






Reception	Children will be able to: <ul style="list-style-type: none"> <li>• talk about similarities and differences;</li> <li>• name special people in their lives;</li> <li>• describe different feelings;</li> <li>• identify who can help if they are sad, worried or scared;</li> <li>• identify ways to help others or themselves if they are sad or worried.</li> </ul>		
DfE Statements	Me and My Relationships	SCARF Lesson Plan Learning Outcomes	Vocabulary
FPC1, FPC3, RR1, RR4, RR5, CF1 	All about me	<ul style="list-style-type: none"> <li>• Talk about their own interests;</li> <li>• Talk about their families;</li> <li>• Talk about how they are the same or different to others.</li> </ul>	special, practice, effort, same, different
FPC1, FPC3, RR1, RR3, RR4	What makes me special	<ul style="list-style-type: none"> <li>• Share their favourite interests and objects;</li> <li>• Talk about themselves positively;</li> <li>• Listen to what others say and respond.</li> </ul>	special, favourite, same, different
FPC1, FPC2, FPC3, CF1, RR1	Me and my special people	<ul style="list-style-type: none"> <li>• Talk about the important people in their lives;</li> <li>• Understand that we have different special people;</li> <li>• Name key people outside of families that care for them.</li> </ul>	family, help, special, people, same, different, family, friends, help
FPC1, FPC2, FPC4, FPC6, CF1, CF2, CF3, CF5, BS5, BS8, MW9	Who can help me?	<ul style="list-style-type: none"> <li>• Talk about when they might feel unsafe or unhappy;</li> <li>• Name the people who will help them;</li> <li>• Notice when a friend is in need at school and help them.</li> </ul>	family, friends, help
FPC2, FPC6, MW2, MW3, MW6, MW7, MW9, CF5	My feelings	<ul style="list-style-type: none"> <li>• Describe different emotions;</li> <li>• Explore how we feel at certain times or events;</li> <li>• Identify ways to change feelings and calm down.</li> </ul>	feelings, happy, sad, emojis
MW2, MW3, MW6, MW7, MW9, CF2, CF5, FPC6	My feelings (2)	<ul style="list-style-type: none"> <li>• Identify events that can make a person feel sad;</li> <li>• Suggest ways in which they can help a friend who is sad;</li> <li>• Choose ways to help themselves when they feel sad.</li> </ul>	feelings, happy, sad, kind, helpful

YEAR 1			
DfE Statutory Requirements	Me and My Relationships	SCARF Lesson Plan Learning Outcomes	Vocabulary
	<b>Week 1</b>	<b>St Mary's C of E Primary Academy Behaviour Curriculum</b> <b>MindMate: Friends and Family – I know when my friends are feeling happy</b>	
RR2, RR3  British Values	<b>Week 2</b> Why we have classroom rules	<ul style="list-style-type: none"> <li>Understand that classroom rules help everyone to learn and be safe;</li> <li>Explain their classroom rules and be able to contribute to making these.</li> </ul>	rules, safe, responsibility, work, together, law, co-operate,
RR1, CF2, CF4, CF5	<b>Week 3</b> How are you listening?	<ul style="list-style-type: none"> <li>Demonstrate attentive listening skills;</li> <li>Suggest simple strategies for resolving conflict situations;</li> </ul> <b>Online Safety: I know who I can talk to if I have conflict online</b> <ul style="list-style-type: none"> <li>Give and receive positive feedback, and experience how this makes them feel.</li> </ul>	listening, conflict,
BS5, MW2, MW3, MW4, MW7	<b>Week 4</b> Thinking about feelings	<ul style="list-style-type: none"> <li>Recognise how others might be feeling by reading body language/facial expressions;</li> <li>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).</li> </ul>	feelings, body, language, emotions, safe, support
BS5, MW1, MW2, MW3, MW4, MW7	<b>Week 5</b> Our feelings	<ul style="list-style-type: none"> <li>Identify a range of feelings;</li> <li>Identify how feelings might make us behave;</li> <li>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> </ul>	feelings, behaviour
MW2, MW3, MW6, MW7	<b>Week 6</b> Feelings and bodies	<ul style="list-style-type: none"> <li>Recognise that people's bodies and feelings can be hurt;</li> <li>Suggest ways of dealing with different kinds of hurt.</li> </ul>	hurt, help, feelings, heal
CF1, CF2, CF3	<b>Week 7</b> Good friends	<ul style="list-style-type: none"> <li>Identify simple qualities of friendship;</li> <li>Suggest simple strategies for making up.</li> </ul>	friendship, making up
	<b>Week 8</b>	<b>PoI-Ed: What if my friends are making me feel sad?</b>	

