

Barncroft Primary School



PSHE Association Programmes of Study Learning Opportunities

SCARF covers the PSHE Association's Programmes of Study's Learning Opportunities across Key Stages 1 and 2.

It's essential to note that the new DfE requirements for Relationships Education and Health Education (statutory from September 2020) don't cover all aspects of PSHE education. SCARF's content is carefully planned to cover the PSHE Association's Programmes of Study so that we can be confident we are providing a comprehensive and effective PSHE Education curriculum.

Please note: the PSHE Association's Programmes of Study and related Learning Opportunities are Key-stage wide. It's not expected that each Learning Opportunity should be covered in every year group, though many are, in line with good practice principles of a spiral curriculum. SCARF follows the PSHE Association's planning toolkit and its recommendations for the age at which each Learning Opportunity should be covered.

Some of the Learning Opportunities are aimed at promoting generic life skills which can be practised and developed across the whole of your teaching and learning, as well as through specific SCARF lessons.

KS1: Health and Wellbeing Learning Opportunity	SCARF lesson plans that support the teaching and learning of this learning opportunity
H1. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.	Y1 Healthy me Y1 Super sleep Y1 I can eat a rainbow Y1 Eat well Y2 My body needs...
H2. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.	Y1 Eat well Y2 My day
H3. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.	Y1 Harold learns to ride his bike
H4. About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.	Y1 Our feelings Y1 Thinking about feelings Y2 Let's all be happy!
H5. About change and loss and the associated feelings (including moving home, losing toys, pets or friends).	Y1 Harold loses Geoffrey Y2 Sam moves house
H6. The importance of and how to maintain personal hygiene.	Y1 Harold's wash and brush up Y2 Harold's bathroom
H7. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.	Y1 Catch it! Bin it! Kill it! Y2 Harold's postcard - helping us to keep clean and healthy
H8. About the process of growing from young to old and how people's needs change.	Y1 Then and now Y1 Taking care of a baby Y2 Haven't you grown!



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H9. About growing and changing, and new opportunities and responsibilities that increasing independence may bring.	Y1 Then and now Y2 Haven't you grown!
H10. The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.	Y1 Keeping privates private Y1 Inside my wonderful body! Y2 What does my body do? Y2 My body, your body
H11. That household products, including medicines, can be harmful if not used properly.	Y1 What could Harold do? Y2 Harold's picnic
H12. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.	Y1 Who can help? (1) Y2 How safe would you feel?
H13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.	Y1 Who can help? (1) Y1 Thinking about feelings Y2 How safe would you feel?
H14. About the ways that pupils can help the people who look after them to more easily protect them.	Y1 Who can help? (1) Y2 What should Harold say?
H15. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.	Y1 Who can help? (1) Y1 Surprises and secrets Y1 Thinking about feelings Y1 Harold's school rules Y2 What should Harold say? Y2 Should I tell? Y2 Some secrets should never be kept
H16. What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.	Y1 Keeping privates private Y2 Respecting privacy

KS1: Relationships Learning Opportunity	SCARF lesson plans that support the teaching and learning of this learning opportunity
R1. To communicate their feelings to others, to recognise how others show feelings and how to respond.	Y1 Our feelings Y2 How are you feeling today?
R2. To recognise that their behaviour affects other people.	Y2 How do we make others feel?
R3. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.	Y1 Surprises and secrets Y2 Should I tell?
R4. To recognise what is fair and unfair, kind and unkind, what is right and wrong.	Y1 It's not fair! Y2 An act of kindness



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R5. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.	Y1 Sharing opinions: cross-curricular skills Y2 Sharing opinions: cross-curricular skills
R6. To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through negotiation).	Y1 How are you listening? Y2 Solve the problem
R7. To offer constructive support and feedback to others.	Y1 Pass on the praise! Y2 A helping hand
R8. To identify and respect the differences and similarities between people.	Y1 Same or different? Y2 What makes us who we are?
R9. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.	Y1 Who are our special people? Y2 Being a good friend Y2 My special people
R10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).	Y1 Good or bad touches? Y2 I don't like that!
R11. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).	Y1 Feelings and bodies Y2 Fun or not?
R12. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.	Y1 Good friends
R13. To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable.	Y1 Unkind, tease or bully? Y2 Types of bullying Y2 Bullying or teasing?
R14. Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.	Y1 Who can help? (2) Y2 Don't do that!

