

Nova Year 1 PSHE Scheme Overview
(using SCARF PSHE scheme)

	Term 1 & 2	Term 3 & 4	Term 5 & 6
Year 1	<p align="center">Me and my relationships –</p> <p><u>Why we have classroom rules</u></p> <p><u>Our feelings</u></p> <p><u>Feelings and bodies</u></p> <p><u>Our special people balloons</u></p> <p><u>Good friends</u></p> <p><u>How are you listening?</u></p>	<p align="center">Keeping myself safe –</p> <ul style="list-style-type: none"> • <u>Healthy me</u> • <u>Super sleep</u> • <u>Who can help? (1)</u> • <u>Harold loses Geoffrey</u> • <u>What could Harold do?</u> • <u>Good or bad touches?</u> 	<p align="center">Growing and Changing –</p> <ul style="list-style-type: none"> • <u>Inside my wonderful body!</u> • <u>Taking care of a baby</u> • <u>Then and now</u> • <u>Who can help? (2)</u> • <u>Surprises and secrets</u> • <u>Keeping privates private</u>
	<p align="center">Valuing difference</p> <p><u>Same or different?</u></p> <p><u>Unkind, tease or bully?</u></p> <p><u>Harold's school rules</u></p> <p><u>Who are our special people?</u></p> <p><u>It's not fair!</u></p>	<p align="center">Rights and responsibilities –</p> <ul style="list-style-type: none"> • <u>Harold's wash and brush up</u> • <u>Around and about the school</u> • <u>Taking care of something</u> • <u>Harold's money</u> • <u>How should we look after our money?</u> • <u>Basic first aid</u> 	<p align="center">Being my best –</p> <ul style="list-style-type: none"> • <u>I can eat a rainbow</u> • <u>Eat well</u> • <u>Catch it! Bin it! Kill it!</u> • <u>Harold learns to ride his bike</u> • <u>Pass on the praise!</u> • <u>Harold has a bad day</u>

Year 1 RSE Overview 2020-21

SCARF plans and the DfE Relationships and Health Education Requirements

This document below maps the SCARF lesson plans 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 lists the 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. You'll find the codes for these topics below. (See pages 2 and 3 to view the 67 DfE end-of-primary statements in full. These have been numbered to enable clear referencing throughout this mapping.*)

Rows with no codes indicate lesson plans that cover subjects which are not DfE requirements but which are included to ensure a complete, comprehensive PSHE programme, including SMSC and British Values.

In the SCARF lesson plan column, '**half-termly unit**' refers to the groups of lessons that our PSHE curriculum has been organised into, leading to a comprehensive PSHE and wellbeing curriculum.

DfE topics and related codes:

Relationships Education	Code	Health Education	Code
Families and people who care for me	FPC	Mental wellbeing	MW
Caring friendships	CF	Internet safety and harms	ISH
Respectful relationships	RR	Physical health and fitness	PHF
Online relationships	OR	Healthy Eating	HE
Being safe	BS	Drugs, alcohol and tobacco	DAT
		Health and prevention	HP
		Basic first aid	BFA
		Changing adolescent body	CAB

