

DfE Relationships Education and Health Education statutory requirements

SCARF gives you everything you need to meet the Relationships Education and Health Education requirements, statutory from September 2020.

End of primary school statements

This page shows you all the DfE's topics and core content statements to be covered by the end of primary school. Schools are free to determine how and when to deliver the content.

We've mapped SCARF to the curriculum, saving you time so that you can plan the year ahead and see how lessons are structured, confident in the knowledge that SCARF meets the requirements.

NB: the DfE don't expect every statement to be covered every year. SCARF lessons are carefully planned as part of a spiral curriculum, covering all subjects in an age-appropriate way. Some lessons provide the fundamental building blocks needed for children to achieve the end of primary school outcomes, relating indirectly to those outcomes.

SCARF resources are flexible. They can be tailored to your pupils' precise needs, without being too prescriptive. Or you can follow our [half-termly units and related assessment tools](#) where all the planning is done for you, if this works best for your school.

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 so that you can be confident you are providing a comprehensive and effective PSHE Education curriculum. View our mapping to this, [here](#).

Relationships Education

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.

- R Where do babies come from?
- R Life stages - plants, animals, humans
- R Looking after my special people
- R Caring for our world
- R All about me
- R What makes me special
- R Me and my special people
- R Who can help me?
- R Same and different families
- R Safe indoors and outdoors
- R Getting bigger
- Y1 Who are our special people?
- Y2 My special people
- Y3 Family and friends
- Y4 Friend or acquaintance?
- Y4 My feelings are all over the place!
- Y6 Dan's day (OPTIONAL)
- Y6 Advertising friendships!
- Y6 Joe's story (part 2) (OPTIONAL)
- Y6 What's the risk? (2)

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.

- R People who help to keep me safe
- R Life Stages: Human life stage - who will I be?
- R Same and different families
- R Who can help me?
- R My feelings
- R Me and my special people
- R Looking after my special people
- Y1 Taking care of a baby

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

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 Dan's day (OPTIONAL)
Y6 Helpful or unhelpful?
Managing change

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 What makes me special
R All about me
R Same and different families
R Life Stages: Human life stage - who will I be?
R Getting bigger
R Looking after my special people
R Where do babies come from?
Y1 Same or different?
Y1 Who are our special people?
Y1 Our special people balloons
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

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
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.	<p>Y4 What would I do?</p> <p>Y4 Together</p> <p>Y5 The land of the Red People</p> <p>Y6 Don't force me</p> <p>Y6 Making babies</p> <hr/> <p>R Getting bigger</p> <p>R Life Stages: Human life stage - who will I be?</p> <p>R Same and different families</p> <p>R Who can help me?</p> <p>R Where do babies come from?</p> <p>R Looking after my special people</p> <p>Y1 Same or different?</p> <p>Y1 Who are our special people?</p> <p>Y1 Our special people balloons</p> <p>Y2 My special people</p> <p>Y3 Family and friends</p> <p>Y4 My feelings are all over the place!</p> <p>Y4 Together</p> <p>Y5 Help! I'm a teenager - get me out of here!</p> <p>Y6 Don't force me</p> <p>Y6 Making babies</p> <p>Y6 Advertising friendships!</p> <hr/> <p>R Life Stages: Human life stage - who will I be?</p> <p>Y4 Together</p> <p>Y6 Don't force me</p> <hr/> <p>R People who help to keep me safe</p>
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	

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
feel unhappy or unsafe, and how to seek help or advice from others if needed.	<ul style="list-style-type: none"> R My feelings (2) R Who can help me? R My feelings Y1 Who can help? (2) Y1 Surprises and secrets Y1 Good or bad touches? Y1 Who can help? (1) Y3 Family and friends Y5 Growing up and changing bodies Y6 Helpful or unhelpful? Managing change Y6 Don't force me

