

**Year `3**

This document maps the SCARF lesson plans for Year 3 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 3** |  |  |
| --- | --- | --- |
| DfE Statutory Requirements - end of primary statements | SCARF Lesson Plan title & half-termly unit | SCARF Lesson Plan Learning Outcomes |
|  | **Me and My Relationships** |  |
| ISH4 | As a rule | * Explain why we have rules;
* Explore why rules are different for different age groups, in particular for internet-based activities;
* Suggest appropriate rules for a range of settings;
* Consider the possible consequences of breaking the rules.
 |
| FPC2, CF1, CF2 | Looking after our special people | * Identify people who they have a special relationship with;
* Suggest strategies for maintaining a positive relationship with their special people.
 |
| CF3, CF4, RR1 | How can we solve this problem? | * Rehearse and demonstrate simple strategies for resolving given conflict situations.
 |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Tangram team challenge (OPTIONAL) | * Define and demonstrate cooperation and collaboration;
* Identify the different skills that people can bring to a group task;
* Demonstrate how working together in a collaborative manner can help everyone to achieve success.
 |
| CF1, CF2, CF4, CF5, RR3 | Friends are special | * Identify qualities of friendship;
* Suggest reasons why friends sometimes fall out;
* Rehearse and use, now or in the future, skills for making up again.
 |
| RR1, RR2, RR3 | ‘Thunks’ | * Express opinions and listen to those of others;
* Consider others' points of view;
* Practice explaining the thinking behind their ideas and opinions.
 |
| BS1 | Dan’s dare | * Explain what a dare is;
* Understand that no-one has the right to force them to do a dare;
* Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
 |
| MW2, MW3, MW4 | My special pet (OPTIONAL) | * Explain some of the feelings someone might have when they lose something important to them;
* Understand that these feelings are normal and a way of dealing with the situation.
 |
|  | **Valuing Difference** |  |
| RR1, RR3 | Respect and challenge | * Reflect on listening skills;
* Give examples of respectful language;
* Give examples of how to challenge another's viewpoint, respectfully.
 |
| FPC1, FPC2, FPC3, FPC4, FPC6, RR7 | Family and friends | * Recognise that there are many different types of family;
* Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
 |
| MW5 | My community | * Define the term 'community';
* Identify the different communities that they belong to;
* Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
 |
| RR1, RR2 | Our friends and neighbours | * Explain that people living in the UK have different origins;
* Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;
* Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.
 |
| FPC3, RR1, RR2, RR6, OR2, MW8, ISH5 | Let’s celebrate our differences | * Recognise the factors that make people similar to and different from each other;
* Recognise that repeated name calling is a form of bullying;
* Suggest strategies for dealing with name calling (including talking to a trusted adult).
 |
| RR1, RR2, RR3, RR5, RR6, RR7, OR2, MW8, ISH5 | Zeb | * Understand and explain some of the reasons why different people are bullied;
* Explore why people have prejudiced views and understand what this is.
 |
|  | **Keeping safe** |  |
| BS1, BS4, BS5, BS6, BS7, BS8 | Safe or unsafe? | * Identify situations which are safe or unsafe;
* Identify people who can help if a situation is unsafe;
* Suggest strategies for keeping safe.
 |
| BS4 | Danger or risk? | * Define the words danger and risk and explain the difference between the two;
* Demonstrate strategies for dealing with a risky situation.
 |
| BS2, BS5 | The Risk Robot | * Identify risk factors in given situations;
* Suggest ways of reducing or managing those risks.
 |
| OR3, OR4, OR5, ISH1, ISH3, ISH6 | Super Searcher | * Evaluate the validity of statements relating to online safety;
* Recognise potential risks associated with browsing online;
* Give examples of strategies for safe browsing online.
 |
| HE3, DAT1 | Help or harm? | * Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
 |
| HE3, DAT1 | Alcohol and cigarettes: the facts | * Identify some key risks from and effects of cigarettes and alcohol;
* Know that most people choose not to smoke cigarettes; (Social Norms message)
* Define the word 'drug' and understand that nicotine and alcohol are both drugs.
 |
| OR5, BS1, BS6, ISH2, ISH6 | Raisin Challenge (1) (OPTIONAL) | * Demonstrate strategies for assessing risks;
* Understand and explain decision-making skills;
* Understand where to get help from when making decisions.
 |
|  | **Rights and Respect** |  |
| BS8 | Helping each other to stay safe | * Identify key people who are responsible for them to stay safe and healthy;
* Suggest ways they can help these people.
 |
| OR4, ISH6 | Recount task | * Understand the difference between 'fact' and 'opinion';
* Understand how an event can be perceived from different viewpoints;
* Plan, draft and publish a recount using the appropriate language.
 |
| MW5 | Our helpful volunteers | * Define what a volunteer is;
* Identify people who are volunteers in the school community;
* Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
 |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Can Harold afford it? | * Understand the terms 'income', 'saving' and 'spending';
* Recognise that there are times we can buy items we want and times when we need to save for them;
* Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.);
* Explain that people earn their income through their jobs;
* Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).
 |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Earning money | * Explain that people earn their income through their jobs;
* Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).
 |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Harold’s environment project | * Define what is meant by the environment;
* Evaluate and explain different methods of looking after the school environment;
* Devise methods of promoting their priority method.
 |
|  | Let’s have a tidy up (OPTIONAL) |  |
|  | **Being My Best** |  |
| HE1, HE2, HE3 | Derek cooks dinner! | * Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;
* Explain what is meant by the term 'balanced diet';
* Give examples what foods might make up a healthy balanced meal.
 |
| HP5, HP6 | Poorly Harold | * Explain how some infectious illnesses are spread from one person to another;
* Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;
* Suggest medical and non-medical ways of treating an illness.
 |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Body team work | * Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain);
* Describe how food, water and air get into the body and blood.
 |
| RR1, RR2, RR3 | For or against? | * Develop skills in discussion and debating an issue;
* Demonstrate their understanding of health and wellbeing issues that are relevant to them;
* Empathise with different viewpoints;
* Make recommendations, based on their research.
 |
| OR1 | I am fantastic! | * Identify their achievements and areas of development;
* Recognise that people may say kind things to help us feel good about ourselves;
* Explain why some groups of people are not represented as much on television/in the media.
 |
| Wider PSHE curriculum (not covered by DfE statutory requirements) | Top talents | * Explain some of the different talents and skills that people have and how skills are developed;
* Recognise their own skills and those of other children in the class.
 |
| Wider PSHE curriculum (not covered by DfE statutoryrequirements) | Getting on with your nerves! (OPTIONAL) | * Demonstrate how working together in a collaborative manner can help everyone to achieve success;
* Understand and explain how the brain sends and receives messages through the nerves.
 |
|  | **Growing and Changing** |  |
| CF1, CF2, CF5, OR2 | Relationship Tree | * Identify different types of relationships;
* Recognise who they have positive healthy relationships with.
 |
| BS3, BS7 | Body space | * Understand what is meant by the term body space (or personal space);
* Identify when it is appropriate or inappropriate to allow someone into their body space;
* Rehearse strategies for when someone is inappropriately in their body space.
 |
| OR1, OR2, OR3, OR4, OR5, BS1, BS4, BS5, MW3, MW4, ISH3, ISH5, ISH7, RR8 | None of your business! | * Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;
* Recognise and describe appropriate behaviour online as well as offline;
* Identify what constitutes personal information and when it is not appropriate or safe to share this;
* Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
 |
| BS2, RR8 | 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.
 |
| BFA1, BFA2 | Basic first aid | * See link to external resources for further information
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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.
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| 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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