

**Year `4**

This document maps the SCARF lesson plans for Year 4 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.

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:**

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| --- | --- | --- | --- |
| **Relationships Education**Families and people who care for meCaring friendshipsRespectful relationshipsOnline relationshipsBeing safe | **Code****FPC****CF****RR****OR****BS** | **Health Education**Mental wellbeingInternet safety and harmsPhysical health and fitnessHealthy eatingDrugs, alcohol and tobaccoHealth and preventionBasic first aidChanging adolescent body | **Code****MW****ISH****PHF****HE****DAT****HP****BFA****CAB** |

| **YEAR 4** |  |  |
| --- | --- | --- |
| DfE Statutory Requirements - end of primary statements | SCARF Lesson Plan title & half-termly unit | SCARF Lesson Plan Learning Outcomes |
|  | **Me and My Relationships** |  |
| RR2 | Human machines | * Demonstrate strategies for working on a collaborative task;
* Define successful qualities of teamwork and collaboration.
 |
| CF2, CF3, CF4, CF5, RR1,RR2, RR3, RR5, MW3, HE3 | Ok or not ok? (1) | * 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) | * 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! | * 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 | * 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) | * 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 | * 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? | * 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? | * 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 | * 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! | * Understand and identify stereotypes, including those promoted in the media.
 |
| FPC1, FPC2, CF1, CF2, RR1 | Friend or acquaintance? | * Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);
* Give examples of features of these different types of relationships, including how they influence what is shared.
 |
| CF5, RR8, BS1, BS3, BS5, MW4 | Islands | * Understand that they have the right to protect their personal body space;
* Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;
* Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
 |
|  | **Keeping Safe** |  |
| OR4, BS4, BS5, ISH2, PHF3, HE1, HE3, DAT1, HP2 | Danger, risk or hazard? | * Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;
* Identify situations which are either dangerous, risky or hazardous;
* Suggest simple strategies for managing risk.
 |
| CF5, RR4, RR6, OR2, BS1, BS6, MW4 | How dare you! | * Define what is meant by the word 'dare';
* Identify from given scenarios which are dares and which are not;
* Suggest strategies for managing dares.
 |
| CF3, CF5, RR4, RR6, OR3, DAT1 | Keeping ourselves safe | * Describe stages of identifying and managing risk;
* Suggest people they can ask for help in managing risk.
 |
| OR5, BS1, ISH2, ISH6 | Raisin Challenge (2) | * Understand that we can be influenced both positively and negatively;
* Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.
 |
| OR3, OR5, ISH3, ISH5 | Picture Wise | * 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 | * 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) | * 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).
 |
| OR3, OR5, ISH3 | Traffic lights (OPTIONAL) | * 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? | * 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 | * 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? | * 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! | * 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 | * 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 (notcovered by DfE statutory requirements) | Harold’s expenses (OPTIONAL) | * 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 (notcovered by DfE statutory requirements) | Why pay taxes? | * 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 (notcovered by DfE statutory requirements) | Logo quiz (OPTIONAL) | * 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.
 |
|  | **Being My Best** |  |
| RR1, RR2, RR4 | What makes me ME! (formerly Diversity World) | * Identify ways in which everyone is unique;
* Appreciate their own uniqueness;
* Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
 |
| CF2, RR1, OR4 | Making choices | * 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) | * 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 | * 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) | * 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 | * See link to external resources for further information
 |
|  | **Growing and Changing** |  |
| MW2, MW3, MW9 | Moving house | * Describe some of the changes that happen to people during their lives;
* Explain how the Learning Line can be used as a tool to help them manage change more easily;
* Suggest people who may be able to help them deal with change.
 |
| FPC1, FPC2, FPC3, FPC4, CF5, RR2, MW3, MW4, CAB1 | My feelings are all over the place! | * Name some positive and negative feelings;
* Suggest reasons why young people sometimes fall out with their parents;
* Take part in a role play practising how to compromise.
 |
| BS7, CAB1 | All change! | * Identify parts of the body that males and females have in common and those that are different;
* Know the correct terminology for their genitalia;
* Understand and explain why puberty happens.
 |
| CAB1, CAB2 | Preparing for changes at puberty (formerly Period positive)My Changing Body lesson from Year 3 | * Recognise that babies come from the joining of an egg and sperm;
* Explain what happens when an egg doesn’t meet a sperm;
* Understand that periods are a normal part of puberty for girls;
* Identify some of the ways they can cope better with periods.
 |
| RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3 | Secret or surprise? | * Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
* Recognise how different surprises and secrets might make them feel;
* Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
 |
| FPC3, FPC4, FPC5, CF1, CF2, CF4, CF5, RR1 | Together | * Recognise that marriage includes same sex and opposite sex partners;
* Know the legal age for marriage in England or Scotland;
* Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
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**DfE Statutory Guidance Categories: Relationships Education (This covers the whole Primary phase)**

By the end of primary school pupils should know:

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| --- | --- |
| Families and people who care for me (FPC) | 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.
 |
| Caring friendships (CF) | 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.
 |
| Respectful relationships (RR) | 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.
 |
| Online relationships (OR) | 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.
5. how information and data is shared and used online.
 |
| Being safe (BS) | 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) | 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) | 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) | 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) | 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) | 1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
 |
| Health and prevention (HP) | 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) | 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) | 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.
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