

Bentley St Paul's C of E Primary School RSE Policy

Appendix 2:

SCARF is a PSHE Scheme of work produced by Coram Life Education.

S – Safety

C – Caring

A – Achievement

R – Resilience

F – Friendship

<https://www.coramlifeeducation.org.uk/scarf/>

Here we have included a document showing all the DfE Statutory requirements and SCARF lesson plans to support the teaching and learning.

It's essential to note that the statutory DfE requirements don't cover all aspects of PSHE education. The DfE is encouraging schools to teach Relationships and Health Education within a wider programme of PSHE education (already compulsory for independent schools) building on established, high-quality programmes such as SCARF. SCARF's content is carefully planned to cover the PSHE Association's Programmes of Study (SCARF, March 2020).

<https://www.coramlifeeducation.org.uk/scarf/df-relationships-health/>

Relationships Education

1. Families and people who care for me

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. That families are important for children growing up because they can give love, security and stability.	<ul style="list-style-type: none">• R All about me• R Me and my special people• R Who can help me?• R Same and different families• R Safe indoors and outdoors• R Where do babies come from?• R Getting bigger• R Life stages - plants, animals, humans• R Looking after my special people• R Caring for our world• Y1 Who are our special people?• Y2 My special people• Y3 Family and friends• Y4 Friend or acquaintance?

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

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.

- Y4 [My feelings are all over the place!](#)
- Y6 [Advertising friendships!](#)
- Y6 [Joe's story \(part 2\)](#)
- Y6 [What's the risk? \(2\)](#)

- R [Who can help me?](#)
- R [Me and my special people](#)
- R [Looking after my special people](#)
- R [Life Stages: Human life stage - who will I be?](#)
- R [People who help to keep me safe](#)
- R [Same and different families](#)
- R [My feelings](#)
- Y1 [Taking care of a baby](#)
- Y1 [Who are our special people?](#)
- Y2 [My special people](#)
- Y3 [Family and friends](#)
- Y3 [Looking after our special people](#)
- Y4 [Friend or acquaintance?](#)
- Y4 [My feelings are all over the place!](#)
- Y5 [Help! I'm a teenager - get me out of here!](#)
- Y6 [Helpful or unhelpful? Managing change](#)
- Y6 [Dan's day](#)

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 [Me and my special people](#)
- R [All about me](#)
- R [Same and different families](#)
- R [Life Stages: Human life stage - who will I be?](#)
- R [Where do babies come from?](#)
- R [Getting bigger](#)
- R [Looking after my special people](#)
- Y1 [Who are our special people?](#)
- Y1 [Our special people balloons](#)
- Y1 [Same or different?](#)
- Y2 [My special people](#)
- Y3 [Family and friends](#)
- Y3 [Let's celebrate our differences](#)
- Y4 [My feelings are all over the place!](#)
- Y4 [The people we share our world with](#)
- Y4 [Together](#)
- Y4 [What would I do?](#)
- Y5 [The land of the Red People](#)
- Y6 [Don't force me](#)
- Y6 [Making babies](#)

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.

- R [Who can help me?](#)
- R [Looking after my special people](#)
- R [Getting bigger](#)
- R [Where do babies come from?](#)
- R [Life Stages: Human life stage - who will I be?](#)
- R [Same and different families](#)

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

- Y1 [Same or different?](#)
- Y1 [Who are our special people?](#)
- Y1 [Our special people balloons](#)
- Y2 [My special people](#)
- Y3 [Family and friends](#)
- Y4 [Together](#)
- Y5 [Help! I'm a teenager - get me out of here!](#)
- Y6 [Don't force me](#)
- Y6 [Making babies](#)
- Y6 [Advertising friendships!](#)

5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

- R [Life Stages: Human life stage - who will I be?](#)
- Y4 [Together](#)
- Y6 [Don't force me](#)

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.

- R [People who help to keep me safe](#)
- R [My feelings](#)
- R [Who can help me?](#)
- R [My feelings \(2\)](#)
- Y1 [Surprises and secrets](#)
- Y1 [Good or bad touches?](#)
- Y1 [Who can help? \(1\)](#)
- Y5 [Growing up and changing bodies](#)
- Y6 [Don't force me](#)
- Y6 [Helpful or unhelpful? Managing change](#)

2. Caring friendships

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.

- R [Same and different](#)
- R [Who can help me?](#)
- R [Me and my special people](#)
- R [All about me](#)
- R [I am a friend \(formerly Kind and caring, 2\)](#)
- R [Looking after my friends](#)
- Y1 [Good friends](#)
- Y2 [Being a good friend](#)
- Y3 [Friends are special](#)
- Y3 [Relationship Tree](#)
- Y3 [Looking after our special people](#)
- Y4 [Friend or acquaintance?](#)
- Y4 [Together](#)
- Y4 [Can you sort it?](#)
- Y5 [Qualities of friendship](#)
- Y5 [It could happen to anyone](#)
- Y5 [How good a friend are you?](#)

