

Nova Year 2 PSHE Scheme Overview
(using SCARF PSHE scheme)

	Term 1 & 2	Term 3 & 4	Term 5 & 6
Year 2	<p align="center">Me and my relationships</p> <ul style="list-style-type: none"> Our ideal classroom (1) Our ideal classroom (2) How are you feeling today? Bullying or teasing? Don't do that! Types of bullying Being a good friend Let's all be happy! 	<p align="center">Keeping myself safe</p> <ul style="list-style-type: none"> Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept 	<p align="center">Growing and Changing</p> <ul style="list-style-type: none"> A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Basic first aid
	<p align="center">Valuing difference</p> <ul style="list-style-type: none"> What makes us who we are? How do we make others feel? My special people When someone is feeling left out An act of kindness Solve the problem 	<p align="center">Rights and responsibilities</p> <ul style="list-style-type: none"> Getting on with others When I feel like erupting Feeling safe How can we look after our environment? Harold saves for something special Harold goes camping 	<p align="center">Being my best</p> <ul style="list-style-type: none"> You can do it! My day Harold's postcard - helping us to keep clean and healthy Harold's bathroom My body needs... What does my body do?

Year 2 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	Our ideal classroom (1)	<ul style="list-style-type: none"> •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)	<ul style="list-style-type: none"> •The conventions of courtesy and manners.
MW2, MW3	How are you feeling today?	<ul style="list-style-type: none"> •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.
RR5, RR6	Bullying or teasing?	<ul style="list-style-type: none"> •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.
RR5, RR6	Don't do that!	<ul style="list-style-type: none"> •Understand and describe strategies for dealing with bullying; •Rehearse and demonstrate some of these strategies.
RR5, RR6,	Types of bullying	<ul style="list-style-type: none"> •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.
CF1, CF2, CF3	Being a good friend	<ul style="list-style-type: none"> •Recognise that friendship is a special kind of relationship; •Identify some of the ways that good friends care for each other.
MW2, MW9	Let's all be happy	<ul style="list-style-type: none"> •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.
	Valuing Difference	
RR1, RR2	What makes us who we are?	<ul style="list-style-type: none"> •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.
RR2	How do we make others feel?	<ul style="list-style-type: none"> •Recognise and explain how a person's behaviour can affect other people.
FPC1, FPC2, FPC3, FPC4	My special people	<ul style="list-style-type: none"> •Identify people who are special to them; •Explain some of the ways those people are special to them.
CF3, MW7	When someone is feeling left out	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •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.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
CF4, CF5	Solve the problem	<ul style="list-style-type: none"> •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 Myself Safe		
MW3, MW5, DAT1,	Harold's picnic	<ul style="list-style-type: none"> •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 and responsibility about medicines and their use.
BS1, BS3, BS5	How safe would you feel?	<ul style="list-style-type: none"> •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?	<ul style="list-style-type: none"> •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.
BS4, MW2	I don't like that!	<ul style="list-style-type: none"> •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?	<ul style="list-style-type: none"> •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?	<ul style="list-style-type: none"> •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.
BS1, BS2, BS3, BS4, MW2	Some secrets should never be kept	<ul style="list-style-type: none"> •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 Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Rights and Responsibilities	
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.
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.
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	•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.
	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.
PHF1, HE1, HP3	My body needs...	•Understand that the body gets energy from food, water and oxygen; •Recognise that exercise and sleep are important to health.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Wider PSHE curriculum (not covered by DfE statutory requirements)	What does my body do?	<ul style="list-style-type: none"> •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.
	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?	<ul style="list-style-type: none"> •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	My Body, your body	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •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.
BFA1, BFA2	Basic first aid	See link to external resources for further information.

Prior Year 1 teaching: RSE Overview 2019-2020 *(Previous curriculum prior to changes)*

	Key Concept	Key RSE Objectives	Key Resources/Activities
Y 1	Rights Respecting Identity	To learn that our behaviour changes and needs to change as we get older	<ul style="list-style-type: none"> • Talk about how as we learn and experience new things, we change, a little bit at a time • Share things, produce art work or role-play things that have changed the children- a new baby, a change of address • Read 'Moving Molly' by Shirley Hughes • Compare different expectations for behaviour for a REC and Year 6 child. Are they different or the same? Invite older children in. • Emphasise throughout that we are all different- we change at different rates
	Change	To Learn about the changes that have occurred since I was a baby	<ul style="list-style-type: none"> • Ask children to bring in and study pictures of themselves as babies • Invite a new mum and baby in • Create a timeline of artefacts relating to their lives so far- rattles, clothes etc. • Look at Allan and Janet Ahlberg's 'The Baby Catalogue, or Dr Xargle's book of Earthlets • Explore the joy AND difficulties of a new sibling • Complete worksheets 17, 18 in Living and Growing Resource book
	Health	To be able to name the main external body parts and know that some are private	<ul style="list-style-type: none"> • Watch the remainder of 'Living and Growing' Differences (see below), it explores differences between girls and boys but not sexual parts • Carry out action songs e.g. heads and shoulders, One finger one thumb. Dem bones • Mind map body parts in groups, label a large drawing of an outline. • Introduce words penis, testicles and vagina, emphasising that these are private parts and even though they may make us giggle, all parts of the body have an important, amazing job • Collect 'home words' for private parts and address any misconceptions
		To know that all animal babies have a mother and a father	<ul style="list-style-type: none"> • Watch 'Living and Growing' Unit 1, Differences up to 4:05 • Watch other clips of animals with their young • Matching pictures of baby animals to adult animals • Learn names/have a quiz on the names for younger animals • Study the life cycle of an animal in more detail • Make the link that humans have a life cycle too. Watch 'Living and Growing', Where do I come from? up to 2:46