

## Delivering all the new DfE statutory requirements for Relationships Education and Health Education

Our **SCARF Live Online**, **LifeBase** or **LifeSpace** workshops provide high-quality, inspiring enrichment experiences, developing essential life skills. Expert educators deliver workshops 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 booking a visit receive 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](#). We support schools in meeting Ofsted's requirements for Personal Development, including SMSC.



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

*Ofsted feedback to a school using SCARF*

SCARF is a complete PSHE and Wellbeing curriculum, trusted by over 50,000 teachers. It covers all the DfE statutory requirements for Relationships, Sex and Health Education. With over 350 lesson plans, online planning and assessment tools, mapping to SMSC, British Values, National Curriculum and the PSHE Association's Programmes of Study, and [specialist training](#) SCARF can make a positive and lasting difference in your school. And with Ofsted inspections now taking Relationships Education into account in their judgements, now is the time to see how we can help.

Find out more at [www.coramlifeeducation.org.uk](http://www.coramlifeeducation.org.uk)



# Workshops in your school

In-school workshops providing interactive, inspiring enrichment for all year groups

3 to 4 year-olds:

## Taking Care of Myself

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 tonic 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

See table of precise content of our spiral curriculum, its age-specific outcomes and how these support meeting the DfE requirements for Relationships Education and Health Education – including Mental Health (pages 11 to 14).

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.



4 to 5 year-olds:

## All About Me

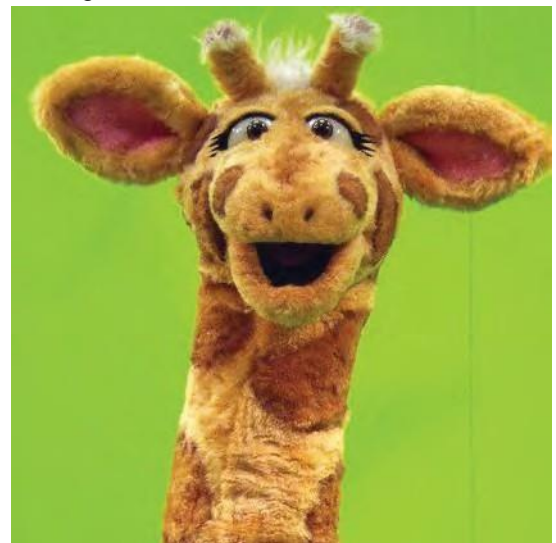
We meet Harold the Giraffe who is very excited about going to his grandparents' house. The children help him check he has everything in his bag including the items in his wash bag. Using a specially designed body tonic the children learn about the functions of some major internal organs. Harold gets 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

See table of precise content of our spiral curriculum, its age-specific outcomes and how these support meeting the DfE requirements for Relationships Education and Health Education – including Mental Health (pages 11 to 14).

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.





## 5 to 6 year-olds: **My Wonderful Body**

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**

See table of precise content of our spiral curriculum, its age-specific outcomes and how these support meeting the DfE requirements for Relationships Education and Health Education – including Mental Health (pages 11 to 14).

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.



## 6 to 7 year-olds: **Feelings**

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**

See table of precise content of our spiral curriculum, its age-specific outcomes and how these support meeting the DfE requirements for Relationships Education and Health Education – including Mental Health (pages 11 to 14).

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.

7 to 8 year-olds:

## Meet the Brain

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

See table of precise content of our spiral curriculum, its age-specific outcomes and how these support meeting the DfE requirements for Relationships Education and Health Education – including Mental Health (pages 11 to 14).

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.



8 to 9 year-olds:

## It's Great to be Me!

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

See table of precise content of our spiral curriculum, its age-specific outcomes and how these support meeting the DfE requirements for Relationships Education and Health Education – including Mental Health (pages 11 to 14).

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.





9 to 10 year-olds:

## Friends

(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 workshop.

### Learning Outcomes

See table of precise content of our spiral curriculum, its age-specific outcomes and how these support meeting the DfE requirements for Relationships Education and Health Education – including Mental Health (pages 11 to 14).

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 misperceptions\* 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 *misperceptions* is drawn from the theory and practice of Social Norms, incorporated in this workshop; it defines the way in which people (children and adults) incorrectly perceive the norms around different behaviours.



## 10 to 11 year-olds: **Decisions**

(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 workshop. 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**

See table of precise content of our spiral curriculum, its age-specific outcomes and how these support meeting the DfE requirements for Relationships Education and Health Education – including Mental Health (pages 11 to 14).

### 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 misperceptions\* 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 misperceptions is drawn from the theory and practice of Social Norms, incorporated in this workshop.

## Coram Life Education and educator-led workshops: SCARF Live Online, LifeBase, LifeSpace or LifeBus

### Mapping to DfE Statutory Guidance Categories and statements: Relationships Education (Primary)

KEY: ✓ = CLE workshop supports and contributes to this outcome.

