back when things go wrong	<ul style="list-style-type: none"> • Share an experience where they haven't achieved their goal. • Develop their confidence and resilience towards having a growth mindset. • Name a strategy to overcome a hurdle.
MW2, MW3 CF2	Yes, I can!	<ul style="list-style-type: none"> • Share an experience where they haven't achieved their goal. • Develop their confidence and resilience towards having a growth mindset. • Name a strategy to overcome a hurdle.
HE1	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.
PH2 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.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit: RECEPTION	Learning Outcomes
HP3, HP4, HP5	A good night's sleep	<ul style="list-style-type: none"> • Understand why our body needs sleep. • Talk about their own bedtime routine. • Suggest ways to have a calm evening and bedtime routine.
Growing and Changing		
		<p>Overarching learning intentions across this unit Children will be able to: Understand that there are changes in nature and humans.</p> <ul style="list-style-type: none"> • Name the different stages in childhood and growing up. • Understand that babies are made by a man and a woman. • Use the correct vocabulary when naming the different parts of the body. • Know how to keep themselves safe.
CAB1	Seasons	<ul style="list-style-type: none"> • Name the different seasons and describe their differences. • Explain the changes that occur as seasons change. • Talk about how they have grown in resilience.
CAB1	Life stages – plants, animals, humans	<ul style="list-style-type: none"> • To understand that animals and humans change in appearance over time. • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). • Make observations and ask questions about living things.
FPC2, FPC3, FPC4, FPC5 CAB1 BS3	Life stages: Human life stage – who will I be?	<ul style="list-style-type: none"> • Retell a story and respond to questions about it. • Use the language and describe the different life stages of: baby, child, teenager, adult, older age. • Talk about their own experience of growing up.
FPC1, FPC3, FPC4 RR1 CAB1	Where do babies come from?	<ul style="list-style-type: none"> • Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. • Understand that every family is different. • Talk about similarities and differences between themselves and others.
FPC1, FPC3, FPC4 RR1 CAB1 HE1, HP3	Getting bigger	<ul style="list-style-type: none"> • Talk about how they have changed as they have grown. • Explain the differences between babies, children, and adults. • Understand that we are all unique.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit: RECEPTION	Learning Outcomes
BS2, BS3, BS7, RR8, RR7	Me and my body – girls and boys	<ul style="list-style-type: none"> • Name parts of the body (including reproductive parts) using the correct vocabulary. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe.