



Our **LifeSpace**, **LifeBase** or **SCARF Live Online** workshops provide high-quality, inspiring enrichment experiences, developing essential life skills. Expert educators, all experienced teachers, deliver sessions covering sensitive issues including drug use, safe and unsafe relationships, and mental health.

**Children remember these workshops long after they've left primary school.**

Schools receiving a LifeSpace, LifeBase or SCARF Live Online visit also have access to our award-winning SCARF online resources at no extra charge.

SCARF – **Safety, Caring, Achievement, Resilience, Friendship** – provides a whole school approach to children's physical and mental health and wellbeing. Supporting schools to cover all aspects of the health and wellbeing curriculum (see page 10).



SCARF is a complete Health and Wellbeing curriculum, trusted by over 45,000 teachers. With over 350 lesson plans, online planning and assessment tools, SCARF can make a positive and lasting difference in your school.

Please contact your educator to set up SCARF user accounts.

*"All staff and pupils understand the SCARF code...The focus upon warm relationships of mutual respect creates a calm and purposeful atmosphere for learning."*

*Inspection feedback to a school using SCARF*

*"SCARF provides a very comprehensive and user friendly resource for schools, covering all aspects of Health and Wellbeing. It is fully aligned to CFE and provides very useful planning facilities at class, stage, multi stage and whole school level. Staff can feel confident in their delivery of Health and Wellbeing entitlements using this resource. Further to this SCARF provides support to whole school development through audit materials that are linked to How Good is our School and the resources also align with the principles of GIRFEC. Overall, a whole school package which will certainly support planning and delivery of all aspects of Health and wellbeing."*

*Kay MacDonald, Aberdeenshire Council*

# Our LifeSpace/LifeBase in-school workshops

## Nursery/ELC:

### Taking Care of Myself

(30 minutes)

We meet Harold the Giraffe and the children help him to get ready for Nursery by showing him how to use the items in his wash bag. Using a specially designed body tunic the children learn about the functions of some major internal organs and then exercise with an imaginary walk to Harold's Nursery. They see what Harold does at Nursery before he returns home for a nap, when the children imagine a sleep under the stars. Harold sings them a song about how special they all are before they each have a chance to say goodbye to him.

#### Learning Outcomes

Children:

- Understand that there is mental as well as physical health and what they can do to maintain or improve their mental health.
- Recognise the impact of diet, exercise, medicines and lifestyle on the way their bodies function.
- Understand that the body gets energy from food, water and air and that exercise and sleep are important to our health.
- Name major internal body parts – heart, blood, lungs, stomach.
- Understand the importance of basic personal hygiene, e.g. washing, cleaning teeth and brushing hair.



## Primary 1:

### All About Me

(45 minutes)

We meet Harold the Giraffe who is very excited about going to his grandparents' house. The children help him check he has everything in his bag including the items in his wash bag. Using a specially designed body tunic the children learn about the functions of some major internal organs. Harold gets plenty of exercise at the park and the children all join in exercising their bodies too. Later, Harold is feeling sad and calls us for ideas to cheer him up. Everyone feels a lot better after a sleep under the stars and Harold comes out to thank us for our help before singing one of his favourite songs about being happy and healthy.

#### Learning Outcomes

Children:

- Understand that there is mental as well as physical health and what they can do to maintain or improve their mental health.
- Recognise the impact of diet, exercise, medicines and lifestyle on the way their bodies function.
- Understand that the body gets energy from food, water and air and that exercise and sleep are important to our health.
- Name major internal body parts – heart, blood, lungs, stomach, brain.
- Understand the importance of basic personal hygiene, e.g. washing, cleaning teeth and brushing hair.
- Understand that medicines can sometimes make people feel better when they're ill and understand issues of safety and responsibility.
- Know some strategies for dealing with sadness, including what to do or who to talk to.