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.	<ul style="list-style-type: none"> R Who can help me? R All about me R Me and my special people R Same and different R I am a friend R Looking after my friends Y1 Good friends Y2 Being a good friend Y3 Friends are special Y3 Looking after our special people Y3 Relationship tree Y4 Together Y4 Friend or acquaintance? Y4 Can you sort it? Y5 It could happen to anyone (OPTIONAL) 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.	<p>Y5 Qualities of friendship</p> <p>Y6 Advertising friendships!</p> <p>Y6 Dan's day (OPTIONAL)</p> <p>Y6 Joe's story (part 2) (OPTIONAL)</p> <hr/> <p>R I am a friend</p> <p>R I am caring</p> <p>R Same and different</p> <p>R My feelings (2)</p> <p>R Who can help me?</p> <p>R Looking after my friends</p> <p>R Bouncing back when things go wrong</p> <p>R Yes, I can!</p> <p>Y1 How are you listening?</p> <p>Y1 Pass on the praise!</p> <p>Y1 Good friends</p> <p>Y1 Who can help? (1)</p> <p>Y1 Unkind, tease or bully?</p> <p>Y1 Who can help? (2)</p> <p>Y1 Harold has a bad day</p> <p>Y1 It's not fair!</p> <p>Y2 Being a good friend</p> <p>Y3 Friends are special</p> <p>Y3 Looking after our special people</p> <p>Y3 Relationship tree</p> <p>Y4 Together</p> <p>Y4 Friend or acquaintance?</p> <p>Y4 Ok or not ok? (part 1)</p> <p>Y4 Ok or not ok? (part 2)</p> <p>Y4 An email from Harold!</p> <p>Y4 Can you sort it?</p> <p>Y4 Making choices</p> <p>Y5 Being assertive</p> <p>Y5 Give and take</p> <p>Y5 How good a friend are you?</p>

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

Y5 It could happen to anyone
(OPTIONAL)

Y5 Qualities of friendship

Y5 Relationship cake recipe

Y6 Joe's story (part 2)

(OPTIONAL)

Y6 What's the risk? (1)

Y6 Joe's story (part 1)

(OPTIONAL)

Y6 Dan's day (OPTIONAL)

Y6 Solve the friendship
problem

Y6 Advertising friendships!

Y6 OK to be different

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

R Who can help me?

R Same and different

R I am caring

R I am a friend

R Looking after my friends

Y1 Good friends

Y1 Who can help? (1)

Y1 It's not fair!

Y1 Who can help? (2)

Y1 Unkind, tease or bully?

Y2 A helping hand

Y2 When someone is feeling
left out

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 The people we share our
world with

Y4 Can you sort it?

Y4 Keeping ourselves safe

Y5 Being assertive

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
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.	<p>Y5 Qualities of friendship</p> <p>Y5 Give and take</p> <p>Y5 It could happen to anyone (OPTIONAL)</p> <p>Y5 How good a friend are you?</p> <p>Y5 The land of the Red People</p> <p>Y5 Relationship cake recipe</p> <p>Y6 Joe's story (part 2) (OPTIONAL)</p> <p>Y6 What's the risk? (1)</p> <p>Y6 Joe's story (part 1) (OPTIONAL)</p> <p>Y6 Advertising friendships!</p> <p>Y6 Solve the friendship problem</p> <p>Y6 Dan's day (OPTIONAL)</p> <hr/> <p>Y1 How are you listening?</p> <p>Y1 Who can help? (1)</p> <p>Y1 It's not fair!</p> <p>Y1 Harold has a bad day</p> <p>Y1 Surprises and secrets</p> <p>Y1 Unkind, tease or bully?</p> <p>Y1 Who can help? (2)</p> <p>Y2 Solve the problem</p> <p>Y3 How can we solve this problem?</p> <p>Y3 Friends are special</p> <p>Y4 Can you sort it?</p> <p>Y4 What would I do?</p> <p>Y4 Ok or not ok? (part 1)</p> <p>Y4 Ok or not ok? (part 2)</p> <p>Y4 Together</p> <p>Y5 Relationship cake recipe</p> <p>Y5 Qualities of friendship</p> <p>Y5 How good a friend are you?</p>

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

	<p>Y6 Solve the friendship problem</p> <p>Y6 Advertising friendships!</p> <p>Y6 Joe's story (part 2)</p> <p>(OPTIONAL)</p>
<p>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.</p>	<p>R My feelings (2)</p> <p>R Who can help me?</p> <p>R My feelings</p> <p>Y1 How are you listening?</p> <p>Y1 Pass on the praise!</p> <p>Y2 Getting on with others</p> <p>Y2 Solve the problem</p> <p>Y3 Friends are special</p> <p>Y3 Relationship tree</p> <p>Y4 Together</p> <p>Y4 Can you sort it?</p> <p>Y4 How dare you!</p> <p>Y4 My feelings are all over the place!</p> <p>Y4 What would I do?</p> <p>Y4 Keeping ourselves safe</p> <p>Y4 Ok or not ok? (part 2)</p> <p>Y4 Ok or not ok? (part 1)</p> <p>Y4 Islands</p> <p>Y5 Qualities of friendship</p> <p>Y5 It could happen to anyone</p> <p>(OPTIONAL)</p> <p>Y5 Ella's diary dilemma</p> <p>Y5 Being assertive</p> <p>Y5 Relationship cake recipe</p> <p>Y5 Decision dilemmas</p> <p>Y6 Assertiveness skills</p> <p>(formerly Behave yourself - 2)</p> <p>Y6 What's the risk? (1)</p> <p>Y6 Joe's story (part 1)</p> <p>(OPTIONAL)</p> <p>Y6 Advertising friendships!</p>