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
RR2, RR3	Why we have classroom rules	<ul style="list-style-type: none"> •Understand that classroom rules help everyone to learn and be safe; •Explain their classroom rules and be able to contribute to making these.
BS5, MW2, MW3, MW4, MW7	Thinking about feelings	<ul style="list-style-type: none"> •Recognise how others might be feeling by reading body language/facial expressions; •Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)
MW1, MW2, MW4, MW7	Our feelings	<ul style="list-style-type: none"> •Identify a range of feelings; •Identify how feelings might make us behave; •Suggest strategies for someone experiencing 'not so good' feelings to manage these.
MW2, MW3, MW6, MW7	Feelings and bodies	<ul style="list-style-type: none"> •Recognise that people's bodies and feelings can be hurt; •Suggest ways of dealing with different kinds of hurt.
FPC3, FPC4	Our special people balloons	<ul style="list-style-type: none"> •Recognise that they belong to various groups and communities such as their family; •Explain how these people help us and we can also help them to help us.
CF1, CF2, CF3	Good friends	<ul style="list-style-type: none"> •Identify simple qualities of friendship; •Suggest simple strategies for making up.
RR1, CF2, CF4, CF5	How are you listening?	<ul style="list-style-type: none"> •Demonstrate attentive listening skills; •Suggest simple strategies for resolving conflict situations; •Give and receive positive feedback, and experience how this makes them feel.
	Valuing Difference	
FPC3, FPC4, RR1, RR2	Same or different?	<ul style="list-style-type: none"> •Identify the differences and similarities between people; •Empathise with those who are different from them; •Begin to appreciate the positive aspects of these differences.
CF2, CF3, CF4, RR5, RR6, MW8	Unkind, tease or bully?	<ul style="list-style-type: none"> •Explain the difference between unkindness, teasing and bullying; •Understand that bullying is usually quite rare.
RR3, RR5, BS1	Harold's school rules	<ul style="list-style-type: none"> •Explain some of their school rules and how those rules help to keep everybody safe.
FPC1, FPC2, FPC3, FPC4, MW6	Who are our special people?	<ul style="list-style-type: none"> •Identify some of the people who are special to them; •Recognise and name some of the qualities that make a person special to them.
CF2, CF3, CF4, RR2, RR3	It's not fair!	<ul style="list-style-type: none"> •Recognise and explain what is fair and unfair, kind and unkind; •Suggest ways they can show kindness to others.
	Keeping Myself Safe	
PHF1, PHF3, HP3, HP4	Healthy me	<ul style="list-style-type: none"> •Understand that the body gets energy from food, water and air (oxygen); •Recognise that exercise and sleep are important parts of a healthy lifestyle.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
HP3	Super sleep	<ul style="list-style-type: none"> •Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; •Identify simple bedtime routines that promote healthy sleep.
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help?	<ul style="list-style-type: none"> •Recognise emotions and physical feelings associated with feeling unsafe; •Identify people who can help them when they feel unsafe.
MW2	Harold loses Geoffrey	<ul style="list-style-type: none"> •Recognise the range of feelings that are associated with loss.
DAT1	What could Harold do?	<ul style="list-style-type: none"> •Understand that medicines can sometimes make people feel better when they're ill; •Explain simple issues of safety and responsibility about medicines and their use.
FPC6, RR8, BS1, BS2, BS5, BS7, BS8	Good or bad touches?	<ul style="list-style-type: none"> •Understand and learn the PANTS rules; •Name and know which parts should be private; •Explain the difference between appropriate and inappropriate touch; •Understand that they have the right to say “no” to unwanted touch; •Start thinking about who they trust and who they can ask for help.
	Rights and Responsibilities	
HP4, HP5	Harold's wash and brush up	<ul style="list-style-type: none"> •Recognise the importance of regular hygiene routines; •Sequence personal hygiene routines into a logical order.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Around and about the school	<ul style="list-style-type: none"> •Identify what they like about the school environment; •Recognise who cares for and looks after the school environment.
RR5	Taking care of something	<ul style="list-style-type: none"> •Demonstrate responsibility in looking after something (e.g. a class pet or plant); •Explain the importance of looking after things that belong to themselves or to others.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's money	<ul style="list-style-type: none"> •Explain where people get money from; •List some of the things that money may be spent on in a family home.
Wider PSHE curriculum (not covered by DfE statutory requirements)	How should we look after our money?	<ul style="list-style-type: none"> •Recognise that different notes and coins have different monetary value; •Explain the importance of keeping money safe; •Identify safe places to keep money; •Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).
BFA1, BFA2	Basic first aid	See link to external resources for further information.
	Being My Best	
HE1, HE2, HE3	I can eat a rainbow	<ul style="list-style-type: none"> •Recognise the importance of fruit and vegetables in their daily diet; •Know that eating at least five portions of vegetables and fruit a day helps to maintain health.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
HE1, HE2, HE3	Eat well	<ul style="list-style-type: none"> •Recognise that they may have different tastes in food to others; •Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; •Recognise which foods we need to eat more of and which we need to eat less of to be healthy.
HP5	Catch it! Bin it! Kill it!	<ul style="list-style-type: none"> •Understand how diseases can spread; •Recognise and use simple strategies for preventing the spread of diseases.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold learns to ride his bike	<ul style="list-style-type: none"> •Recognise that learning a new skill requires practice and the opportunity to fail, safely; •Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
CF2, CF5, RR1, RR3, RR5	Pass on the praise!	<ul style="list-style-type: none"> •Demonstrate attentive listening skills; •Suggest simple strategies for resolving conflict situations; •Give and receive positive feedback, and experience how this makes them feel.
CF2, CF4, RR2, RR3, RR5	Harold has a bad day	<ul style="list-style-type: none"> •Recognise how a person's behaviour (including their own) can affect other people.
	Growing and Changing	
PHF4	Inside my wonderful body!	<ul style="list-style-type: none"> •Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); •Understand and explain the simple bodily processes associated with them.
FPC2, CAB1	Taking care of a baby	<ul style="list-style-type: none"> •Understand some of the tasks required to look after a baby; •Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
CAB1	Then and now	<ul style="list-style-type: none"> •Identify things they could do as a baby, a toddler and can do now; •Identify the people who help/helped them at those different stages.
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help?(2)	<ul style="list-style-type: none"> •Explain the difference between teasing and bullying; •Give examples of what they can do if they experience or witness bullying; •Say who they could get help from in a bullying situation.
FPC6, CF4, RR8, BS1, BS2, BS4, BS5, BS6, BS7, BS8,	Surprises and secrets	<ul style="list-style-type: none"> •Explain the difference between a secret and a nice surprise; •Identify situations as being secrets or surprises; •Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
BS3, BS7	Keeping privates private	<ul style="list-style-type: none"> •Identify parts of the body that are private; •Describe ways in which private parts can be kept private; •Identify people they can talk to about their private parts.

