



KS1 RSHE Overview SCARF Half-Termly Units



		Autumn		Spring		Summer	
EYFS	Topic	All about me/Super Me/Food & Drink		Paw, Claws and Whiskers/Fun on the Farm/ Jungle Fun/Under the Sea		Growing Magic/Flutterby Butterfly/Hot and Cold, Fire & Ice	
	Unit name	Me and my Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
	Lesson	All about me	I'm Special, you're special	What's safe to go onto and into my body	Looking after my special people	Bouncing back when things go wrong	Life stages-plants, animals, humans
	Outcome Children will be able to:	Talk about their own interests. Talk about their families. Talk about how they are the same or different to others.	Describe their own positive attributes. Share their likes and dislikes. Listen to and respect the ideas of others.	Name things that keep their bodies safe. Name things that keep their bodies clean and protected. Think about how to recognise things that might not be safe.	Name the special people in their lives. Understand that our special people can be different to those of others.	Share an experience where they haven't achieved their goal. Develop their confidence and resilience towards having a growth mindset. Name a strategy to overcome a hurdle.	To understand that animals and humans change in appearance over time. Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). Make observations and ask questions about living things.
	Lesson	What makes me special	Same and different	Safe indoors and outdoors	Looking after my friends	Healthy eating 1	Life stages: Humans Who will I be?
	Outcome Children will be able to:	Share their favourite interests and objects. Talk about themselves positively.	Recognise the similarities and differences amongst their peers. Discuss why differences should be celebrated.	Name some hazards and ways to stay safe inside. Name some hazards and ways to stay safe outside.	Talk about why friends are important and how they help us. Identify ways to care for a friend in need.	Name and choose healthy foods and drink. Understand there are some foods that are a "just sometimes"	Retell a story and respond to questions about it. Use the language and describe the different life stages of: baby, child,

		Listen to what others say and respond.	Retell a story.	Show how to care for the safety of others.	Identify ways to help others in their community.	food or drink (eating in moderation). Explain the jobs of different food groups.	teenager, adult, older age. Talk about their own experience of growing up.
	Lesson	My feeling 1	Same and different homes	Keeping safe online	Being helpful at home and caring for our classroom	Healthy eating 2	Getting bigger
	Outcome Children will be able to:	Describe different emotions. Explore how we feel at certain times or events. Identify ways to change feelings and calm down.	Recognise the similarities and differences between their home and those of others. Talk about what makes their home feel special and safe. Be sensitive towards others.	Share ideas about activities that are safe to do on electronic devices. What to do and who to talk to if they feel unsafe online.	Identify ways in which they help at home. Recognise the importance of taking care of a shared environment. Name ways in which they can look after their learning environment.	Name and choose healthy foods and drink. Understand there are some foods that are a “just sometimes” food or drink (eating in moderation). Explain the jobs of different food groups.	Talk about how they have changed as they have grown. Explain the differences between babies, children, and adults. Understand that we are all unique.
	Lesson	My feeling 2	Same and different families		Caring for our world	A good night’s sleep	Me and my body – girls and boys
	Outcome Children will be able to:	Identify events that can make a person feel sad. Suggest ways in which they can help a friend who is sad. Choose ways to help themselves when they feel sad.	Talk about their family, customs and traditions. Listen to others talk about their experiences. Compare their own experiences with those of others.		Think about what makes the world special and beautiful. Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less. Talk about what can happen to living things	Understand why our body needs sleep. Talk about their own bedtime routine. Suggest ways to have a calm evening and bedtime routine.	Name parts of the body (including reproductive parts) using the correct vocabulary. Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for

				if the world is not cared for.		help if they feel unsafe.	
	Development Matters See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. • Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian		Development Matters See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. • Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian		Statutory framework for the early year's foundation stage Personal, Social and Emotional Development <u>ELG: Self-Regulation</u> *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>ELG: Managing Self</u> *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. *Explain the reasons for rules, know right from wrong and try to behave accordingly. *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		
Yr 1	Topic	Toy Story		Eager Explorers		Fighting Fit	
	Unit name	Me and my Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
	Lesson	Why we have classroom rules (combined with how are you listening?)	Same or different	Super sleep	Around and about our school	Catch it, bin it, kill it!	Inside my wonderful body

	Outcome Children will be able to:	Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these.	Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences.	Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep.	Identify what they like about the school environment; Recognise who cares for and looks after the school environment.	Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases.	Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them.
	Lesson	Thinking about feelings	Who are our special people?	Who can help 1?	Taking care of something	Harold learns to ride his bike	Surprises and secrets
	Outcome Children will be able to:	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.)	Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them.	Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe.	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.	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.	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.
	Lesson	Good friends	It's not fair	Harold loses Geoffrey	Basic first aid	Pass on the praise	Keeping privates private
	Outcome Children will be able to:	Identify simple qualities of friendship;	Recognise and explain what is fair and unfair, kind and unkind;	Recognise the range of feelings that are associated with loss.	explain what is meant by first aid; basic techniques for dealing with common injuries.	Demonstrate attentive listening skills; Suggest simple strategies for	Identify parts of the body that are private;

		Suggest simple strategies for making up.	Suggest ways they can show kindness to others.			resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.	Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.
Yr 2	Topic	Towers and Turrets		London's Burning		Bugs Life	
	Unit name	Me and my Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
	Lesson	Our ideal classroom 1	What makes us who we are?	What should Harold say?	Getting on with others	Harold's postcard	My body, your body
	Outcome Children will be able to:	Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions	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	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.	Describe and record strategies for getting on with others in the classroom.	Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses	Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person
	Lesson	Our ideal classroom 2	How do we make others feel?	I don't like that!	When I feel like erupting	Harold's bathroom	Respecting privacy
	Outcome Children will be able to:	Take part in creating and agreeing classroom rules.	Recognise and explain how a person's behaviour can affect other people.	Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;	Explain, and be able to use, strategies for dealing with impulsive behaviour	Explain the importance of good dental hygiene; Describe simple dental hygiene routines	Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission;

				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.			Give examples of different types of private information
	Lesson	How are you feeling today?	Solve the problem?	Should I tell?	Harold saves for something special	What does my body do?	Basic first aid
	Outcome Children will be able to:	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	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.	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	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	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	Give first aid; basic techniques for dealing with common injuries.
	Lesson	Let's all be happy!		Some secrets should never be kept	Harold goes camping		
	Outcome Children will be able to:	Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);		Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and	Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future		

		Explain where someone could get help if they were being upset by someone else's behaviour		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.	time and understand the reasons why people (including themselves) might do this		
PSHE other	PSHE days/ Weeks						
	Visitors	9 th and 10 th September SCARF Launch					
	Class Workshops						
	Children's assemblies						