



PSHE Curriculum – Units of work and sequence of lessons

	Teddy Class	Panda Class	Koala Class
Year A Autumn 1 (Relationships - Healthy Relationships)	<u>Who can help? (2)</u> (Y1) <u>How are you listening?</u> (Y1) <u>Pass on the praise!</u> (Y1) Updated 30/3/26 <u>A helping hand</u> (Y2) <u>I don't like that!</u> (Y2) <u>Don't do that!</u> (Y2) Updated 17/3/26	<u>Looking after our special people</u> (Y3) Updated 23/3/ 26 <u>Danger or risk?</u> (Y3) <u>How can we solve this problem?</u> (Y3) <u>Can you sort it?</u> (Y4) <u>Together</u> (Y4) <u>Human machines</u> (Y4)	<u>Give and take</u> (Y5) <u>Stop, start, stereotypes</u> (Y5) Updated 30/3/ 26 <u>Behave yourself</u> (Y5) Updated 12/8/25 <u>Assertiveness skills (formerly Behave yourself - 2)</u> (Y6) Updated 12/8/25 <u>Don't force me</u> (Y6) Updated 31/3/26 <u>Acting appropriately</u> (Y6) Updated 31/3/26
Year A Autumn 2 (Kindness and thoughtfulness not part of SCARF)	In replace of this time, at the end of each half term, one lesson to be dedicated to whole class circle time to discuss relevant issues e.g. class, school or wider world. This provides teachers with the flexibility to discuss issues that are relevant and personal to their class.	In replace of this time, at the end of each half term, one lesson to be dedicated to whole class circle time to discuss relevant issues e.g. class, school or wider world. This provides teachers with the flexibility to discuss issues that are relevant and personal to their class.	In replace of this time, at the end of each half term, one lesson to be dedicated to whole class circle time to discuss relevant issues e.g. class, school or wider world. This provides teachers with the flexibility to discuss issues that are relevant and personal to their class.

Year A Spring 1 (Living in the Wider World – Rules, Rights, Responsibilities)	<u>Why we have classroom rules</u> (Y1) Updated 17/3/26 <u>Taking care of something</u> (Y1) <u>Our special people balloons</u> (Y1) <u>Our ideal classroom</u> (1) (Y2) <u>When I feel like erupting</u> (Y2) <u>When someone is being left out</u> (Y2)	<u>As a Rule</u> (Y3) Updated 18/8/25 <u>Our friends and neighbours</u> (Y3) <u>For or against</u> (Y3) Updated 29/3/26 <u>How do we make a difference?</u> (Y4) Updated 5/3/26 <u>In the news!</u> (Y4) Updated 4/8/25 <u>The people we share our world with</u> (Y4) Updated 24/3/26	<u>Local councils</u> (Y5) <u>Fact or opinion?</u> (Y5) <u>Democracy in Britain 1 - Elections</u> (Y6) Updated 12/8/25 <u>Democracy in Britain 2 - How (most) laws are made</u> (Y6) Updated 12/8/25 <u>Two sides to every story</u> (Y6) Updated 29/8/25 <u>Tolerance and respect for others</u> (Y6) Updated 31/3/26
Year A Spring 2 (Health and Well Being – Keeping Safe)	<u>Harold loses Geoffrey</u> (Y1) <u>Who can help? (1)</u> (Y1) <u>Harold's school rules</u> (Y1) <u>What could Harold do?</u> ✖ (Y1) <u>Harold's Picnic</u> (Y2) <u>Respecting Privacy</u> (Y2) Sharing pictures – NEW UNIT FROM SEPTEMBER 2026	<u>The Risk Robot</u> (Y3) <u>Safe or Unsafe?</u> (Y3) <u>Helping each other stay safe</u> (Y3) <u>Danger, risk or hazard?</u> (Y4) <u>Who helps us stay healthy and safe?</u> (Y4) Updated 11/8/25 <u>Picture Wise</u> (Y4) Super Searchers NEW UNIT FROM SEPTEMBER 2026	<u>Independence and responsibility</u> (Y5) <u>Decision dilemmas</u> (Y5) <u>Drugs: true or false?</u> (Y5) <u>What's the risk? (1)</u> (Y6) <u>What's the risk? (2)</u> (Y6) <u>Traffic lights</u> (Y6) Think before you click - NEW UNIT FROM SEPTEMBER 2026
Year A Summer 1 (Health and Well-Being – Healthy Lifestyles)	<u>Harold's wash and brush up</u> (Y1) <u>I can eat a rainbow</u> (Y1) <u>My day</u> (Y2) <u>Harold's bathroom</u> (Y2) <u>Harold's postcard - helping us to keep clean and healthy</u> (Y2) <u>My body needs...</u> (Y2)	<u>Poorly Harold</u> (Y3) <u>Body team work</u> (Y3) <u>Derek cooks dinner! (healthy eating)</u> (Y3) <u>Making choices</u> (Y4) <u>SCARF Hotel</u> (Y4) <u>Medicines: check the label</u> (Y4)	<u>Smoking: what is normal?</u> (Y5) <u>Getting fit</u> (Y5) <u>It all adds up!</u> (Y5) <u>Alcohol: what is normal?</u> <u>I look great!</u> (Y6) <u>We have more in common than not</u> (Y6)
Year A Summer 2	<u>Harold learns to ride his bike</u> (Y1) <u>Then and now</u> (Y1)	<u>My special pet</u> (Y3) <u>Top talents</u> (Y3)	<u>Different skills</u> (Y5) <u>How are they feeling?</u> (Y5)

