

Nova Year 6 PSHE Scheme Overview

(using SCARF PSHE scheme)

	Term 1 & 2	Term 3 & 4	Term 5 & 6
Year 6	<p style="text-align: center;">Me and my relationships –</p> <ul style="list-style-type: none"> • Working together • Let's negotiate • Solve the friendship problem • Assertiveness skills (formerly Behave yourself - 2) • Behave yourself • Dan's day • Don't force me • Acting appropriately • It's a puzzle <p style="text-align: center;">Valuing difference –</p> <ul style="list-style-type: none"> • OK to be different • We have more in common than not • Respecting differences • Tolerance and respect for others • Advertising friendships! • Boys will be boys? - challenging gender stereotypes 	<p style="text-align: center;">Keeping myself safe –</p> <ul style="list-style-type: none"> • Think before you click! • Traffic lights • To share or not to share? • Rat Park • What sort of drug is...? • Drugs: it's the law! • Alcohol: what is normal? • Joe's story (part 1) • Joe's story (part 2) <p style="text-align: center;">Rights and responsibilities –</p> <ul style="list-style-type: none"> • Two sides to every story • Fakebook friends • What's it worth? • Jobs and taxes • Action stations! • Project Pitch (parts 1 & 2) • Happy shoppers • Democracy in Britain 1 - Elections • Democracy in Britain 2 - How (most) laws are made 	<p style="text-align: center;">Growing and Changing –</p> <ul style="list-style-type: none"> • Helpful or unhelpful? Managing change • I look great! • Media manipulation • Pressure online • Is this normal? • Dear Ash • Making babies • What is HIV? <p style="text-align: center;">Being my best –</p> <ul style="list-style-type: none"> • Five Ways to Wellbeing project • This will be your life! • Our recommendations • What's the risk? (1) • What's the risk? (2) • Basic first aid