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

Y6 Solve the friendship problem

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 Me and my special people
- R What makes me special
- R All about me
- R Same and different
- R I am a friend
- R Same and different families
- R Same and different homes
- R Getting bigger
- R I'm special, you're special
- R Looking after my friends
- R Where do babies come from?
- Y1 Pass on the praise!
- Y1 How are you listening?
- Y1 Same or different?
- Y2 What makes us who we are?
- Y3 How can we solve this problem?
- Y3 Let's celebrate our differences
- Y3 Respect and challenge
- Y3 Zeb
- Y3 Our friends and neighbours
- Y3 For or against?
- Y3 Thunks
- Y4 Together
- Y4 Ok or not ok? (part 2)
- Y4 Ok or not ok? (part 1)

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

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

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

- R I am caring
- R I am a friend
- R Bouncing back when things go wrong

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

- R Being helpful at home and caring for our classroom
- 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 What makes us who we are?
- Y2 An act of kindness
- Y3 Let's celebrate our differences
- Y3 Zeb
- Y3 Thunks
- Y3 For or against?
- Y3 Our friends and neighbours
- Y4 Ok or not ok? (part 1)
- Y4 Human machines
- Y4 The people we share our world with
- Y4 My feelings are all over the place!
- Y4 What makes me ME!
- Y4 Can you sort it?
- Y4 What would I do?
- Y5 Ella's diary dilemma
- Y5 Kind conversations
- Y5 Qualities of friendship
- Y5 Happy being me
- 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