(Health and Well-Being – Growing and Changing)	<u>Inside my wonderful body!</u> (Y1) <u>You can do it!</u> (Y2) <u>Sam moves away</u> (Y2) <u>Life Stages: Human life stage - who will I be?</u> (Y2) <u>My body, your body</u> NEW UNIT FROM SEPTEMBER 2026	<u>My special pet</u> (Y3) <u>An email from Harold!</u> (Y4) <u>Moving house</u> (Y4) <u>All change!</u> NEW UNIT FROM SEPTEMBER 2026 <u>Preparing for changes at puberty</u> NEW UNIT FROM SEPTEMBER 2026	<u>Star qualities?</u> (Y5) <u>Is this normal?</u> (Y6) <u>Helpful or unhelpful? Managing change</u> (Y6) <u>Changing bodies and feelings</u> NEW UNIT FROM SEPTEMBER 2026 <u>Making Babies</u> ** NEW UNIT FROM SEPTEMBER 2026 **Parents can withdraw their children from this session.
Year B Autumn 1 (Relationships - Healthy Relationships)	<u>Surprises and secrets</u> (Y1) Updated 11/8/25 <u>Unkind, tease or bully?</u> (Y1) Updated 16/3/26 <u>Should I tell?</u> (Y2) Updated 11/8/25 <u>Solve the problem</u> (Y2) <u>Bullying or teasing?</u> (Y2) Updated 17/3/26 <u>Types of bullying</u> (Y2) Updated 17/3/26 <u>Good or Bad touches</u> NEW UNIT FROM SEPTEMBER 2026	<u>Friends are special</u> (Y3) <u>Tangram team challenge</u> (Y3) <u>Looking after our special people</u> (Y3) <u>Relationship Tree</u> (Y3) <u>Ok or not ok? (part 1)</u> (Y4) <u>Ok or not ok? (part 2)</u> (Y4)	<u>It could happen to anyone</u> (Y5) <u>Taking notice of our feelings</u> (Y5) <u>Collaboration Challenge!</u> (Y5) <u>Solve the friendship problem</u> (Y6) <u>Let's negotiate</u> (Y6) <u>Working together</u> (Y6)
Year B Autumn 2 (Living in the Wider World - Valuing Differences)	<u>It's not fair!</u> (Y1) Updated 16/3/26 <u>Good friends</u> (Y1) Updated 15/3/26 <u>Same or different?</u> (Y1) Updated 16/3/26 <u>An act of kindness</u> (Y2) <u>What makes us who we are?</u> (Y2) Updated 17/3/26	<u>Family and friends</u> (Y3) <u>Respect and challenge</u> (Y3) <u>Let's celebrate our differences</u> (Y3) <u>What would I do?</u> (Y4) <u>What makes me ME!</u> (Y4) <u>Friend or acquaintance?</u> (Y4)	<u>Qualities of friendship</u> (Y5) <u>Kind conversations</u> (Y5) <u>Happy being me</u> (Y5) <u>Advertising friendships!</u> (Y6) <u>Respecting differences</u> (Y6) <u>OK to be different</u> (Y6)