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

- [Y6 Dan's day](#)
- [Y6 Advertising friendships!](#)
- [Y6 Joe's story \(part 2\)](#)
- [R Who can help me?](#)
- [R Same and different](#)
- [R My feelings \(2\)](#)
- [R Looking after my friends](#)
- [R I am a friend \(formerly Kind and caring, 2\)](#)
- [R I am caring \(formerly Kind and caring -1\)](#)
- [R Bouncing back when things go wrong](#)
- [R Yes, I can!](#)
- [Y1 Good friends](#)
- [Y1 How are you listening?](#)
- [Y1 Pass on the praise!](#)
- [Y1 Harold has a bad day](#)
- [Y1 It's not fair!](#)
- [Y1 Unkind, tease or bully?](#)
- [Y1 Who can help? \(2\)](#)
- [Y2 Being a good friend](#)
- [Y3 Friends are special](#)
- [Y3 Relationship Tree](#)
- [Y3 Looking after our special people](#)
- [Y4 Friend or acquaintance?](#)
- [Y4 Ok or not ok? \(part 2\)](#)
- [Y4 Ok or not ok? \(part 1\)](#)
- [Y4 An email from Harold!](#)
- [Y4 Making choices](#)
- [Y4 Can you sort it?](#)
- [Y5 Being assertive](#)
- [Y5 Being assertive](#)
- [Y5 Relationship cake recipe](#)
- [Y5 How good a friend are you?](#)
- [Y5 Give and take](#)
- [Y5 It could happen to anyone](#)
- [Y5 Qualities of friendship](#)
- [Y6 Dan's day](#)
- [Y6 Joe's story \(part 1\)](#)
- [Y6 Advertising friendships!](#)
- [Y6 Solve the friendship problem](#)
- [Y6 OK to be different](#)
- [Y6 What's the risk? \(1\)](#)

3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- [R I am caring \(formerly Kind and caring -1\)](#)
- [R I am a friend \(formerly Kind and caring, 2\)](#)
- [R Looking after my friends](#)
- [R Same and different](#)
- [R Who can help me?](#)
- [Y1 Good friends](#)
- [Y1 It's not fair!](#)
- [Y1 Who can help? \(2\)](#)

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

- Y1 [Unkind, tease or bully?](#)
- Y2 [A helping hand](#)
- Y2 [Being a good friend](#)
- Y2 [An act of kindness](#)
- Y3 [How can we solve this problem?](#)
- Y4 [Ok or not ok? \(part 1\)](#)
- Y4 [An email from Harold!](#)
- Y4 [Can you sort it?](#)
- Y4 [Keeping ourselves safe](#)
- Y5 [Being assertive](#)
- Y5 [Being assertive](#)
- Y5 [Relationship cake recipe](#)
- Y5 [Qualities of friendship](#)
- Y5 [It could happen to anyone](#)
- Y5 [Give and take](#)
- Y5 [How good a friend are you?](#)
- Y5 [The land of the Red People](#)
- Y6 [Joe's story \(part 2\)](#)
- Y6 [Dan's day](#)
- Y6 [Joe's story \(part 1\)](#)
- Y6 [What's the risk? \(1\)](#)
- Y6 [Solve the friendship problem](#)
- Y6 [Advertising friendships!](#)

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.

- Y1 [How are you listening?](#)
- Y1 [Who can help? \(1\)](#)
- Y1 [It's not fair!](#)
- Y1 [Harold has a bad day](#)
- Y1 [Surprises and secrets](#)
- Y1 [Unkind, tease or bully?](#)
- Y1 [Who can help? \(2\)](#)
- Y2 [Solve the problem](#)
- Y3 [How can we solve this problem?](#)
- Y3 [Friends are special](#)
- Y4 [What would I do?](#)
- Y4 [Can you sort it?](#)
- Y4 [Ok or not ok? \(part 1\)](#)
- Y4 [Ok or not ok? \(part 2\)](#)
- Y5 [How good a friend are you?](#)
- Y5 [Qualities of friendship](#)
- Y5 [Relationship cake recipe](#)
- Y6 [Advertising friendships!](#)
- Y6 [Solve the friendship problem](#)
- Y6 [Joe's story \(part 2\)](#)

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.

- R [Who can help me?](#)
- R [My feelings \(2\)](#)
- R [My feelings](#)
- Y1 [Pass on the praise!](#)
- Y1 [How are you listening?](#)
- Y2 [Solve the problem](#)

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

- Y2 [Getting on with others](#)
- Y3 [Relationship Tree](#)
- Y4 [My feelings are all over the place!](#)
- Y4 [How dare you!](#)
- Y4 [Keeping ourselves safe](#)
- Y4 [Can you sort it?](#)
- Y4 [What would I do?](#)
- Y4 [Ok or not ok? \(part 2\)](#)
- Y4 [Ok or not ok? \(part 1\)](#)
- Y4 [Islands](#)
- Y5 [Qualities of friendship](#)
- Y5 [It could happen to anyone](#)
- Y5 [Being assertive](#)
- Y5 [Being assertive](#)
- Y5 [Ella's diary dilemma](#)
- Y5 [Relationship cake recipe](#)
- Y6 [Assertiveness skills \(formerly Behave yourself - 2\)](#)
- Y6 [Joe's story \(part 1\)](#)
- Y6 [Solve the friendship problem](#)
- Y6 [Advertising friendships!](#)
- Y6 [What's the risk? \(1\)](#)

