

**Nova Year 4 PSHE Scheme Overview**  
(using SCARF PSHE scheme)

	Term 1 & 2	Term 3 & 4	Term 5 & 6
Year 4	<p align="center"><b>Me and my relationships –</b></p> <ul style="list-style-type: none"> <li><a href="#">An email from Harold!</a></li> <li><a href="#">Ok or not ok? (part 1)</a></li> <li><a href="#">Ok or not ok? (part 2)</a></li> <li><a href="#">Human machines</a></li> <li><a href="#">Different feelings</a></li> <li><a href="#">When feelings change</a></li> <li><a href="#">Under pressure</a></li> </ul>	<p align="center"><b>Keeping myself safe –</b></p> <ul style="list-style-type: none"> <li><a href="#">Danger, risk or hazard?</a></li> <li><a href="#">Picture Wise</a></li> <li><a href="#">How dare you!</a></li> <li><a href="#">Medicines: check the label!</a></li> <li><a href="#">Know the norms</a></li> <li><a href="#">Keeping ourselves safe</a></li> <li><a href="#">Raisin challenge (2)</a></li> </ul>	<p align="center"><b>Growing and Changing –</b></p> <ul style="list-style-type: none"> <li><a href="#">Moving house</a></li> <li><a href="#">My feelings are all over the place!</a></li> <li><a href="#">All change!</a></li> <li><a href="#">Period positive</a></li> <li><a href="#">Secret or surprise?</a></li> <li><a href="#">Together</a></li> </ul>
	<p align="center"><b>Valuing difference –</b></p> <ul style="list-style-type: none"> <li><a href="#">Can you sort it?</a></li> <li><a href="#">Islands</a></li> <li><a href="#">Friend or acquaintance?</a></li> <li><a href="#">What would I do?</a></li> <li><a href="#">The people we share our world with</a></li> <li><a href="#">That is such a stereotype!</a></li> </ul>	<p align="center"><b>Rights and responsibilities –</b></p> <ul style="list-style-type: none"> <li><a href="#">Who helps us stay healthy and safe?</a></li> <li><a href="#">It's your right</a></li> <li><a href="#">How do we make a difference?</a></li> <li><a href="#">In the news!</a></li> <li><a href="#">Safety in numbers</a></li> <li><a href="#">Logo quiz</a></li> <li><a href="#">Harold's expenses</a></li> <li><a href="#">Why pay taxes?</a></li> </ul>	<p align="center"><b>Being my best –</b></p> <ul style="list-style-type: none"> <li><a href="#">What makes me ME!</a></li> <li><a href="#">Making choices</a></li> <li><a href="#">SCARF Hotel!</a></li> <li><a href="#">Harold's Seven Rs</a></li> <li><a href="#">My school community (1)</a></li> <li><a href="#">Basic first aid</a></li> </ul>

# Year 4 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:

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

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	<b>Me and My Relationships</b>	
CF2, CF3, MW3, MW6, MW7	An email from Harold!	<ul style="list-style-type: none"> <li>•Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>•Explain how different words can express the intensity of feelings.</li> </ul>
CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, HE3	Ok or not ok? (1)	<ul style="list-style-type: none"> <li>•Explain what we mean by a 'positive, healthy relationship';</li> <li>•Describe some of the qualities that they admire in others.</li> </ul>
CF2, CF4, CF5, RR1, RR4, RR5, OR1, OR2, HE3	Ok or not ok? (2)	<ul style="list-style-type: none"> <li>•Recognise that there are times when they might need to say 'no' to a friend;</li> <li>•Describe appropriate assertive strategies for saying 'no' to a friend.</li> </ul>
RR2	Human machines	<ul style="list-style-type: none"> <li>•Demonstrate strategies for working on a collaborative task;</li> <li>•Define successful qualities of teamwork and collaboration.</li> </ul>
MW1, MW2, MW3, MW4	Different feelings	<ul style="list-style-type: none"> <li>•Identify a wide range of feelings;</li> <li>•Recognise that different people can have different feelings in the same situation;</li> <li>•Explain how feelings can be linked to physical state.</li> </ul>
MW3, MW4	When feelings change	<ul style="list-style-type: none"> <li>•Demonstrate a range of feelings through their facial expressions and body language;</li> <li>•Recognise that their feelings might change towards someone or something once they have further information.</li> </ul>
RR1, RR6, MW8, ISH5	Under pressure	<ul style="list-style-type: none"> <li>•Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>•Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul>
	<b>Valuing Difference</b>	
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, OR2, OR4	Can you sort it?	<ul style="list-style-type: none"> <li>•Define the terms 'negotiation' and 'compromise';</li> <li>•Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> </ul>
CF5, RR8, BS1, BS3, BS5, MW4	Islands	<ul style="list-style-type: none"> <li>•Understand that they have the right to protect their personal body space;</li> <li>•Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>•Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> </ul>
FPC1, FPC2, CF1, CF2, RR1	Friend or acquaintance?	<ul style="list-style-type: none"> <li>•Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>•Give examples of features of these different types of relationships, including how they influence what is shared.</li> </ul>
FPC3, CF4, CF5, RR1, RR2, RR3, RR5, RR6, BS1	What would I do?	<ul style="list-style-type: none"> <li>•List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>•Recognise potential consequences of aggressive behaviour;</li> <li>•Suggest strategies for dealing with someone who is behaving aggressively.</li> </ul>

