

**Year `2**

This document maps the SCARF lesson plans for Year 2 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 me  Caring friendships  Respectful relationships  Online relationships  Being safe | **Code**  **FPC**  **CF**  **RR**  **OR**  **BS** | **Health Education**  Mental wellbeing  Internet safety and harms  Physical health and fitness  Healthy eating  Drugs, alcohol and tobacco  Health and prevention  Basic first aid  Changing adolescent body | **Code**  **MW**  **ISH**  **PHF**  **HE**  **DAT**  **HP**  **BFA**  **CAB** |

| **YEAR 2** |  |  |
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| DfE Statutory Requirements - end of primary statements | SCARF Lesson Plan title & half-termly unit | SCARF Lesson Plan Learning Outcomes |
|  | **Me and My Relationships** |  |
| RR2 | Our ideal classroom (1) | * 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) | * The conventions of courtesy and manners. |
| MW2, MW3 | How are you feeling today? | * 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 | * 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 | * 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 | * Explain the difference between bullying and isolated unkind behaviour; * Recognise that 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! | * Understand and describe strategies for dealing with bullying: * Rehearse and demonstrate some of these strategies. |
| RR5, RR6 | Bullying or teasing? (OPTIONAL) | * 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? | * 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 | * Identify people who are special to them; * Explain some of the ways those people are special to them. |
| RR2, MW3 | How do we make others feel? | * Recognise and explain how a person's behaviour can affect other people. |
| CF3, MW7 | When someone is feeling left out | * 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 | * 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 | * 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 | * 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? | * 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? | * 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! | * 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? | * 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. |
| BS1, BS2, BS3, BS5 | Should I tell? | * 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 | * 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. |
| OR1, OR2, OR3, OR4, OR5, BS1, BS2, BS6, ISH1, ISH2, ISH3, ISH5, ISH7 | 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. |
| 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 (OPTIONAL) | * 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? | * 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! | * 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. |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | What does my body do? | * 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) | * 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 | * See link to external resources for further information. |
|  | **Growing and Changing** |  |
| 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? | * Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); * Understand and describe some of the things that people are capable of at these different stages. |
| BS2, CAB1 | My body, your body | * Identify which parts of our body are private; * Explain that our genitals help us make babies when we are older; * Understand that we mostly have the same body parts but how they look is different from person to person. |
| BS2 | Respecting privacy | * Explain what privacy means; * Know that you are not allowed to touch someone’s private belongings without their permission; * Give examples of different types of private information. |
| BS1, BS2, BS3, BS4, MW2 | Some secrets should never be kept | * Identify how inappropriate touch can make someone feel; * Understand that there are unsafe secrets and secrets that are nice surprises; * 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. |

**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. |