3. Respectful relationships

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

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

- R [Same and different families](#)
- R [Same and different homes](#)
- R [I am a friend \(formerly Kind and caring, 2\)](#)
- R [I'm special, you're special](#)
- R [Getting bigger](#)
- R [Where do babies come from?](#)
- R [Looking after my friends](#)
- R [Same and different](#)
- R [Me and my special people](#)
- R [What makes me special](#)
- R [All about me](#)
- Y1 [Same or different?](#)
- Y1 [How are you listening?](#)
- Y1 [Pass on the praise!](#)
- Y2 [What makes us who we are?](#)
- Y3 [Zeb](#)
- Y3 [How can we solve this problem?](#)
- Y3 [Let's celebrate our differences](#)
- Y3 [Respect and challenge](#)
- Y3 [Our friends and neighbours](#)
- Y3 [For or against?](#)
- Y3 [Thanks](#)

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

- Y4 [Ok or not ok? \(part 2\)](#)
- Y4 [Friend or acquaintance?](#)
- Y4 [Ok or not ok? \(part 1\)](#)
- Y4 [Under pressure](#)
- Y4 [The people we share our world with](#)
- Y4 [Making choices](#)
- Y4 [Can you sort it?](#)
- Y4 [What would I do?](#)
- Y4 [What makes me ME!](#)
- Y5 [Being assertive](#)
- Y5 [Being assertive](#)
- Y5 [Spot bullying](#)
- Y5 [Kind conversations](#)
- Y5 [Qualities of friendship](#)
- Y5 [Happy being me](#)
- Y5 [Stop, start, stereotypes](#)
- Y5 [Help! I'm a teenager - get me out of here!](#)
- Y5 [The land of the Red People](#)
- Y5 [Is it true?](#)
- Y6 [We have more in common than not](#)
- Y6 [Tolerance and respect for others](#)
- Y6 [Is this normal?](#)
- Y6 [Boys will be boys? - challenging gender stereotypes](#)
- Y6 [OK to be different](#)
- Y6 [Respecting differences](#)
- Y6 [What's the risk? \(1\)](#)
- Y6 [Joe's story \(part 1\)](#)
- Y6 [Behave yourself](#)
- Y6 [I look great!](#)
- Y6 [Media manipulation](#)
- Y6 [Don't force me](#)

2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.

- R [Being helpful at home and caring for our classroom](#)
- R [Bouncing back when things go wrong](#)
- R [I am caring \(formerly Kind and caring -1\)](#)
- R [I am a friend \(formerly Kind and caring, 2\)](#)
- Y1 [Same or different?](#)
- Y1 [Why we have classroom rules](#)
- Y1 [Harold has a bad day](#)
- Y1 [It's not fair!](#)
- Y2 [How do we make others feel?](#)
- Y2 [Our ideal classroom \(1\)](#)
- Y2 [An act of kindness](#)
- Y2 [What makes us who we are?](#)
- Y3 [Let's celebrate our differences](#)
- Y3 [Our friends and neighbours](#)
- Y3 [Thanks](#)
- Y3 [For or against?](#)
- Y4 [Ok or not ok? \(part 1\)](#)
- Y4 [Human machines](#)

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

- Y4 [The people we share our world with](#)
- Y4 [My feelings are all over the place!](#)
- Y4 [Can you sort it?](#)
- Y4 [What makes me ME!](#)
- Y4 [What would I do?](#)
- Y5 [Ella's diary dilemma](#)
- Y5 [Kind conversations](#)
- Y5 [Happy being me](#)
- Y5 [Qualities of friendship](#)
- Y5 [Help! I'm a teenager - get me out of here!](#)
- Y5 [The land of the Red People](#)
- Y5 [Is it true?](#)
- Y6 [Tolerance and respect for others](#)
- Y6 [Respecting differences](#)
- Y6 [Boys will be boys? - challenging gender stereotypes](#)
- Y6 [I look great!](#)
- Y6 [Behave yourself](#)
- Y6 [Assertiveness skills \(formerly Behave yourself - 2\)](#)

3. The conventions of courtesy and manners.

- R [I am a friend \(formerly Kind and caring, 2\)](#)
- R [Same and different homes](#)
- R [I am caring \(formerly Kind and caring -1\)](#)
- R [Being helpful at home and caring for our classroom](#)
- R [Caring for our world](#)
- Y1 [Harold's school rules](#)
- Y1 [Pass on the praise!](#)
- Y1 [Why we have classroom rules](#)
- Y1 [It's not fair!](#)
- Y1 [Harold has a bad day](#)
- Y2 [Our ideal classroom \(2\)](#)
- Y2 [An act of kindness](#)
- Y2 [Getting on with others](#)
- Y3 [Respect and challenge](#)
- Y3 [For or against?](#)
- Y3 [Thunks](#)
- Y4 [In the news!](#)
- Y4 [What would I do?](#)
- Y5 [Relationship cake recipe](#)
- Y5 [Qualities of friendship](#)
- Y5 [Happy being me](#)
- Y5 [Help! I'm a teenager - get me out of here!](#)
- Y6 [Respecting differences](#)