DfE Statutory Requirements SCARF Lesson Plan title & SCARF Lesson Plan Learning Outcomes  
 – end of primary statements half-termly unit

FPC3, CF3, RR1, RR2, RR5	The people we share our world with	<ul style="list-style-type: none"> <li>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li> <li>Define the word respect and demonstrate ways of showing respect to others' differences.</li> </ul>
RR7, OR5, ISH2, ISH5, ISH6	That is such a stereotype!	<ul style="list-style-type: none"> <li>Understand and identify stereotypes, including those promoted in the media.</li> </ul>
	Keeping Myself Safe	
OR4, BS4, BS5, ISH2, PHF3, HE3, DAT1, HP2	Danger, risk or hazard?	<ul style="list-style-type: none"> <li>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>Identify situations which are either dangerous, risky or hazardous;</li> <li>Suggest simple strategies for managing risk.</li> </ul>
OR3, OR5, ISH3, ISH5	Picture Wise	<ul style="list-style-type: none"> <li>Identify images that are safe/unsafe to share online;</li> <li>Know and explain strategies for safe online sharing;</li> <li>Understand and explain the implications of sharing images online without consent.</li> </ul>
CF5, RR4, RR6, OR2, BS1, BS6, MW4	How dare you!	<ul style="list-style-type: none"> <li>Define what is meant by the word 'dare';</li> <li>Identify from given scenarios which are dares and which are not;</li> <li>Suggest strategies for managing dares.</li> </ul>
DAT1, HP5	Medicines: check the label	<ul style="list-style-type: none"> <li>Understand that medicines are drugs;</li> <li>Explain safety issues for medicine use;</li> <li>Suggest alternatives to taking a medicine when unwell;</li> <li>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li> </ul>
HE3, DAT1	Know the norms (formerly Tell Mark II)	<ul style="list-style-type: none"> <li>Understand some of the key risks and effects of smoking and drinking alcohol;</li> <li>Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</li> </ul>
CF3, CF5, RR4, RR6, OR3, DAT1	Keeping ourselves safe	<ul style="list-style-type: none"> <li>Describe stages of identifying and managing risk;</li> <li>Suggest people they can ask for help in managing risk.</li> </ul>
OR5, BS1, ISH2, ISH6	Raisin Challenge (2)	<ul style="list-style-type: none"> <li>Understand that we can be influenced both positively and negatively;</li> <li>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> </ul>
	Rights and Responsibilities	
BS6, BS7, BS8, PHF4	Who helps us stay healthy and safe?	<ul style="list-style-type: none"> <li>Explain how different people in the school and local community help them stay healthy and safe;</li> <li>Define what is meant by 'being responsible';</li> <li>Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>Suggest ways they can help the people who keep them healthy and safe.</li> </ul>

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)	It's your right	<ul style="list-style-type: none"> <li>•Understand that humans have rights and also responsibilities;</li> <li>•Identify some rights and also responsibilities that come with these.</li> </ul>
RR3, RR5, OR2, OR3, BS2	How do we make a difference?	<ul style="list-style-type: none"> <li>•Understand the reason we have rules;</li> <li>•Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council);</li> <li>•Recognise that everyone can make a difference within a democratic process.</li> </ul>
RR3, OR4, OR5, ISH2, ISH6, ISH7	In the news!	<ul style="list-style-type: none"> <li>•Define the word influence;</li> <li>•Recognise that reports in the media can influence the way they think about an topic;</li> <li>•Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> </ul>
RR5, RR6, BS7	Safety in numbers	<ul style="list-style-type: none"> <li>•Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> <li>•Recognise that they can play a role in influencing outcomes of situations by their actions.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Logo quiz	<ul style="list-style-type: none"> <li>•Understand some of the ways that various national and international environmental organisations work to help take care of the environment;</li> <li>•Understand and explain the value of this work.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's expenses	<ul style="list-style-type: none"> <li>•Define the terms 'income' and 'expenditure';</li> <li>•List some of the items and services of expenditure in the school and in the home;</li> <li>•Prioritise items of expenditure in the home from most essential to least essential.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Why pay taxes?	<ul style="list-style-type: none"> <li>•Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</li> <li>•Understand how a payslip is laid out showing both pay and deductions;</li> <li>•Prioritise public services from most essential to least essential.</li> </ul>
	<b>Being My Best</b>	
RR1, RR2, RR4	What makes me ME! (formerly Diversity World)	<ul style="list-style-type: none"> <li>•Identify ways in which everyone is unique;</li> <li>•Appreciate their own uniqueness;</li> <li>•Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul>
CF2, RR1, OR4	Making choices	<ul style="list-style-type: none"> <li>•Give examples of choices they make for themselves and choices others make for them;</li> <li>•Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul>