## Primary 2: **My Wonderful Body** (60 minutes)

The children learn about the major food groups before looking at the interactive body model to learn how food, water and oxygen get into the body to give it energy. We look at the Healthy Wheel, considering the different things we need to be happy and healthy. Harold the Giraffe wakes up after a good night's sleep and checks his lunch box for school but there is something missing! The children help Harold to work out what he needs to add, to ensure a balanced meal in his lunch box. Harold sets off to the school garden which gives us all some exercise. At the school garden Harold's friend Kiki the Kangaroo tries to help Harold find some fruit for his lunch box but upsets their friend Derek the Penguin by mistake. The children help to resolve the conflict before Harold returns to sing them his special song about different foods.

### Learning Outcomes

Children:

- Understand that there is mental as well as physical health and what they can do to maintain or improve their mental health.
- Recognise the impact of diet, exercise, medical drugs and lifestyle on the way their bodies function.
- Understand that the body gets energy from food, water and air (oxygen) and that exercise and sleep are important to our health.
- Know that foods can be divided into different groups and that a healthy diet is made up of a balanced mixture of these foods.
- Understand that a person's behaviour can hurt others' feelings and think of strategies for making up when friends fall out.



## Primary 3: **Feelings** (60 minutes)

We begin by considering what our bodies need to stay physically and emotionally healthy, using our Healthy Wheel and Wellbeing Wheel. Harold tells us that he's very excited as he is having a party for all his friends! He is disappointed that one of his friends can't come to the party because he is not feeling well. After a discussion about the safe use of medicines the children learn about the body using interactive techniques. They then join Harold at his party and his friend Derek offers to take photos. Using some of Derek's photos the children become 'Feelings Detectives' to work out how the children in the pictures might be feeling and the possible reasons why. Back at the party Kiki turns up late but feels left out of the action – the children help her think through how she could solve this problem and everyone is friends again. After a final 'body shake' exercise routine Harold meets the children again and sings them his song about the importance of friendships.

### Learning Outcomes

Children:

- Understand that there is mental as well as physical health and what they can do to maintain or improve their mental health.
- Recognise the impact of diet, exercise, medical drugs and lifestyle on the way their bodies function.
- Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.
- Recognise, name and understand how to deal with feelings (e.g. anger, loneliness).
- Understand that there are different types of bullying and unkind behaviour.
- Understand that bullying is unacceptable, but know that for most of the time, most children do not take part in bullying behaviour, or experience bullying.
- Know where someone could get help if they were being upset by someone else's behaviour.

## Primary 4: Meet the Brain

(75 minutes)

We explore the Wellbeing Wheel and discussions about its five ways to emotional good health are woven through the workshop. We also consider how to ensure that online behaviour is healthy and balanced. Using interactive techniques, the children consider the importance of each body organ before meeting the classroom brain. We learn how a brain sends and receives signals through the nerves and how it controls movements. Helping with Harold's homework, the children explore whether choices about taking a medicine, exercise, sleep, drinking alcohol and smoking cigarettes help or harm the body. At his school talent show Harold argues with his friend Derek over who should take the last place in the performance. The children help out by defining key friendship qualities and skills. Harold meets and thanks the children for helping and sings them his song about the importance of self-belief and friendship.

### Learning Outcomes

Children:

- Understand that there is mental as well as physical health and what they can do to maintain or improve their mental health.
- Recognise the impact of diet, exercise, drugs (including medicines) and lifestyle on the way their bodies function.
- Understand how the brain sends and receives messages through the nerves.
- Understand that nicotine and alcohol are drugs and begin to understand the ways in which they can be harmful to the body.
- Identify: qualities of friendship; reasons why friends sometimes fall out; skills for making up again.
- Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.
- Understand that for most people the internet is an integral part of life and has many benefits, and about the benefits of rationing time spent online.