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<p>Y6 Assertiveness skills (formerly Behave yourself - 2)</p> <p>Y6 Respecting differences</p> <p>Y6 Boys will be boys? - challenging gender stereotypes</p> <p>Y6 Behave yourself</p> <p>Y6 I look great!</p>
3. The conventions of courtesy and manners.	<p>R I am a friend</p> <p>R I am caring</p> <p>R Same and different homes</p> <p>R What makes me special</p> <p>R Being helpful at home and caring for our classroom</p> <p>R Caring for our world</p> <p>Y1 Harold's school rules</p> <p>Y1 Pass on the praise!</p> <p>Y1 It's not fair!</p> <p>Y1 Harold has a bad day</p> <p>Y1 Why we have classroom rules</p> <p>Y2 Our ideal classroom (2) (OPTIONAL)</p> <p>Y2 An act of kindness</p> <p>Y2 Getting on with others</p> <p>Y3 Friends are special</p> <p>Y3 Respect and challenge</p> <p>Y3 Zeb</p> <p>Y3 Thunks</p> <p>Y3 For or against?</p> <p>Y4 Ok or not ok? (part 1)</p> <p>Y4 How do we make a difference?</p> <p>Y4 Can you sort it?</p> <p>Y4 In the news!</p> <p>Y4 What would I do?</p> <p>Y5 Qualities of friendship</p> <p>Y5 Happy being me</p>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
4. The importance of self-respect and how this links to their own happiness.	<p>Y5 Help! I'm a teenager - get me out of here!</p> <p>Y5 Relationship cake recipe</p> <p>Y6 Respecting differences</p> <hr/> <p>R What makes me special</p> <p>R All about me</p> <p>R Same and different</p> <p>R I'm special, you're special</p> <p>Y4 Keeping ourselves safe</p> <p>Y4 What makes me ME!</p> <p>Y4 How dare you!</p> <p>Y4 Ok or not ok? (part 2)</p> <p>Y5 Happy being me</p> <p>Y5 Qualities of friendship</p> <p>Y5 Ella's diary dilemma</p> <p>Y5 Kind conversations</p> <p>Y5 Relationship cake recipe</p> <p>Y5 Help! I'm a teenager - get me out of here!</p> <p>Y5 The land of the Red People</p> <p>Y6 Assertiveness skills (formerly Behave yourself - 2)</p> <p>Y6 I look great!</p> <p>Y6 Media manipulation</p> <p>Y6 Behave yourself</p> <p>Y6 Joe's story (part 1)</p> <p>(OPTIONAL)</p> <p>Y6 What's the risk? (1)</p>
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.	<p>R Same and different</p> <p>R All about me</p> <p>Y1 Pass on the praise!</p> <p>Y1 Harold's school rules</p> <p>Y1 Who can help? (1)</p> <p>Y1 Taking care of something</p> <p>Y1 Who can help? (2)</p> <p>Y1 Unkind, tease or bully?</p>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<p>Y1 Harold has a bad day</p> <p>Y2 Don't do that!</p> <p>Y2 Bullying or teasing?</p> <p>(OPTIONAL)</p> <p>Y2 Types of bullying</p> <p>Y2 Getting on with others</p> <p>Y3 Zeb</p> <p>Y4 Safety in numbers</p> <p>Y4 The people we share our world with</p> <p>Y4 Can you sort it?</p> <p>Y4 What would I do?</p> <p>Y4 Ok or not ok? (part 2)</p> <p>Y4 Ok or not ok? (part 1)</p> <p>Y4 How do we make a difference?</p> <p>Y5 Qualities of friendship</p> <p>Y5 Happy being me</p> <p>Y5 Taking notice of our feelings</p> <p>Y5 Kind conversations</p> <p>Y5 Ella's diary dilemma</p> <p>Y5 The land of the Red People</p> <p>Y5 Relationship cake recipe</p> <p>Y6 Don't force me</p> <p>Y6 Assertiveness skills (formerly Behave yourself - 2)</p> <p>Y6 We have more in common than not</p> <p>Y6 Tolerance and respect for others</p> <p>Y6 Acting appropriately</p> <p>Y6 Joe's story (part 2)</p> <p>(OPTIONAL)</p> <p>Y6 Respecting differences</p> <p>Y6 Behave yourself</p>
6. About different types of bullying (including	<p>Y1 Who can help? (1)</p> <p>Y1 Unkind, tease or bully?</p>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
<p>cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p>Y1 Who can help? (2) Y2 Bullying or teasing? (OPTIONAL) Y2 Don't do that! Y2 Getting on with others Y2 Types of bullying Y3 Let's celebrate our differences Y3 Zeb Y4 Safety in numbers Y4 What would I do? Y4 Keeping ourselves safe Y4 How dare you! Y4 Under pressure Y5 Spot bullying Y5 Happy being me Y5 Is it true? Y5 Stop, start, stereotypes Y6 Acting appropriately Y6 We have more in common than not Y6 Boys will be boys? - challenging gender stereotypes Y6 OK to be different Y6 I look great! Y6 Behave yourself Y6 What's the risk? (1)</p>
<p>7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	<p>R Me and my body - girls and boys Y3 Zeb Y3 Family and friends Y4 That is such a stereotype! Y5 Is it true? Y5 Stop, start, stereotypes Y5 Happy being me Y6 Media manipulation Y6 Two sides to every story</p>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.	<p>Y6 Boys will be boys? - challenging gender stereotypes</p> <p>R Listening to my feelings</p> <p>R Me and my body - girls and boys</p> <p>R Looking after my friends</p> <p>Y1 Sharing pictures</p> <p>Y1 Surprises and secrets</p> <p>Y1 Good or bad touches?</p> <p>Y2 I don't like that!</p> <p>Y3 None of your business!</p> <p>Y4 Islands</p> <p>Y4 Secret or surprise?</p> <p>Y5 Growing up and changing bodies</p> <p>Y5 Ella's diary dilemma</p> <p>Y6 Think before you click!</p> <p>Y6 It's a puzzle (OPTIONAL)</p> <p>Y6 Assertiveness skills (formerly Behave yourself - 2)</p> <p>Y6 Don't force me</p> <p>Y6 Fakebook friends</p>