4. The importance of self-respect and how this links to their own happiness.

- R [All about me](#)
- R [What makes me special](#)
- R [Same and different](#)
- R [I'm special, you're special](#)
- Y4 [Keeping ourselves safe](#)

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

- Y4 [What makes me ME!](#)
- Y4 [How dare you!](#)
- Y4 [Ok or not ok? \(part 2\)](#)
- Y5 [Happy being me](#)
- Y5 [Qualities of friendship](#)
- Y5 [Kind conversations](#)
- Y5 [Relationship cake recipe](#)
- Y5 [Ella's diary dilemma](#)
- Y5 [Help! I'm a teenager - get me out of here!](#)
- Y5 [The land of the Red People](#)
- Y6 [What's the risk? \(1\)](#)
- Y6 [Assertiveness skills \(formerly Behave yourself - 2\)](#)
- Y6 [Media manipulation](#)
- Y6 [Behave yourself](#)
- Y6 [Joe's story \(part 1\)](#)
- Y6 [I look great!](#)

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.

- R [Same and different](#)
- R [All about me](#)
- Y1 [Harold's school rules](#)
- Y1 [Pass on the praise!](#)
- Y1 [Taking care of something](#)
- Y1 [Who can help? \(2\)](#)
- Y1 [Unkind, tease or bully?](#)
- Y1 [Harold has a bad day](#)
- Y2 [Bullying or teasing?](#)
- Y2 [Don't do that!](#)
- Y2 [Getting on with others](#)
- Y2 [Types of bullying](#)
- Y3 [Zeb](#)
- Y4 [The people we share our world with](#)
- Y4 [What would I do?](#)
- Y4 [Can you sort it?](#)
- Y4 [Ok or not ok? \(part 2\)](#)
- Y4 [Ok or not ok? \(part 1\)](#)
- Y4 [Safety in numbers](#)
- Y5 [The land of the Red People](#)
- Y5 [Kind conversations](#)
- Y5 [Qualities of friendship](#)
- Y5 [Taking notice of our feelings](#)
- Y5 [Happy being me](#)
- Y5 [Ella's diary dilemma](#)
- Y5 [Relationship cake recipe](#)
- Y6 [Don't force me](#)
- Y6 [Assertiveness skills \(formerly Behave yourself - 2\)](#)
- Y6 [Behave yourself](#)
- Y6 [Respecting differences](#)
- Y6 [We have more in common than not](#)
- Y6 [Tolerance and respect for others](#)
- Y6 [Acting appropriately](#)

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

	<ul style="list-style-type: none">• Y6 Joe's story (part 2)
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.	<ul style="list-style-type: none">• Y1 Unkind, tease or bully?• Y1 Who can help? (2)• Y2 Bullying or teasing?• Y2 Don't do that!• Y2 Types of bullying• Y2 Getting on with others• Y3 Zeb• Y3 Let's celebrate our differences• Y4 Under pressure• Y4 How dare you!• Y4 What would I do?• Y4 Keeping ourselves safe• Y4 Safety in numbers• Y5 Stop, start, stereotypes• Y5 Is it true?• Y5 Happy being me• Y6 Boys will be boys? - challenging gender stereotypes• Y6 OK to be different• Y6 What's the risk? (1)• Y6 Behave yourself• Y6 Acting appropriately• Y6 We have more in common than not
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.	<ul style="list-style-type: none">• R Me and my body - girls and boys• Y3 Zeb• Y3 Family and friends• Y4 That is such a stereotype!• Y5 Stop, start, stereotypes• Y5 Is it true?• Y5 Happy being me• Y6 Media manipulation• Y6 Two sides to every story• Y6 Boys will be boys? - challenging gender stereotypes
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.	<ul style="list-style-type: none">• R Me and my body - girls and boys• R Listening to my feelings• R Looking after my friends• Y1 Sharing pictures• Y1 Surprises and secrets• Y1 Good or bad touches?• Y2 I don't like that!• Y3 None of your business!• Y4 Secret or surprise?• Y4 Islands• Y5 Growing up and changing bodies• Y5 Ella's diary dilemma

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> • Y6 Think before you click! • Y6 Assertiveness skills (formerly Behave yourself - 2) • Y6 Don't force me • Y6 It's a puzzle • Y6 Fakebook friends

4. Online relationships

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
<p>1. That people sometimes behave differently online, including by pretending to be someone they are not.</p>	<ul style="list-style-type: none"> • Y1 Sharing pictures • Y2 Playing games • Y3 I am fantastic! • Y3 None of your business! • Y5 Play, like, share • Y5 Spot bullying • Y6 Media manipulation • Y6 Fakebook friends • Y6 Pressure online
<p>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.</p>	<ul style="list-style-type: none"> • Y1 Sharing pictures • Y2 Playing games • Y3 None of your business! • Y3 Zeb • Y3 Relationship Tree • Y3 Let's celebrate our differences • Y4 How do we make a difference? • Y5 Play, like, share • Y5 Spot bullying • Y5 Communication • Y5 Is it true? • Y6 Think before you click! • Y6 It's a puzzle
<p>3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	<ul style="list-style-type: none"> • R Keeping safe online • Y1 Sharing pictures • Y2 Playing games • Y3 Super Searcher • Y3 None of your business! • Y4 Picture Wise • Y5 Spot bullying