## Primary 5: It's Great to be Me!

(75 minutes)

Using the Wellbeing Wheel, the Five Ways to Emotional Wellbeing are explored. We also consider how to ensure that online behaviour is healthy and balanced. Harold is looking forward to his trip to *Diversity World* – a theme park where there is something for everyone. Using interactive techniques, we consider how choices we make, such as exercising and taking a medicine, can affect what happens inside the body. At *Diversity World* Harold and his friends notice the park rules on smoking and alcohol and we discuss why there are these rules. The three friends can't agree what to do, all wanting something different. They decide to split up but Harold finds himself lonely without his friends. He decides to go on 'The Conformatron' where he learns how important it is for us to be able to make our own choices, and that we can still be friends with other people despite of, and even because of their differences. Harold finds his friends and they happily spend the rest of the day together.

### Learning Outcomes

Children:

- Understand that there is mental as well as physical health and what they can do to maintain or improve their mental health.
- Recognise the impact of diet, exercise, drugs (including medicines) and lifestyle on the way their bodies function.
- Understand the importance of self-respect and how this links to their own happiness.
- Know the importance of respecting others, even when they are different from them or make different choices or have different preferences or beliefs.
- Understand the need to manage conflict or differences and know ways of doing this, through negotiation and compromise.
- Understand that increasing numbers of young people are choosing not to smoke or drink alcohol
- Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.
- Understand some of the key risks and effects of smoking and drinking alcohol.
- Understand that for most people the internet is an integral part of life and has many benefits, and about the benefits of rationing time spent online.





## Primary 6: Friends

(90 minutes)

(N.B. Specific content is flexible – discuss options with your educator.)

The theme of looking after our mental health, as well as physical health – and the connection between the two – is further explored, using the Wellbeing Wheel. We also consider how to ensure that online behaviour is healthy and balanced. Using our interactive resources we explore how our body systems work together to keep us alive. The children are given the opportunity to discuss not only what a drug is, but how drugs can be used for medical and non-medical reasons. The risks of smoking cigarettes and drinking alcohol are explored, although there is an emphasis on the fact that an increasing number of young people choose *not* take these risks. Through role-play the children explore the influence of friends on decision making. They identify and practise assertiveness skills. The importance of our basic human emotional needs in our decision making is threaded through the programme.

### Learning Outcomes

Children:

- Understand that there is mental as well as physical health and what they can do to maintain or improve their mental health.
- Recognise the impact of diet, exercise, drugs (including medicines) and lifestyle on the way their bodies function.
- Recognise basic emotional needs and understand that they change according to circumstances.
- Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
- Identify characteristics of passive, aggressive and assertive behaviours and rehearse assertiveness skills.
- Understand the actual norms around smoking and the reasons for common mis-perceptions\* of these.
- Understand some of the complexities of categorising drugs.
- Know that all medicines are drugs but not all drugs are medicines and understand ways in which medicine can be helpful or harmful.
- Understand that for most people the internet is an integral part of life and has many benefits, and about the benefits of rationing time spent online.

\*The term mis-perceptions is drawn from the theory and practice of Social Norms, incorporated in this workshop.



## Primary 7: Decisions

(90 minutes)

(N.B. Specific content is flexible – discuss options with your educator.)

We introduce the theme of decision-making and explore how the decisions a person makes can impact on both their mental and physical health. We explore the Wellbeing Wheel, looking in greater depth at the importance of looking after our mental health and the strong connection between mental and physical health, also considering how to ensure that online behaviour is healthy and balanced. We review children's knowledge of the body. Children list drugs they have heard of and then consider how these drugs have medical and/or non-medical uses. Tobacco, alcohol, cannabis and solvents – and any other drugs that children ask about – are all touched on in this programme. They learn about the basic laws on drugs and how drug misuse can affect a young person's future aspirations. Through the use of specially created films and role-play, the children explore aspects of peer dynamics and risk-taking in relation to alcohol and devise strategies for managing both influence and risk. Children consider the types of activities most young people enjoy doing which do not present the same risks as using drugs, legal or illegal.