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
PHF1, PHF2, HE1, HE2, HE3, HP3	SCARF Hotel (formerly Diversity World Hotel)	<ul style="list-style-type: none"> <li>•Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li> <li>•Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's Seven Rs	<ul style="list-style-type: none"> <li>•Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>•Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (1)	<ul style="list-style-type: none"> <li>•Define what is meant by the word 'community';</li> <li>•Suggest ways in which different people support the school community;</li> <li>•Identify qualities and attributes of people who support the school community.</li> </ul>
BFA1, BFA2	Basic first aid	See link to external resources for further information
	<b>Growing and Changing</b>	
MW2, MW3, MW9	Moving house	<ul style="list-style-type: none"> <li>•Describe some of the changes that happen to people during their lives;</li> <li>•Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>•Suggest people who may be able to help them deal with change.</li> </ul>
FPC1, FPC2, FPC4, CF5, RR2, MW3, MW4, CAB1	My feelings are all over the place!	<ul style="list-style-type: none"> <li>•Name some positive and negative feelings;</li> <li>•Suggest reasons why young people sometimes fall out with their parents;</li> <li>•Take part in a role play practising how to compromise.</li> </ul>
BS7, CAB1	All change!	<ul style="list-style-type: none"> <li>•Identify parts of the body that males and females have in common and those that are different;</li> <li>•Know the correct terminology for their genitalia;</li> <li>•Understand and explain why puberty happens.</li> </ul>
<i>BS7, CAB1, CAB2</i>	<i>Year 3 Growing and changing lesson - My changing body</i>	<ul style="list-style-type: none"> <li>•<i>Recognise that babies come from the joining of an egg and sperm;</i></li> <li>•<i>Explain what happens when an egg doesn't meet a sperm;</i></li> <li>•<i>Understand that for girls, periods are a normal part of puberty.</i></li> </ul>
CAB1, CAB2	Period positive	<ul style="list-style-type: none"> <li>•Recognise that babies come from the joining of an egg and sperm;</li> <li>•Explain what happens when an egg doesn't meet a sperm;</li> <li>•Understand that periods are a normal part of puberty for girls;</li> <li>•Identify some of the ways they can cope better with periods.</li> </ul>
RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3	Secret or surprise?	<ul style="list-style-type: none"> <li>•Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>•Recognise how different surprises and secrets might make them feel;</li> <li>•Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>
FPC3, FPC4, FPC5, CF1, CF2, CF4, CF5, RR1	Together	<ul style="list-style-type: none"> <li>•Recognise that marriage includes same sex and opposite sex partners;</li> <li>•Know the legal age for marriage in England or Scotland;</li> <li>•Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>

## Prior Year 3 teaching: RSE Overview 2019-2020 *(Previous curriculum prior to changes)*

	Key Concept	Key RSE Objectives	Key Resources/Activities
Y3	Rights Respecting Identity	To demonstrate respect for the opinions of others in discussions about puberty	<ul style="list-style-type: none"> <li>• Reminder of PSHE charter for lessons/discussions</li> <li>• Role-play with other adults how laughing/teasing etc. makes people feel when studying PSHE RSE issues</li> <li>• Use a question box or display of post its for anonymous questions</li> <li>• Ask the children to think of issues which maybe sensitive or embarrassing</li> </ul>
	Change	To know that physical and emotional changes are a normal part of growing up	<ul style="list-style-type: none"> <li>• What changes have happened to the children since they were born?</li> <li>• Make lists of positive and negative changes</li> <li>• Introduce terms adolescence and puberty- make point that it can start as young as 9. What questions do children have about it?</li> <li>• Explore changes that can be chosen and those that can't. See 'Living and Growing', Unit 2 Teachers notes p8</li> <li>• List words for feelings evoked by the changes discussed</li> <li>• Make a class 'guide for dealing with change'</li> </ul>
	Health	To know about the changes to our bodies as we get older and that these are necessary for being parents	<ul style="list-style-type: none"> <li>• Explain that physical changes happen to us all- they're necessary for us to become parents!</li> <li>• Look at the major organs inside the Human body. Point out that some are different in men and women and are there to help us be parents. Introduce words testicles (they will know this as the external body part) and ovaries. Do sheet in Living and Growing, Unit 2, p16</li> <li>• Watch Unit 2 Changes, in separate gender Groups. Present new learning in chosen ways. Encourage children to generate questions/anonymously or not</li> <li>• Make a dictionary of new words from the DVD</li> </ul>