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> • Y5 Communication • Y5 Play, like, share • Y5 Is it true? • Y6 What's the risk? (2) • Y6 To share or not to share? • Y6 Pressure online • Y6 Traffic lights • Y6 Think before you click! • Y6 It's a puzzle
<p>4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p>	<ul style="list-style-type: none"> • Y1 Sharing pictures • Y2 Playing games • Y3 Super Searcher • Y3 Recount task • Y3 None of your business! • Y5 Play, like, share • Y5 Fact or opinion? • Y5 Is it true? • Y6 Pressure online • Y6 Think before you click! • Y6 It's a puzzle
<p>5. How information and data is shared and used online.</p>	<ul style="list-style-type: none"> • Y1 Sharing pictures • Y2 Playing games • Y3 Super Searcher • Y3 None of your business! • Y4 Picture Wise • Y4 In the news! • Y4 That is such a stereotype! • Y4 Raisin challenge (2) • Y5 Is it true? • Y5 Spot bullying • Y5 Play, like, share • Y6 Traffic lights • Y6 It's a puzzle • Y6 To share or not to share? • Y6 Pressure online

5. Being safe

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
<p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>	<ul style="list-style-type: none"> • Y1 Sharing pictures • Y1 Good or bad touches? • Y1 Surprises and secrets • Y1 Harold's school rules • Y2 How safe would you feel?

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

- Y2 [Should I tell?](#)
- Y2 [What should Harold say?](#)
- Y2 [Playing games](#)
- Y2 [Some secrets should never be kept](#)
- Y2 [Fun or not?](#)
- Y3 [Safe or unsafe?](#)
- Y3 [Dan's dare](#)
- Y3 [Raisin challenge \(1\)](#)
- Y3 [None of your business!](#)
- Y4 [How dare you!](#)
- Y4 [Islands](#)
- Y4 [Secret or surprise?](#)
- Y4 [Raisin challenge \(2\)](#)
- Y5 [Is it true?](#)
- Y5 [Taking notice of our feelings](#)
- Y5 [Would you risk it?](#)
- Y5 [Play, like, share](#)
- Y5 [Ella's diary dilemma](#)
- Y6 [Think before you click!](#)
- Y6 [What's the risk? \(1\)](#)
- Y6 [It's a puzzle](#)
- Y6 [Acting appropriately](#)
- Y6 [What's the risk? \(2\)](#)
- Y6 [To share or not to share?](#)
- Y6 [Pressure online](#)

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.

- R [Keeping safe online](#)
- R [Me and my body - girls and boys](#)
- Y1 [Sharing pictures](#)
- Y1 [Surprises and secrets](#)
- Y1 [Good or bad touches?](#)
- Y2 [Should I tell?](#)
- Y2 [Playing games](#)
- Y2 [Some secrets should never be kept](#)
- Y2 [My body, your body](#)
- Y2 [Respecting privacy](#)
- Y3 [Secret or surprise?](#)
- Y4 [Secret or surprise?](#)
- Y5 [Dear Ash](#)
- Y5 [Growing up and changing bodies](#)
- Y5 [Ella's diary dilemma](#)
- Y6 [It's a puzzle](#)
- Y6 [Dear Ash](#)
- Y6 [To share or not to share?](#)
- Y6 [What's the risk? \(2\)](#)
- Y6 [Acting appropriately](#)

3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- R [Me and my body - girls and boys](#)
- R [Life Stages: Human life stage - who will I be?](#)
- R [Listening to my feelings](#)
- Y1 [Keeping privates private](#)

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

- Y2 [I don't like that!](#)
- Y2 [Fun or not?](#)
- Y2 [Some secrets should never be kept](#)
- Y3 [Body space](#)
- Y4 [Islands](#)
- Y4 [Secret or surprise?](#)
- Y5 [Taking notice of our feelings](#)
- Y5 [Growing up and changing bodies](#)
- Y6 [Making babies](#)
- Y6 [Pressure online](#)
- Y6 [To share or not to share?](#)
- Y6 [Acting appropriately](#)

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

- R [People who help to keep me safe](#)
- Y1 [Surprises and secrets](#)
- Y2 [I don't like that!](#)
- Y2 [What should Harold say?](#)
- Y2 [Some secrets should never be kept](#)
- Y3 [Safe or unsafe?](#)
- Y3 [Danger or risk?](#)
- Y3 [None of your business!](#)
- Y4 [Secret or surprise?](#)
- Y4 [Danger, risk or hazard?](#)
- Y5 [Taking notice of our feelings](#)
- Y5 [Dear Ash](#)
- Y5 [Play, like, share](#)
- Y6 [Joe's story \(part 1\)](#)
- Y6 [Dear Ash](#)
- Y6 [It's a puzzle](#)
- Y6 [Pressure online](#)
- Y6 [Acting appropriately](#)
- Y6 [What's the risk? \(2\)](#)