### Learning Outcomes

Children:

- Understand that there is mental as well as physical health and what they can do to maintain or improve their mental health.
- Recognise the impact of diet, exercise, drugs (including medicines) and lifestyle on the way their bodies function.
- Identify risk factors in a given situation (involving alcohol) and consider outcomes of risk taking in this situation, including emotional risks.
- Understand the law in relation to illegal drugs and that all drugs (legal or illegal) can cause harm.
- Understand the actual norms around alcohol and the reasons for common mis-perceptions\* of these.
- Recognise and empathise with patterns of behaviour in peer-group dynamics.
- Recognise the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Recognise basic emotional needs and understand that they change according to circumstances.
- Understand ways in which medicine can be helpful or harmful and used safely or unsafely.
- Understand some of the complexities of categorising drugs.
- Understand that for most people the internet is an integral part of life and has many benefits and about the benefits of rationing time spent online.

\*The term mis-perceptions is drawn from the theory and practice of Social Norms, incorporated in this workshop.

# Relationships Education

When surveyed, over two thirds of head teachers told us they require more guidance, support and resources for teaching the Relationships, Sexual Health and Parenthood Education. Feedback also highlighted schools' understanding that this needs to be taught as part of a broader health and wellbeing education programme.

## What we offer you

Building on the foundations of our online SCARF resources, our **educator-led sessions** combine the themes of keeping safe, relationships and growing and changing.

We provide workshops and resources that are aligned to the curriculum, tried and tested in the real classroom, delivered by confident educators, and regularly updated online. They include:

- 75-90 minute sessions for Primary 5 to 7, led by our expert educators who will consult with you on content, giving you a programme that's tailored to the unique needs of your pupils.
- A comprehensive set of follow-up online fully-resourced lesson plans.
- Teacher guidance and support materials – demonstrating good practice in how to implement a RSHP programme safely and effectively.



## Themes covered

**Keeping Safe** – including specific themes addressing body image and ownership, safe and unsafe touches, secrets, staying safe online and sharing personal information or images.

**Relationships** – identifying healthy and unhealthy relationships and developing assertiveness and safe behaviours in relationships.

**Growing and Changing** – including human reproduction and changes at puberty.

Led by our expert educators, these sessions build on the SCARF resources and cover particularly sensitive issues in a safe way.

## Free and low-cost teacher training also available

Call us on **020 7520 0364** or email **cle@coram.org.uk** to find out how we can help you.

**[www.coramlifeeducation.org.uk](http://www.coramlifeeducation.org.uk)**



# bCyberwise

## Online safety programmes and resources for 7 to 11 year-olds

Exciting and comprehensive resources for children to learn how to be respectful and safe online and to promote positive cyber citizenship.

Many of the skills and strategies that are taught in the Coram Life Education core programmes transfer from the real to the 'virtual' world; these skills are developed in the bCyberwise sessions.

Our core programmes for second level now all include elements of bCyberwise as the real world and virtual world become more connected with one another.