YEAR 2			
DfE Statutory Requirements	Me and My Relationships	SCARF Lesson Plan Learning Outcomes	Vocabulary
	<b>Week 1</b>	<b>St Mary's C of E Primary Academy Behaviour Curriculum</b> <b>MindMate: Friends and Family – I know that what I say and do can affect my friends</b>	
RR2  British Values	<b>Week 2</b> Our ideal classroom	<ul style="list-style-type: none"> <li>Suggest actions that will contribute positively to the life of the classroom;</li> <li>Make and undertake pledges based on those actions.</li> </ul>	happy, safe, caring, friendly
MW2, MW3	<b>Week 3</b> How are you feeling today?	<ul style="list-style-type: none"> <li>Use a range of words to describe feelings;</li> <li>Recognise that people have different ways of expressing their feelings;</li> <li>Identify helpful ways of responding to other's feelings.</li> </ul>	feelings, showing, feelings, help
MW2, MW9	<b>Week 4</b> Let's all be happy	<ul style="list-style-type: none"> <li>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul> <p><b>Online Safety: I know what to do if something online makes me feel sad, upset or worried.</b></p>	feelings, help
CF1, CF2, CF3	<b>Week 5</b> Being a good friend	<ul style="list-style-type: none"> <li>Recognise that friendship is a special kind of relationship;</li> <li>Identify some of the ways that good friends care for each other.</li> </ul>	friendly, friendship
RR5, RR6	<b>Week 6</b> Types of bullying	<ul style="list-style-type: none"> <li>Explain the difference between bullying and isolated unkind behaviour;</li> <li>Recognise that there are different types of bullying and unkind behaviour;</li> <li>Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> </ul>	bullying            bullying help                teasing don't do that    repeated regular
RR5, RR6	<b>Week 7</b> Don't do that!	<ul style="list-style-type: none"> <li>Understand and describe strategies for dealing with bullying;</li> <li>Rehearse and demonstrate some of these strategies.</li> </ul> <p><b>Online Safety: I know what to do if something online makes me feel sad, upset or worried.</b></p>	bullying, help, don't do that
	<b>Week 8</b>	<b>Pol-Ed: How do I share family worries?</b>	

YEAR 3			
DfE Statutory Requirements	Me and My Relationships	SCARF Lesson Plan Learning Outcomes	Vocabulary
	<b>Week 1</b>	<b>St Mary's C of E Primary Academy Behaviour Curriculum</b> <b>MindMate: Friends and Family – I understand that when I am unkind it affects others</b>	
ISH4  British Values	<b>Week 2</b> As a rule	<ul style="list-style-type: none"> <li>Explain why we have rules;</li> <li>Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>Suggest appropriate rules for a range of settings;</li> <li>Consider the possible consequences of breaking the rules.</li> </ul> <b>Online Safety: I know that online we should follow rules and use appropriate behaviour</b>	rules, safety
FPC2, CF1, CF2	<b>Week 3</b> Looking after our special people	<ul style="list-style-type: none"> <li>Identify people who they have a special relationship with;</li> <li>Suggest strategies for maintaining a positive relationship with their special people.</li> </ul>	friendships, falling out, making up, compromise
CF3, CF4, RR1	<b>Week 4</b> How can we solve this problem?	<ul style="list-style-type: none"> <li>Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> </ul>	conflict, point of view
CF1, CF2, CF4, CF5, RR3	<b>Week 5</b> Friends are special	<ul style="list-style-type: none"> <li>Identify qualities of friendship;</li> <li>Suggest reasons why friends sometimes fall out;</li> <li>Rehearse and use, now or in the future, skills for making up again.</li> </ul>	strategies, points of view, calm, apologise, listen, making up
RR1, RR2, RR3	<b>Week 6</b> 'Thanks'	<ul style="list-style-type: none"> <li>Express opinions and listen to those of others;</li> <li>Consider others' points of view;</li> <li>Practice explaining the thinking behind their ideas and opinions.</li> </ul>	continuum, opinions, respectful, courteous, challenging
BS1	<b>Week 7</b> Dan's dare	<ul style="list-style-type: none"> <li>Explain what a dare is;</li> <li>Understand that no-one has the right to force them to do a dare;</li> <li>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> </ul>	dare, persuade, feelings
	<b>Week 8</b>	<b>Pol-Ed: What do we mean by consent in friendships?</b>	