5. How to recognise and report feelings of being unsafe or feeling bad about any adult.

- R [Who can help me?](#)
- R [People who help to keep me safe](#)
- R [Keeping safe online](#)
- R [Listening to my feelings](#)
- R [Safe indoors and outdoors](#)
- R [What's safe to go onto my body](#)
- Y1 [Good or bad touches?](#)
- Y1 [Surprises and secrets](#)
- Y1 [Thinking about feelings](#)
- Y1 [Our feelings](#)
- Y1 [Who can help? \(1\)](#)
- Y2 [Should I tell?](#)
- Y2 [How safe would you feel?](#)
- Y2 [Fun or not?](#)
- Y3 [Safe or unsafe?](#)
- Y3 [The Risk Robot](#)
- Y3 [None of your business!](#)
- Y4 [Secret or surprise?](#)

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

	<ul style="list-style-type: none">• Y4 Islands• Y4 Danger, risk or hazard?• Y5 Dear Ash• Y5 Taking notice of our feelings• Y6 Dear Ash• Y6 Acting appropriately• Y6 Pressure online
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.	<ul style="list-style-type: none">• R Same and different• R Listening to my feelings• R Keeping safe online• R People who help to keep me safe• R Looking after my friends• Y1 Sharing pictures• Y1 Surprises and secrets• Y2 Playing games• Y2 Feeling safe• Y3 Raisin challenge (1)• Y4 How dare you!• Y4 Who helps us stay healthy and safe?• Y5 Dear Ash• Y6 Dear Ash• Y6 Behave yourself• Y6 Joe's story (part 1)• Y6 Making babies• Y6 Acting appropriately
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	<ul style="list-style-type: none">• R Me and my body - girls and boys• R Listening to my feelings• Y1 Keeping privates private• Y1 Surprises and secrets• Y1 Good or bad touches?• Y2 Feeling safe• Y4 Safety in numbers• Y4 Who helps us stay healthy and safe?• Y4 Secret or surprise?• Y4 All change!• Y5 Dear Ash• Y5 Taking notice of our feelings• Y6 Dear Ash• Y6 Is this normal?• Y6 Making babies• Y6 Don't force me• Y6 Joe's story (part 1)• Y6 To share or not to share?• Y6 Acting appropriately
8. Where to get advice e.g. family, school and/or other sources.	<ul style="list-style-type: none">• R Who can help me?• R People who help to keep me safe• Y1 Good or bad touches?

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> • Y1 Surprises and secrets • Y2 Feeling safe • Y3 Helping each other to stay safe • Y4 Who helps us stay healthy and safe? • Y5 Taking notice of our feelings • Y5 Dear Ash • Y6 Dear Ash • Y6 Making babies • Y6 Acting appropriately

Physical Health and Mental Wellbeing (Health Education)

Mental wellbeing

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
<p>1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</p>	<ul style="list-style-type: none"> • Y1 Our feelings • Y4 Different feelings • Y5 How good a friend are you? • Y6 Dan's day • Y6 Rat Park • Y6 Five Ways to Wellbeing project • Y6 Fakebook friends
<p>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.</p>	<ul style="list-style-type: none"> • R My feelings (2) • R Bouncing back when things go wrong • R Yes, I can! • Y1 Our feelings • Y1 Harold loses Geoffrey • Y1 Thinking about feelings • Y1 Feelings and bodies • Y2 How are you feeling today? • Y2 Sam moves away • Y2 I don't like that! • Y2 Let's all be happy! • Y2 Some secrets should never be kept • Y3 My special pet • Y4 Moving house • Y4 Secret or surprise? • Y4 Different feelings • Y5 How good a friend are you?

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

	<ul style="list-style-type: none">• Y5 How are they feeling?• Y5 Our emotional needs• Y6 Helpful or unhelpful? Managing change• Y6 Dan's day
<p>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.</p>	<ul style="list-style-type: none">• R My feelings (2)• R Same and different• R Yes, I can!• R Bouncing back when things go wrong• R What's safe to go onto my body• R My feelings• Y1 Thinking about feelings• Y1 Our feelings• Y1 Feelings and bodies• Y2 When I feel like erupting• Y2 How are you feeling today?• Y2 How do we make others feel?• Y2 My day• Y2 Harold's picnic• Y2 An act of kindness• Y3 My special pet• Y4 Moving house• Y4 An email from Harold!• Y4 Different feelings• Y4 Ok or not ok? (part 2)• Y4 Secret or surprise?• Y4 Ok or not ok? (part 1)• Y4 When feelings change• Y4 My feelings are all over the place!• Y5 Our emotional needs• Y5 How good a friend are you?• Y5 How are they feeling?• Y6 Dan's day• Y6 Rat Park• Y6 I look great!
<p>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<ul style="list-style-type: none">• Y1 Our feelings• Y1 Thinking about feelings• Y2 When I feel like erupting• Y3 My special pet• Y4 Islands• Y4 Different feelings• Y4 When feelings change• Y4 My feelings are all over the place!• Y4 How dare you!• Y5 Our emotional needs• Y5 How are they feeling?• Y6 Rat Park• Y6 Dan's day• Y6 Helpful or unhelpful? Managing change

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

- Y2 [Harold's picnic](#)
- Y3 [My community](#)
- Y3 [Our helpful volunteers](#)
- Y4 [Volunteering is cool](#)
- Y5 [Mo makes a difference](#)
- Y6 [Rat Park](#)
- Y6 [Five Ways to Wellbeing project](#)
- Y6 [Community art](#)
- Y6 [Action stations!](#)

6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

- R [My feelings](#)
- R [My feelings \(2\)](#)
- Y1 [Who are our special people?](#)
- Y1 [Feelings and bodies](#)
- Y6 [Rat Park](#)
- Y6 [Five Ways to Wellbeing project](#)
- Y6 [Advertising friendships!](#)
- Y6 [Helpful or unhelpful? Managing change](#)

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.