KS1: Living in the Wider World Learning Opportunity	SCARF lesson plans that support the teaching and learning of this learning opportunity
L1. How they can contribute to the life of the classroom and school.	Y1 Why we have classroom rules Y2 Our ideal classroom (1)
L2. To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.	Y1 Why we have classroom rules Y1 Harold's school rules Y2 Our ideal classroom (2)
L3. That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).	Y1 Taking care of something Y2 Getting on with others Y2 When I feel like erupting
L4. That they belong to various groups and communities such as family and school.	Y1 Our special people balloons Y2 When someone is feeling left out



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L5. What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).	Y1 Around and about the school Y2 How can we look after our environment?
L6. That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.	Y1 Harold's money Y2 Harold saves for something special
L7. About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.	Y1 How should we look after our money? Y2 Harold goes camping
L8. Ways in which they are all unique; understand that there has never been, and will never be, another 'them'.	Y2 My body, your body
L10. About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.	Y2 Feeling safe

KS2: Health and Wellbeing Learning Opportunity	SCARF lesson plans that support the teaching and learning of this learning opportunity
H1. What positively and negatively affects their physical, mental and emotional health.	Y3 Body team work Y4 SCARF Hotel (formerly Diversity World Hotel) Y4 When feelings change Y5 Getting fit Y6 Media manipulation Y6 Five Ways to Wellbeing project
H2. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.	Y3 Raisin challenge (1) Y3 Derek cooks dinner! (healthy eating) Y4 Making choices (formerly Conformatron control) Y5 It all adds up!
H3. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.	Y3 Derek cooks dinner! (healthy eating) Y4 SCARF Hotel (formerly Diversity World Hotel)
H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.	Y3 I am fantastic! Y5 Star qualities? Y6 I look great! Y6 Media manipulation Y6 Fakebook friends
H5. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.	Y3 Top talents Y4 What makes me ME! (formerly Diversity World)



KS2: Health and Wellbeing Learning Opportunity	SCARF lesson plans that support the teaching and learning of this learning opportunity
	Y5 Different skills Y6 This will be your life!
H6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.	Y4 An email from Harold! Y4 When feelings change Y5 How are they feeling?
H7. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.	Y4 When feelings change Y5 Our emotional needs Y6 Joe's story (part 1) Y6 Joe's story (part 2)
H8. About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.	Y3 My special pet Y4 Moving house Y5 Dear Hetty Y6 Helpful or unhelpful? Managing change
H9. To differentiate between the terms, 'risk', 'danger' and 'hazard'.	Y3 The Risk Robot Y4 Danger, risk or hazard? Y5 Would you risk it?
H10. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.	Y3 Raisin challenge (1) Y5 Would you risk it? Y5 Jay's dilemma Y6 What's the risk? (1) Y6 What's the risk? (2)
H11. To recognise their increasing independence brings increased responsibility to keep themselves and others safe.	Y4 Under pressure Y5 Independence and responsibility
H12. That bacteria and viruses can affect health and that following simple routines can reduce their spread.	Y3 Poorly Harold Y6 What is HIV?
H13. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.	Y4 Raisin challenge (2) Y5 Smoking: what is normal? Y6 Alcohol: what is normal?
H14. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.	Y3 Raisin challenge (1) Y3 Safe or unsafe? Y4 Keeping ourselves safe Y5 Being assertive Y6 Behave yourself Y6 What's the risk? (2)
H16. What is meant by the term 'habit' and why habits can be hard to change.	Y5 'Thinking' about habits Y6 Rat Park
H17. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.	Y3 Help or harm? Y3 Alcohol and cigarettes: the facts Y4 Medicines: check the label Y4 Know the norms (formerly Tell Mark II) Y5 Drugs: true or false? Y6 Drugs: it's the law! Y6 What sort of drug is...?



KS2: Health and Wellbeing Learning Opportunity	SCARF lesson plans that support the teaching and learning of this learning opportunity
H18. How their body will, and emotions may, change as they approach and move through puberty.	Y3 My changing body Y4 All change! Y4 Period positive Y4 My feelings are all over the place! Y5 Changing bodies and feelings Y5 Help! I'm a teenager - get me out of here! Y5 Growing up and changing bodies Y6 Is this normal?
H19. About human reproduction.	Y3 My changing body Y4 Period positive Y4 All change! Y6 Making babies
H20. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.	Y5 Growing up and changing bodies Y6 Is this normal? Y6 Acting appropriately
H21. Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety).	Y4 Picture Wise Y5 Spot bullying Y6 It's a puzzle Y6 Traffic lights
H22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.	Y3 None of your business! Y4 Picture Wise Y6 It's a puzzle Y6 Traffic lights Y6 Think before you click! Y6 To share or not to share?
H23. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.	Y3 Helping each other to stay safe Y4 Who helps us stay healthy and safe? Y5 Independence and responsibility
H25. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.	Y3 None of your business!

KS2: Relationships Learning Opportunity	SCARF lesson plans that support the teaching and learning of this learning opportunity
R1. To recognise and respond appropriately to a wider range of feelings in others.	Y4 Different feelings Y5 How good a friend are you?