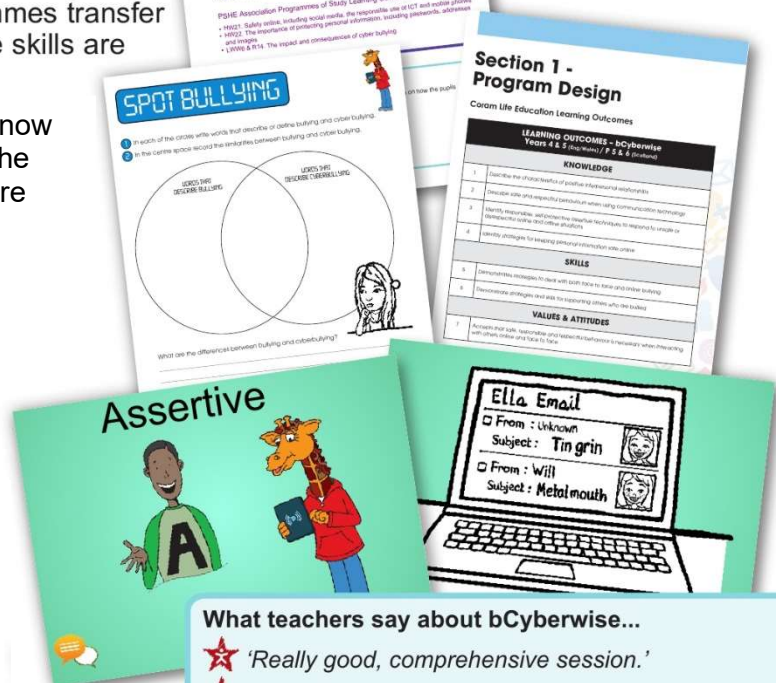
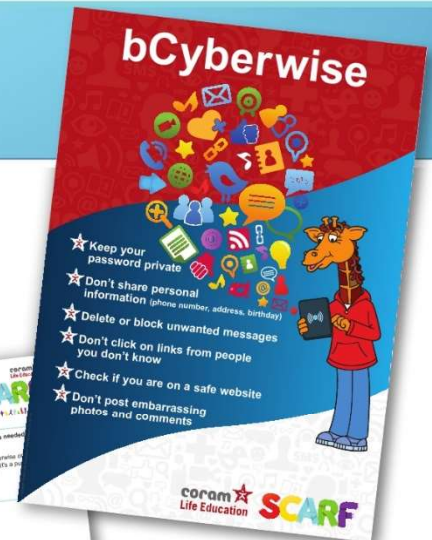
However, we do offer bCyberwise educator led sessions for P4 - 7. The 75 minute workshops cover both Health and Wellbeing and Technologies outcomes and will enable children to:

- Understand the basic rules of safe online sharing
- Describe the characteristics of positive interpersonal relationships
- Describe safe and respectful behaviours when using communication technology
- Identify responsible, self-protective, assertive techniques to respond to unsafe or disrespectful online and offline situations
- Identify strategies for keeping personal information safe online
- Demonstrate strategies to deal with both face-to-face and online bullying

bCyberwise is also included in SCARF with follow on lesson plans and online games.

Find out more:

[www.coramlifeeducation.org.uk/bcyberwise/](http://www.coramlifeeducation.org.uk/bcyberwise/)



### What teachers say about bCyberwise...

- ★ 'Really good, comprehensive session.'
- ★ 'Thought-provoking, sensitive and realistic.'
- ★ 'Great to have someone coming in to tackle this subject with a range of excellent resources that I'd never manage to gather together.'
- ★ 'The password game gave children time to reflect on their password security and was very personal to them. Made me think about my own passwords too.'
- ★ 'The children loved having some of it related to Harold's friend!'

### ...and what children say...

- ★ 'This visit really helped me to keep safe online. Thank you!'
- ★ 'I now know not to respond to messages asking for personal details, and I know what to do.'
- ★ 'This lesson means I will change my online behaviour.'



## New virtual sessions

Giving your children positive, enrichment experiences and enhancing emotional health

Our educators are now delivering new, innovative and exciting online workshops, using Microsoft Teams. Children love these fun, memorable sessions, focusing on emotional health and wellbeing.