- R [My feelings \(2\)](#)
- R [My feelings](#)
- Y1 [Feelings and bodies](#)
- Y1 [Thinking about feelings](#)
- Y1 [Our feelings](#)
- Y2 [When someone is feeling left out](#)
- Y4 [An email from Harold!](#)
- Y6 [Rat Park](#)
- Y6 [Five Ways to Wellbeing project](#)

8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

- Y1 [Unkind, tease or bully?](#)
- Y1 [Who can help? \(2\)](#)
- Y3 [Let's celebrate our differences](#)
- Y3 [Zeb](#)
- Y4 [Under pressure](#)
- Y5 [Communication](#)
- Y5 [Spot bullying](#)

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).

- R [My feelings](#)
- R [My feelings \(2\)](#)
- R [Who can help me?](#)
- Y2 [Let's all be happy!](#)
- Y4 [Moving house](#)
- Y5 [Our emotional needs](#)
- Y6 [Helpful or unhelpful? Managing change](#)
- Y6 [Rat Park](#)

Internet safety and harms

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

1. That for most people the internet is an integral part of life and has many benefits.

- Y1 [Sharing pictures](#)
- Y2 [Playing games](#)
- Y3 [Super Searcher](#)
- Y5 [Play, like, share](#)
- Y6 [It's a puzzle](#)

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.

- Y2 [Playing games](#)
- Y4 [That is such a stereotype!](#)
- Y4 [Raisin challenge \(2\)](#)
- Y4 [SCARF Hotel](#)
- Y5 [Play, like, share](#)
- Y5 [Is it true?](#)
- Y6 [Media manipulation](#)
- Y6 [I look great!](#)
- Y6 [Boys will be boys? - challenging gender stereotypes](#)
- Y6 [Five Ways to Wellbeing project](#)

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.

- Y1 [Sharing pictures](#)
- Y2 [Playing games](#)
- Y3 [Super Searcher](#)
- Y3 [None of your business!](#)
- Y4 [Picture Wise](#)
- Y4 [SCARF Hotel](#)
- Y5 [Play, like, share](#)
- Y5 [Is it true?](#)
- Y6 [To share or not to share?](#)
- Y6 [Traffic lights](#)
- Y6 [It's a puzzle](#)

4. Why social media, some computer games and online gaming, for example, are age restricted.

- Y3 [As a rule](#)
- Y5 [Star qualities?](#)
- Y5 [Spot bullying](#)
- Y6 [Think before you click!](#)
- Y6 [Fakebook friends](#)

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.

- Y1 [Sharing pictures](#)
- Y2 [Playing games](#)
- Y3 [None of your business!](#)
- Y3 [Zeb](#)
- Y3 [Let's celebrate our differences](#)
- Y4 [Under pressure](#)
- Y5 [Play, like, share](#)
- Y5 [Is it true?](#)
- Y6 [To share or not to share?](#)

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> • Y6 Media manipulation • Y6 Think before you click! • Y6 It's a puzzle
<p>6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<ul style="list-style-type: none"> • Y3 Super Searcher • Y3 Recount task • Y4 Raisin challenge (2) • Y4 In the news! • Y5 Smoking: what is normal? • Y5 Fact or opinion? • Y5 What's the story? • Y5 Is it true? • Y6 Fakebook friends • Y6 What's the risk? (2) • Y6 Two sides to every story • Y6 Boys will be boys? - challenging gender stereotypes
<p>7. Where and how to report concerns and get support with issues online.</p>	<ul style="list-style-type: none"> • Y1 Sharing pictures • Y2 Playing games • Y3 None of your business! • Y4 In the news! • Y5 Play, like, share • Y6 It's a puzzle • Y6 To share or not to share?

Physical health and fitness

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
<p>1. The characteristics and mental and physical benefits of an active lifestyle.</p>	<ul style="list-style-type: none"> • Y1 Healthy me • Y2 My body needs...
<p>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.</p>	<ul style="list-style-type: none"> • R Move your body • Y2 My day • Y5 What's the story? • Y6 Five Ways to Wellbeing project
<p>3. The risks associated with an inactive lifestyle (including obesity).</p>	<ul style="list-style-type: none"> • Y1 Healthy me • Y5 What's the story?
<p>4. How and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<ul style="list-style-type: none"> • R Keeping Myself Safe - What's safe to go into my body (including medicines) • Y1 Inside my wonderful body!

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> • Y4 Who helps us stay healthy and safe?

Healthy eating

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
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1. What constitutes a healthy diet (including understanding calories and other nutritional content).