R = CLE Relationships Education workshop supports and contributes to this outcome.

B = bCyberwise workshop supports and contributes to this outcome. Remember: your SCARF resources also cover the new DfE statutory requirements

Category	By the end of primary school pupils should know:	N	R	Y1	Y2	Y3	Y4	Y5	Y6	
<b>Families and people who care for me</b>	1. That families are important for children growing up because they can give love, security and stability.						R	R	R	
	2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.									
	3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.							R	R	R
	4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.									
	5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.									
	6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.									
<b>Caring friendships</b>	1. How important friendships are in making us feel happy and secure, and how people choose and make friends.		✓	✓	✓	✓	✓	✓	✓	
	2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.				✓	✓	✓	✓	✓	
	3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.				✓	✓	B	✓	✓	
	4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.			✓	✓	✓	✓	✓	✓	
	5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.				✓	✓		✓	✓	
<b>Respectful relationships</b>	1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.				✓		✓	✓	✓	
	2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.					✓	✓	✓	✓	
	3. The conventions of courtesy and manners.			✓	✓	✓		✓	✓	

Category	By the end of primary school pupils should know:	N	R	Y1	Y2	Y3	Y4	Y5	Y6
<b>Respectful relationships (cont.)</b>	4. The importance of self-respect and how this links to their own happiness.					✓	✓ R	✓ R	✓
	5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.					✓ B		✓ B	✓ B
	6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.				✓	B		B	✓ B
	7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.								
	8. The importance of permission-seeking and giving in relationships with friends, peers and adults.						B	R B	R B
<b>Online relationships</b>	1. That people sometimes behave differently online, including by pretending to be someone they are not.					B	B	B	B
	2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.					B	B	B	B
	3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.					B	B	✓ B	✓ B
	4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.					B	B	✓	B
	5. How information and data is shared and used online.								
<b>Being safe</b>	1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).					B	B R	✓ B R	✓ B R
	2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.					B	R	R	R
	3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.						R	R	R
	4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.								B
	5. How to recognise and report feelings of being unsafe or feeling bad about any adult.						R	R B	R
	6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.						R	R	R
	7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.						R	R	R
	8. Where to get advice e.g. family, school and/or other sources.						R	R	R



## Coram Life Education mapping to DfE Statutory Guidance Categories and statements: Physical Health and Mental Wellbeing (primary)

KEY: ✓ = CLE workshop supports and contributes to this outcome. R = CLE Relationships Education workshop supports and contributes to this outcome as well as ones that go beyond them.

B = bCyberwise workshop supports and contributes to this outcome.

Category	By the end of primary school pupils should know:	N	R	Y1	Y2	Y3	Y4	Y5	Y6
<b>Mental Wellbeing</b>	1. That mental wellbeing is a normal part of daily life, in the same way as physical health.				✓	✓	✓	✓	✓
	2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.		✓		✓				
	3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.		✓		✓		R	✓	R
	4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.				✓	✓	✓	✓	✓
	5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	✓	✓	✓	✓	✓	✓	✓	✓
	6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	✓	✓	✓	✓	✓	✓	✓	✓
	7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.		✓		✓		✓		
	8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.				✓	B			
	9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).				✓	B			
	10. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough								
<b>Internet safety and harms</b>	1. That for most people the internet is an integral part of life and has many benefits.				✓	✓	✓	✓	✓
	2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				✓	✓	✓	✓	✓
	3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.						B		✓
	4. Why social media, some computer games and online gaming, for example, are age restricted.						B		✓
	5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.								

Category	By the end of primary school pupils should know:	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Internet safety and harms (cont.)	6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.						B		
	7. Where and how to report concerns and get support with issues online.					B	B		
Physical health and fitness	1. The characteristics and mental and physical benefits of an active lifestyle.				✓	✓	✓	✓	✓
	2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.		✓	✓	✓	✓	✓	✓	✓
	3. The risks associated with an inactive lifestyle (including obesity).								
	4. How and when to seek support including which adults to speak to in school if they are worried about their health.								
Healthy eating	1. What constitutes a healthy diet (including understanding calories and other nutritional content).			✓	✓	✓	✓	✓	✓
	2. The principles of planning and preparing a range of healthy meals.			✓					
	3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).			✓					
Drugs alcohol and tobacco	1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (*NB: Medicine safety also included in our workshops.*)		✓*	✓*	✓*	✓	✓	✓	✓
Health and prevention	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.								
	2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer ( <i>depending on time of year of visit</i> ).	✓	✓	✓					
	3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	✓	✓	✓	✓	✓	✓	✓	✓
	4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	✓	✓	✓					
	5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.	✓	✓	✓					
	6. The facts and science relating to allergies, immunisation and vaccination.								
Basic first aid	1. How to make a clear and efficient call to emergency services if necessary.								
	2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.								
Changing adolescent body	1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.						R	R	R
	2. About menstrual wellbeing including the key facts about the menstrual cycle.						R	R	R