Year 6 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	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Working together	<ul style="list-style-type: none"> •Demonstrate a collaborative approach to a task; •Describe and implement the skills needed to do this.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Let's negotiate	<ul style="list-style-type: none"> •Explain what is meant by the terms 'negotiation' and 'compromise'; •Suggest positive strategies for negotiating and compromising within a collaborative task; •Demonstrate positive strategies for negotiating and compromising within a collaborative task.
CF2, CF3, CF4, CF5	Solve the friendship problem	<ul style="list-style-type: none"> •Recognise some of the challenges that arise from friendships; •Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
CF5, RR2, RR4, RR5, RR8	Assertiveness Skills	<ul style="list-style-type: none"> •List some assertive behaviours; •Recognise peer influence and pressure; •Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
RR1, RR2, RR4, RR5, RR6, BS6	Behave yourself	<ul style="list-style-type: none"> •Recognise and empathise with patterns of behaviour in peer-group dynamics; •Recognise basic emotional needs and understand that they change according to circumstance; •Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
FPC2, FPC1, FPC2, CF3, MW1, MW2, MW3, MW4, CAB1	Dan's day	<ul style="list-style-type: none"> •Describe the consequences of reacting to others in a positive or negative way; •Suggest ways that people can respond more positively to others.
FPC3, FPC4, FPC5, FPC6, RR1, RR5, RR8, BS3, BS4, BS5, BS7	Don't force me	<ul style="list-style-type: none"> •Describe ways in which people show their commitment to each other; •Know the ages at which a person can marry, depending on whether their parents agree.
RR5, RR6, BS1, BS2, BS3, BS4, BS5, BS6, BS7, BS8	Acting Appropriately	<ul style="list-style-type: none"> •Recognise that some types of physical contact can produce strong negative feelings; •Know that some inappropriate touch is also illegal.
RR8, OR2, OR3, OR4, OR5, BS1, BS2, BS4, ISH1, ISH3, ISH4, ISH5, ISH7	It's a puzzle	<ul style="list-style-type: none"> •Identify strategies for keeping personal information safe online; •Describe safe and respectful behaviours when using communication technology.
	Valuing Difference	
CF2, RR1, RR6, BS1, MW3	Ok to be different	<ul style="list-style-type: none"> •Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; •Suggest strategies for dealing with bullying, as a bystander; •Describe positive attributes of their peers.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
RR1, RR5, RR6, OR2	We have more in common than not	<ul style="list-style-type: none"> • Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering support to someone who has been bullied.
RR1, RR2, RR3, RR5	Respecting differences	<ul style="list-style-type: none"> • Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
RR1, RR2, RR5	Tolerance and respect for others	<ul style="list-style-type: none"> • Understand and explain the term prejudice; • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
FPC1, FPC4, CF1, CF2, CF3, CF4, CF5, MW6	Advertising friendships!	<ul style="list-style-type: none"> • Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
RR1, RR2, RR6, RR7, ISH2, ISH6	Boys will be boys? Challenging gender stereotypes	<ul style="list-style-type: none"> • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people.
Keeping Myself Safe		
RR8, OR2, OR3, OR4, BS1, ISH4, ISH5	Thinking before you click!	<ul style="list-style-type: none"> • Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Understand and describe the ease with which something posted online can spread.
OR3, OR5, ISH3	Traffic lights	<ul style="list-style-type: none"> • Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology.
OR1, OR3, OR5, BS1, BS2, BS3, BS5, BS7, ISH3, ISH5, ISH7	To share or not to share?	<ul style="list-style-type: none"> • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online.
MW1, MW3, MW4, MW5, MW6, MW7, MW9, MW10, HE3, DAT1	Rat Park	<ul style="list-style-type: none"> • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
HE3, DAT1	What sort of drug is..?	<ul style="list-style-type: none"> • Explain how drugs can be categorised into different groups depending on their medical and legal context; • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
HE3, DAT1	Drugs: it's the law!	<ul style="list-style-type: none"> •Understand some of the basic laws in relation to drugs; •Explain why there are laws relating to drugs in this country.
HE3, DAT1	Alcohol: what is normal?	<ul style="list-style-type: none"> •Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; •Describe some of the effects and risks of drinking alcohol.
CF3, CF5, RR1, RR4, MW4, MW6, MW7, HE3	Joe's story (part 1)	<ul style="list-style-type: none"> •Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; •Explain how these emotional needs impact on people's behaviour; •Suggest positive ways that people can get their emotional need met.
FPC1, CF1, CF2, CF3, CF4, RR5, OR1	Joe's story (part 2)	<ul style="list-style-type: none"> •Understand that with independence comes responsibility •Explain how these emotional needs impact on people's behaviour; •Suggest positive ways that people can get their emotional needs met.
	Rights and Responsibilities	
RR7, ISH6	Two sides to every story	<ul style="list-style-type: none"> •Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; •Describe the language and techniques that make up a biased report; •Analyse a report also extract the facts from it.
RR8, OR1, MW1, ISH4, ISH6	Fakebook Friends	<ul style="list-style-type: none"> •Know the legal age (and reason behind these) for having a social media account; •Understand why people don't tell the truth and often post only the good bits about themselves, online; •Recognise that people's lives are much more balanced in real life, with positives and negatives.
Wider PSHE curriculum (not covered by DfE statutory requirements)	What's it worth?	<ul style="list-style-type: none"> •Explain some benefits of saving money; •Describe the different ways money can be saved, outlining the pros and cons of each method; •Describe the costs that go into producing an item; •Suggest sale prices for a variety of items, taking into account a range of factors; •Explain what is meant by the term interest.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jobs and taxes	<ul style="list-style-type: none"> •Recognise and explain that different jobs have different levels of pay and the factors that influence this; •Explain the different types of tax (income tax and VAT) which help to fund public services; •Evaluate the different public services and compare their value.
MW5	Action stations!	<ul style="list-style-type: none"> •Explain what we mean by the terms voluntary, community and pressure (action) group; •Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.

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)	Project Pitch (parts 1 & 2)	<ul style="list-style-type: none"> • That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment • Continue to develop the skills to exercise these responsibilities.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Happy shoppers	<ul style="list-style-type: none"> • Explain what is meant by living in an environmentally sustainable way; • Suggest actions that could be taken to live in a more environmentally sustainable way.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 1 – Elections	<ul style="list-style-type: none"> • Why and how rules and laws that protect them and others are made and enforced, • Why different rules are needed in different situations and how to take part in making and changing rules. • Begin to understand the way in which democracy in Britain works.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 2 – How (most) laws are made	<ul style="list-style-type: none"> • Why and how rules and laws that protect them and others are made and enforced • Why different rules are needed in different situations and how to take part in making and changing rules.
Being My Best		
MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6, BFA1, BFA2	Five Ways to Wellbeing project	<ul style="list-style-type: none"> • Explain what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
Wider PSHE curriculum (not covered by DfE statutory requirements)	This will be your life!	<ul style="list-style-type: none"> • Identify aspirational goals; • Describe the actions needed to set and achieve these.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Our recommendations	<ul style="list-style-type: none"> • Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.
CF2, CF3, CF5, RR1, RR4, RR6, BS1, BS5, DAT1	What's the risk? (1)	<ul style="list-style-type: none"> • Identify risk factors in a given situation (involving alcohol); • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
FPC1, OR1, OR3, BS1, BS2, BS4, ISH6, CAB1	What's the risk? (2)	<ul style="list-style-type: none"> • Identify risk factors in a given situation; • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; • Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.
BFA1, BFA2	Basic first aid	See link to external resources for further information