Year B Spring 1 (Living in the Wider World – Caring for the Environment)	<u>Being helpful at home and caring for our classroom</u> (Y1) <u>How can we look after our environment?</u> (Y2) Updated 11/8/25 <u>Caring for our world</u> (Y1) <u>Around and about the school</u> (Y2) During this unit of work the children should also local environmental projects such as Surfers against Sewage, Plastic Free ND	<u>Let's have a tidy up!</u> (Y3) <u>My community</u> (Y3) <u>Our helpful volunteers</u> (Y3) <u>Harold's environment project</u> (Y3) <u>Volunteering is cool</u> (Y4) <u>My school community (1)</u> (Y4) During this unit of work the children should also local environmental projects such as Surfers against Sewage, Plastic Free ND	<u>Rights, responsibilities and duties</u> (Y5) <u>My school community (2)</u> (Y5) <u>Community art</u> (Y6) <u>Action stations!</u> (Y6) Updated 12/8/25 <u>Happy shoppers</u> (Y6) Updated 12/8/25 During this unit of work the children should also local environmental projects such as Surfers against Sewage, Plastic Free ND
Year B Spring 2 (Living in the Wider World – Money)	<u>Harold's money</u> (Y1) Updated 31/3/26 <u>How should we look after our money?</u> (Y1) Updated 31/3/26 <u>Harold saves for something special</u> (Y2) <u>Harold goes camping</u> (Y2) In addition, look at why we have money and what banks do	<u>Can Harold afford it?</u> (Y3) <u>Earning money</u> (Y3) <u>Harold's expenses</u> (Y4) <u>Why pay taxes?</u> (Y4) In addition, look at what a loans, mortgages and credit cards are.	<u>Spending wisely</u> (Y5) <u>Lend us a fiver!</u> (Y5) <u>Boys will be boys? - challenging work-place gender stereotypes</u> (Y5) Updated 13/3/26 <u>What's it worth?</u> (Y6) <u>Jobs and taxes</u> (Y6) In addition, look at the principles and terminology of business such as profit.
Year B Summer 1 (Relationships – Feelings and Emotions)	<u>Thinking about feelings</u> (Y1) <u>Harold has a bad day</u> (Y1) Updated 16/3/26 <u>Who are our special people?</u> (Y1) <u>Feelings and bodies</u> (Y1) <u>How are you feeling today?</u> (Y2) <u>How do we make others feel?</u> (Y2) <u>My special people</u> (Y2) Updated 11/8/25	<u>Secret or surprise?</u> (Y3) <u>Dan's dare</u> (Y3) <u>Secret or surprise?</u> (Y4) <u>Different feelings</u> (Y4) <u>What would I do?</u> (Y4)	<u>How good a friend are you?</u> (Y5) Updated 18/12/25 <u>Dear Ash</u> (Y5/6) <u>Ella's diary dilemma</u> (Y5) <u>Is it true?</u> (Y5) <u>Dan's day</u> (Y6)
Year B Summer 2 (Health and Well-Being – Growing and Changing)	<u>Keeping privates private</u> (Y1) <u>Taking care of a baby</u> (Y1) <u>Harold learns to ride his bike</u> (Y1) <u>Haven't you grown!</u> (Y2) <u>My body, your body</u> (Y2) Updated 1/4/26 <u>Sam moves away</u> (Y2)	<u>I am fantastic!</u> (Y3) <u>My changing body</u> (Y3) <u>An email from Harold!</u> (Y4) <u>My feelings are all over the place!</u> (Y4) <u>All change!</u> NEW UNIT FROM SEPTEMBER 2026	<u>Dear Hetty</u> (Y5) <u>Boys will be boys? - challenging gender stereotypes</u> (Y6) <u>Growing up and changing bodies</u> (Y5) Updated 2/4/26 <u>This will be your life!</u> (Y6) <u>Media manipulation</u> (Y6) Updated 31/3/26

		Preparing for changes at puberty NEW UNIT FROM SEPTEMBER 2026	Changing bodies and feelings NEW UNIT FROM SEPTEMBER 2026 Making Babies ** NEW UNIT FROM SEPTEMBER 2026 **Parents can withdraw their children from this session.
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