KS2: Relationships Learning Opportunity	SCARF lesson plans that support the teaching and learning of this learning opportunity
	Y6 Dan's day
R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.	Y3 Looking after our special people Y3 Friends are special Y3 Relationship Tree Y4 Ok or not ok? (part 1) Y5 Relationship cake recipe Y6 Solve the friendship problem
R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.	Y3 Relationship Tree
R4. To recognise different types of relationships, including those between acquaintances, friends, relatives and families.	Y3 Family and friends Y4 Friend or acquaintance? Y5 Qualities of friendship Y6 Advertising friendships!
R6. That marriage is a commitment freely entered into by both people; that no one should marry if they don't absolutely want to do so, or are not making this decision freely for themselves.	Y4 Together Y6 Don't force me
R7. That their actions affect themselves and others.	Y3 Danger or risk? Y4 Ok or not ok? (part 2) Y4 When feelings change Y5 It could happen to anyone
R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond.	Y3 Body space Y5 Taking notice of our feelings Y6 Acting appropriately
R9. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.	Y3 Secret or surprise? Y4 Secret or surprise? Y5 Dear Ash
R10. To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.	Y3 Respect and challenge Y5 Kind conversations Y6 Respecting differences
R11. To work collaboratively towards shared goals.	Y3 Getting on with your nerves! Y3 Tangram team challenge Y4 Human machines Y5 Collaboration Challenge! Y6 Working together
R12. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves.	Y3 How can we solve this problem? Y4 Can you sort it? Y5 Give and take Y6 Let's negotiate
R13. That differences and similarities between people arise from a number of factors, including	Y3 Let's celebrate our differences Y4 What would I do?



KS2: Relationships Learning Opportunity	SCARF lesson plans that support the teaching and learning of this learning opportunity
family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).	Y5 Stop, start, stereotypes Y5 Is it true? Y6 We have more in common than not Y6 OK to be different
R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.	Y3 Let's celebrate our differences Y3 Zeb Y4 What would I do? Y5 Spot bullying Y5 Communication Y5 Stop, start, stereotypes Y6 OK to be different
R15. To recognise and manage 'dares'.	Y3 Dan's dare Y4 How dare you! Y5 Ella's diary dilemma
R16. To recognise and challenge stereotypes.	Y4 That is such a stereotype! Y5 Stop, start, stereotypes Y5 Is it true? Y6 Boys will be boys? - challenging gender stereotypes
R17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation.	Y5 Is it true? Y5 Stop, start, stereotypes Y6 We have more in common than not
R20. That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.	Y6 Don't force me

KS2: Living in the Wider World Learning Opportunity	SCARF lesson plans that support the teaching and learning of this learning opportunity
L1. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people.	Y3 For or against? Y4 In the news! Y5 What's the story? Y6 Our recommendations
L2. 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.	Y3 As a rule Y4 How do we make a difference? Y5 Local councils Y6 Democracy in Britain 1 - Elections Y6 Democracy in Britain 2 - How (most) laws are made
L3. To understand that there are basic human rights shared by all peoples and all societies, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.	Y6 Captain Coram 6 - Coram today: children's rights in the 21st century Y6 Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity



KS2: Living in the Wider World Learning Opportunity	SCARF lesson plans that support the teaching and learning of this learning opportunity
	Y6 Captain Coram 2 - Thomas Coram and the Foundling Hospital Y6 Captain Coram 5 - Life for Foundlings in the 20th century Y6 Captain Coram 4 - Hetty Feather, fictional founding: children's rights in the 19th century Y6 Captain Coram 1 - Gin Lane: children's rights in the 18th century
L4. That these universal rights are there to protect everyone and have primacy both over national law, and family and community practices.	Y6 Captain Coram 6 - Coram today: children's rights in the 21st century
L6. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.	Y4 Safety in numbers Y5 Communication Y5 Spot bullying
L7. That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.	Y3 Let's have a tidy up! Y4 Logo quiz Y5 Rights, responsibilities and duties Y6 Project Pitch (parts 1 & 2)
L8. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.	Y3 Thunks
L9. What being part of a community means and about the varied institutions that support communities locally and nationally.	Y3 My community Y4 My school community (1) Y5 My school community (2) Y6 Community art
L10. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.	Y3 Our helpful volunteers Y4 Volunteering is cool Y5 Mo makes a difference Y6 Action stations!
L11. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.	Y3 Our friends and neighbours Y4 The people we share our world with Y5 The land of the Red People Y6 Tolerance and respect for others Y6 We have more in common than not
L13. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.	Y3 Can Harold afford it? Y4 Harold's expenses Y5 Spending wisely Y6 What's it worth?
L14. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).	Y3 Earning money Y4 Why pay taxes? Y5 Lend us a fiver! Y6 Jobs and taxes
L15. That resources can be allocated in different ways and that these economic choices affect	Y3 Harold's environment project Y4 Harold's Seven Rs

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KS2: Living in the Wider World Learning Opportunity	SCARF lesson plans that support the teaching and learning of this learning opportunity
individuals, communities and the sustainability of the environment across the world.	Y6 Happy shoppers
L16. What is meant by enterprise and begin to develop enterprise skills.	Y6 Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity
L17. To explore and critique how the media present information.	Y3 Super Searcher Y3 Recount task Y4 That is such a stereotype! Y4 In the news! Y5 Fact or opinion? Y6 I look great! Y6 Two sides to every story Y6 Fakebook friends
L18. To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.	Y5 Is it true? Y6 Fakebook friends