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Growing and Changing	
FPC2, FPC6, MW2, MW4, MW6, MW9	Helpful or unhelpful? Managing change	<ul style="list-style-type: none"> •Recognise some of the changes they have experienced and their emotional responses to those changes; •Suggest positive strategies for dealing with change; •Identify people who can support someone who is dealing with a challenging time of change.
RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CAB1	I look great!	<ul style="list-style-type: none"> •Understand that fame can be short-lived; •Recognise that photos can be changed to match society's view of perfect; •Identify qualities that people have, as well as their looks.
RR1, RR4, RR7, OR1, ISH2, ISH5	Media manipulation	<ul style="list-style-type: none"> •Define what is meant by the term stereotype; •Recognise how the media can sometimes reinforce gender stereotypes; •Recognise that people fall into a wide range of what is seen as normal; •Challenge stereotypical gender portrayals of people.
OR1, OR3, OR4, OR5, OR6, BS3, BS4, BS5	Pressure online	<ul style="list-style-type: none"> •Understand the risks of sharing images online and how these are hard to control, once shared; •Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; •Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
RR1, BS7, CAB1, CAB2	Is this normal?	<ul style="list-style-type: none"> •Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; •Suggest strategies that would help someone who felt challenged by the changes in puberty; •<i>Understand what FGM is and that it is an illegal practice in this country;</i> •Know where someone could get support if they were concerned about their own or another person's safety.
BS2, BS4, BS5, BS6, BS7, BS8	Dear Ash	<ul style="list-style-type: none"> •Explain the difference between a safe and an unsafe secret; •Identify situations where someone might need to break a confidence in order to keep someone safe.
FPC3, FPC4, BS3, BS6, BS7, BS8, CAB1, CAB2	Making babies	<ul style="list-style-type: none"> •Identify the changes that happen through puberty to allow sexual reproduction to occur; •<i>Know a variety of ways in which the sperm can fertilise the egg to create a baby;</i> •Know the legal age of consent and what it means.
<i>HP5</i>	<i>What is HIV?</i>	<ul style="list-style-type: none"> •<i>Explain how HIV affects the body's immune system;</i> •<i>Understand that HIV is difficult to transmit;</i> •<i>Know how a person can protect themselves from HIV</i>

**Lessons in italics parents can choose to opt out of part*

Prior Year 5 teaching: RSE Overview 2019-2020 *(Previous curriculum prior to changes)*

	Key Concept	Key RSE Objectives	Key Resources/Activities
Y5	Rights Respecting Identity	To respect the fact that people change at different ages and to different degrees	<ul style="list-style-type: none"> • Re-establish guidelines for respectful PSHE/RSE lessons, and use of anonymous question box/display • Play some class games that reinforce the fact that we are all different • Look at pictures of teenagers around the same age. Are they all the same height, weight etc? • Role-play how it feels when people tease you for changes that may happen to you.
	Change	To know how to cope with physical and emotional changes, wanted and unwanted	<ul style="list-style-type: none"> • Recap on Year three and four work on puberty. • Can children list the main changes, particularly for girls? Try and think of feelings that make occur as a result of these changes in single sex groups, but feed back to the class. What are the changes we want or don't want? • What could children do to help cope with unwanted changes? • Explore issues surrounding self-image
	Health	<p>To revisit external body parts and agreed appropriate terminology for sexual parts</p> <p>To revisit puberty for girls and learn how it affects boys</p> <p>To know the importance of personal hygiene during puberty</p>	<ul style="list-style-type: none"> • Watch 'Living and Growing' Unit 2, Girl Talk (which they will all of seen before) and Boy Talk (girls too) , in separate gender groups • Give children the chance to respond to this in several parts, and use the question box • Look at menstruation in more detail and do activities in Living and growing, Unit 3, p13 and 19 • Explore why personal hygiene in puberty is essential. Come up with a list of tops tips • Create 'puberty quizzes' in groups • Find out what children know about conception and birth • Challenge misconceptions using a text such as 'Where did I come from?' to begin to explore conception and birth- again, use the question box • Read a text such as 'Where did I come from'? to explain the life-cycle, including conception in more detail. • Write instructions for how to maintain hygiene in puberty