***"The content was highly relevant for pupils, particularly during this time. It provided them with a safe space to talk and with practical strategies to support in school and at home. I know the pupils loved seeing Harold the giraffe!"***

Teacher Feedback

### Meet Harold workshop for Nursery: learning outcomes

#### All workshops will include:

- Learning about what keeping healthy means; different ways to keep healthy

#### Additional learning outcomes – teacher to choose from:

1. Foods that support good health and the risks of eating too much sugar
2. How physical activity helps us to stay healthy; and ways to be physically active every day
3. Importance of sleep and different ways to rest and relax
4. Simple hygiene routines that can help stop germs from spreading
5. Dental care: visiting the dentist; how to brush teeth correctly; food and drink that support dental health
6. Things that help us feel good (e.g. outdoor play, doing things they enjoy, spending time with family, getting enough sleep)
7. Recognise what makes them special

### Happy Healthy Me! workshop for P1: learning outcomes

#### Children will:

- Identify and name a range of feelings
- Recognise how others might be feeling by reading body language/facial expressions
- Learn and practise calming, relaxation techniques

### Feelings workshop for P2: learning outcomes

#### Children will:

- Identify and discuss a range of feelings
- Understand how others might be feeling by reading body language/facial expressions
- Recognise, name and understand how to deal with feelings (e.g. anger, loneliness)
- Understand that the body gets energy from food, water and oxygen
- Recognise that exercise and sleep are important parts of a healthy lifestyle
- Recognise the importance of regular hygiene routines

### Keeping Safe with my Friends for P3: learning outcomes

#### Children will:

- Understand more about the qualities of their friendships
- Understand that there are things we like about our friends and some things we don't like about them and that this is all right
- Know different ways to keep themselves safe in a variety of situations, including online
- Learn and rehearse some practical ways to keep themselves safe
- Learn and practise making decisions about personal safety

## My Healthy Brain and Body for P4: learning outcomes

### Children will:

- Understand that there is mental as well as physical health and what they can do to improve their mental health and wellbeing
- Learn and remember the model of 5 ways to Mental Wellbeing at age appropriate level
- Consider ways in which they can maintain, manage and improve their own mental wellbeing using the 5 ways model

## What makes me ME! for P5: learning outcomes

### Children will:

- Identify personal strengths, skills, achievements and interests; how these contribute to a sense of self-worth
- Think about and understand personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- Develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to a new school
- Consider and understand reasons for following and complying with regulations and restrictions (including age restrictions); how these promote personal safety and wellbeing in relation to social media, television programmes, films, games and online gaming

## Looking after our physical and mental wellbeing workshop A for P6/7: learning outcomes

### Children will:

- Understand the importance of physical and mental wellbeing
- Understand the term mental wellbeing
- Learn ways to manage their own mental wellbeing
- Understand what might affect their mental wellbeing
- Learn strategies and skills to help them when feeling overwhelmed

## Choices workshop B for P6/7: learning outcomes

### Children will:

- Learn how to be aware of and check their emotional needs, to help support their mental wellbeing
- Practise how to predict, assess and manage risk in different situations
- Understand the risks and impact on health of effects of legal drugs common to everyday life (with a focus on cigarettes)
- Understand why people choose to use or not use drugs (including nicotine, alcohol and medicines)
- Understand the actual norms around substance misuse and the reasons for common misperceptions\* of these.

## What's the risk? workshop C for P6/7: learning outcomes

### Children will:

- Learn to be aware of and check their emotional needs to help support their mental wellbeing.
- Practise how to predict, assess and manage risk in different situations.
- Understand the risks and impact on health of effects of legal drugs common to everyday life (e.g. cigarettes and alcohol)
- Understand why people choose to use or not use drugs (including nicotine, alcohol and medicines)
- Understand the actual norms around substance misuse and the reasons for common misperceptions\* of these.

\* The term misperceptions is taken from Social Norm Theory and defines the way in which people (children and adults) incorrectly perceive the norms around different behaviours

### What teachers say about SCARF Live Online

*"The children loved the interaction with the educator and we got everything we would have got in the classroom."*

*"The educator couldn't have been more helpful - the pre-session before the live one was really helpful and informative."*

*"The children were really engaged and the pace of the workshop went really well. I was really impressed with how the virtual workshop worked."*

**\* Free Food Standards Scotland Lessons (hover over link to see specific lesson)**