- [R Healthy eating](#)
- [R Move your body](#)
- [Y1 Eat well](#)
- [Y1 I can eat a rainbow](#)
- [Y2 My body needs...](#)
- [Y2 My day](#)
- [Y3 Derek cooks dinner! \(healthy eating\)](#)
- [Y4 Danger, risk or hazard?](#)
- [Y4 SCARF Hotel](#)
- [Y5 What's the story?](#)

2. The principles of planning and preparing a range of healthy meals.

- [R Healthy eating](#)
- [Y1 I can eat a rainbow](#)
- [Y1 Eat well](#)
- [Y3 Derek cooks dinner! \(healthy eating\)](#)
- [Y4 SCARF Hotel](#)

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).

- [R Getting bigger](#)
- [R Keeping Myself Safe - What's safe to go into my body \(including medicines\)](#)
- [Y1 I can eat a rainbow](#)
- [Y1 Eat well](#)
- [Y3 Derek cooks dinner! \(healthy eating\)](#)
- [Y3 Alcohol and cigarettes: the facts](#)
- [Y3 Help or harm?](#)
- [Y4 SCARF Hotel](#)
- [Y4 Know the norms](#)
- [Y6 Drugs: it's the law!](#)
- [Y6 Alcohol: what is normal?](#)
- [Y6 Joe's story \(part 1\)](#)
- [Y6 Rat Park](#)
- [Y6 What sort of drug is...?](#)

Drugs, alcohol and tobacco

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	<ul style="list-style-type: none"> • R Keeping Myself Safe - What's safe to go into my body (including medicines) • Y1 What could Harold do? • Y2 Harold's picnic • Y3 Help or harm? • Y3 Alcohol and cigarettes: the facts • Y5 Smoking: what is normal? • Y5 Drugs: true or false? • Y5 Getting fit • Y5 'Thinking' about habits • Y6 What sort of drug is...? • Y6 Rat Park • Y6 What's the risk? (1) • Y6 Alcohol: what is normal? • Y6 Drugs: it's the law!

Health and prevention

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	<ul style="list-style-type: none"> • NA Staying safe in the sun
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.	<ul style="list-style-type: none"> • R Move your body • R A good night's sleep • R Keeping Myself Safe - What's safe to go into my body (including medicines) • R Getting bigger • Y1 Super sleep • Y1 Healthy me • Y2 My body needs...
4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	<ul style="list-style-type: none"> • R What's safe to go onto my body • R A good night's sleep • R Move your body • Y1 Healthy me • Y1 Harold's wash and brush up • Y2 Harold's bathroom

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	<ul style="list-style-type: none"> • R <u>Move your body</u> • R <u>A good night's sleep</u> • R <u>What's safe to go onto my body</u> • Y1 <u>Harold's wash and brush up</u> • Y1 <u>Catch it! Bin it! Kill it!</u> • Y2 <u>Harold's postcard - helping us to keep clean and healthy</u> • Y3 <u>Poorly Harold</u> • Y4 <u>Medicines: check the label</u> • Y6 <u>What is HIV?</u>
6. The facts and science relating to allergies, immunisation and vaccination.	<ul style="list-style-type: none"> • Y2 <u>Harold's postcard - helping us to keep clean and healthy</u> • NA <u>Additional resources library</u>

Basic first-aid

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. How to make a clear and efficient call to emergency services if necessary.	<ul style="list-style-type: none"> • Y1 <u>Basic first aid</u> • Y2 <u>Basic first aid</u> • Y2 <u>Feeling safe</u> • Y3 <u>Basic first aid</u> • Y4 <u>Basic first aid</u> • Y5 <u>Basic first aid, including Sepsis Awareness</u> • Y6 <u>Basic first aid, including Sepsis Awareness</u>
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	<ul style="list-style-type: none"> • Y1 <u>Basic first aid</u> • Y2 <u>Basic first aid</u> • Y3 <u>Basic first aid</u> • Y4 <u>Basic first aid</u> • Y5 <u>Basic first aid, including Sepsis Awareness</u> • Y6 <u>Basic first aid, including Sepsis Awareness</u>

Changing adolescent body

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. Key facts about puberty and the changing adolescent body, particularly from age 9 through	<ul style="list-style-type: none"> • R <u>Life stages - plants, animals, humans</u> • R <u>Getting bigger</u> • R <u>Seasons</u>

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

to age 11, including physical and emotional changes.

- R [Life Stages: Human life stage - who will I be?](#)
- R [Where do babies come from?](#)
- Y1 [Taking care of a baby](#)
- Y1 [Then and now](#)
- Y2 [Haven't you grown!](#)
- Y2 [My body, your body](#)
- Y3 [My changing body](#)
- Y4 [Preparing for changes at puberty \(formerly Period positive/preparing for periods\)](#)
- Y4 [My feelings are all over the place!](#)
- Y4 [All change!](#)
- Y5 [Growing up and changing bodies](#)
- Y5 [Help! I'm a teenager - get me out of here!](#)
- Y5 [Changing bodies and feelings](#)
- Y6 [Is this normal?](#)
- Y6 [Making babies](#)

2. About menstrual wellbeing including the key facts about the menstrual cycle.

- Y3 [My changing body](#)
- Y4 [Preparing for changes at puberty \(formerly Period positive/preparing for periods\)](#)
- Y5 [Growing up and changing bodies](#)
- Y6 [Is this normal?](#)
- Y6 [Making babies](#)