YEAR 4			
DfE Statutory Requirements	Me and My Relationships	SCARF Lesson Plan Learning Outcomes	Vocabulary
	<b>Week 1</b>	<b>St Mary's C of E Primary Academy Behaviour Curriculum</b> <b>MindMate: Friends and Family – I can describe a healthy relationship</b>	
RR2	<b>Week 2</b> 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>	collaborate, collaboration, collaborative, teamwork
CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, MW3, HE3	<b>Week 3</b> 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>	positive, healthy, relationship, respect, responsibilities, qualities, excluded, assertive, aggressive, negotiate
CF2, CF4, CF5, RR1, RR4, RR5, OR1, OR2, MW3, HE3	<b>Week 4</b> 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> <b>Online Safety: I know how to stay safe online, I know what to do is something makes me feel sad, worried or upset online.</b>	friendly, rude, aggressive, consequences, face-to-face, assertive, compromise, respectful
CF2, CF3, MW3, MW6, MW7	<b>Week 5</b> 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>	feelings, physical, effects, sad, unhappy, devastated, miserable, distressed, lonely, alone, ignored, isolated, abandoned, apologetic, regretful, remorseful, rueful, repentant, aching, sore, agonising, painful, happy, delighted, ecstatic, joyful, calm, untroubled, assured, confident, peaceful, scared, frightened, petrified, terrified, bothered
MW1, MW2, MW3, MW4  British Values	<b>Week 6</b> 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>	feelings, physical effects
RR1, RR6, MW8, ISH5	<b>Week 7</b> 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>	unkind, tease, bully, pressure, independent
	<b>Week 8</b>	<b>Pol-Ed: What do we mean by consent in friendships?</b>	

YEAR 5 and 6			
DfE Statutory	Me and My Relationships	SCARF Lesson Plan Learning Outcomes	Vocabulary
	<b>Week 1</b>	<b>St Mary's C of E Primary Academy Behaviour Curriculum</b> <b>MindMate: Friends and Family – I can describe an unhealthy relationship (Y5)</b>	
Wider PSHE curriculum (not covered by DfE statutory requirements)	<b>Week 2</b> Collaboration Challenge!	<ul style="list-style-type: none"> <li>● Explain what collaboration means;</li> <li>● Give examples of how they have worked collaboratively;</li> <li>● Describe the attributes needed to work collaboratively.</li> </ul>	Collaborate
CF2, CF3	<b>Week 3</b> Give and take	<ul style="list-style-type: none"> <li>● Explain what is meant by the terms negotiation and compromise;</li> <li>● Describe strategies for resolving difficult issues or situations.</li> </ul> <b>Online Safety: I know how to deal with online bullying and how to report it (CEOP)</b>	Negotiate, compromise, conflict, resolution
CF1, CF2, CF3, CF4, MW1, MW2, MW3	<b>Week 4</b> How good a friend are you?	<ul style="list-style-type: none"> <li>● Demonstrate how to respond to a wide range of feelings in others;</li> <li>● Give examples of some key qualities of friendship;</li> <li>● Reflect on their own friendship qualities.</li> </ul>	Sensitive, insensitive
CF2, CF3, CF4, CF5, RR3, RR4, RR5	<b>Week 5</b> Relationship cake recipe	<ul style="list-style-type: none"> <li>● Identify what things make a relationship unhealthy;</li> <li>● Identify who they could talk to if they needed help.</li> </ul>	Unhealthy relationship, verbal abuse, physical abuse, sexual abuse, uncomfortable touching, unsafe
MW2, MW3, MW4, MW9, MW10	<b>Week 6</b> Our emotional needs	<ul style="list-style-type: none"> <li>● Recognise basic emotional needs, understand that they change according to circumstance;</li> <li>● Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> </ul>	Emotions, emotional needs
CF2, CF3, CF5, RR1	<b>Week 7</b> Being assertive	<ul style="list-style-type: none"> <li>● Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>● Understand and rehearse assertiveness skills.</li> </ul>	Assertive, passive, aggressive
	<b>Week 8</b>	<b>MindMate: Friends and Family – I can talk about how I will maintain positive relationships (Y6)</b>	