Online relationships

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. That people sometimes behave differently online, including by pretending to be someone they are not.	<p>Y1 Sharing pictures</p> <p>Y2 Playing games</p> <p>Y3 None of your business!</p> <p>Y3 I am fantastic!</p> <p>Y4 Ok or not ok? (part 2)</p> <p>Y5 Spot bullying</p> <p>Y5 Play, like, share</p> <p>Y6 Fakebook friends</p>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<p>Y6 Joe's story (part 2) (OPTIONAL)</p> <p>Y6 What's the risk? (2)</p> <p>Y6 To share or not to share?</p> <p>Y6 Pressure online</p> <p>Y6 Media manipulation</p>
<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>	<p>Y1 Sharing pictures</p> <p>Y2 Playing games</p> <p>Y3 Relationship tree</p> <p>Y3 None of your business!</p> <p>Y3 Zeb</p> <p>Y3 Let's celebrate our differences</p> <p>Y4 Ok or not ok? (part 2)</p> <p>Y4 How do we make a difference?</p> <p>Y4 How dare you!</p> <p>Y4 Can you sort it?</p> <p>Y5 Spot bullying</p> <p>Y5 Communication</p> <p>(OPTIONAL)</p> <p>Y5 Play, like, share</p> <p>Y5 Is it true?</p> <p>Y6 We have more in common than not</p> <p>Y6 Think before you click!</p> <p>Y6 I look great!</p> <p>Y6 It's a puzzle (OPTIONAL)</p>
<p>3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	<p>R Keeping safe online</p> <p>Y1 Sharing pictures</p> <p>Y2 Playing games</p> <p>Y3 Super Searcher</p> <p>Y3 None of your business!</p> <p>Y4 How do we make a difference?</p> <p>Y4 Traffic lights (OPTIONAL)</p>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	Y4 Picture wise Y4 Keeping ourselves safe Y5 Communication (OPTIONAL) Y5 Spot bullying 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 Think before you click! Y6 It's a puzzle (OPTIONAL)
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Y1 Sharing pictures Y2 Playing games Y3 Super Searcher Y3 Recount task Y3 None of your business! Y4 Danger, risk or hazard? Y4 In the news! Y4 Can you sort it? Y4 Making choices Y5 Fact or opinion? Y5 Play, like, share Y5 Is it true? Y6 Pressure online Y6 Think before you click! Y6 It's a puzzle (OPTIONAL)
5. How information and data is shared and used online.	Y1 Sharing pictures Y2 Playing games Y3 Super Searcher Y3 None of your business! Y3 Raisin challenge (1) (OPTIONAL) Y4 Raisin challenge (2) Y4 That is such a stereotype! Y4 In the news!

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	Y4 Traffic lights (OPTIONAL)
	Y4 Picture wise
	Y5 Spot bullying
	Y5 Is it true?
	Y5 Play, like, share
	Y6 To share or not to share?
	Y6 Pressure online
	Y6 It's a puzzle (OPTIONAL)

Being safe

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	<p data-bbox="828 1003 1219 1037">Y1 Good or bad touches?</p> <p data-bbox="828 1055 1209 1088">Y1 Surprises and secrets</p> <p data-bbox="828 1106 1198 1140">Y1 Harold's school rules</p> <p data-bbox="828 1158 1129 1191">Y1 Sharing pictures</p> <p data-bbox="828 1209 1102 1243">Y2 Playing games</p> <p data-bbox="828 1261 1294 1328">Y2 Some secrets should never be kept</p> <p data-bbox="828 1346 1054 1379">Y2 Fun or not?</p> <p data-bbox="828 1397 1262 1431">Y2 What should Harold say?</p> <p data-bbox="828 1449 1075 1482">Y2 Should I tell?</p> <p data-bbox="828 1500 1267 1534">Y2 How safe would you feel?</p> <p data-bbox="828 1552 1114 1585">Y3 Safe or unsafe?</p> <p data-bbox="828 1603 1050 1637">Y3 Dan's dare</p> <p data-bbox="828 1655 1230 1688">Y3 None of your business!</p> <p data-bbox="828 1706 1171 1740">Y3 Raisin challenge (1)</p> <p data-bbox="828 1758 986 1792">(OPTIONAL)</p> <p data-bbox="828 1809 1171 1843">Y4 Raisin challenge (2)</p> <p data-bbox="828 1861 1145 1895">Y4 What would I do?</p> <p data-bbox="828 1912 1102 1946">Y4 How dare you!</p> <p data-bbox="828 1964 1166 1998">Y4 Secret or surprise?</p> <p data-bbox="828 2016 991 2049">Y4 Islands</p> <p data-bbox="828 2067 1182 2134">Y5 Taking notice of our feelings</p> <p data-bbox="828 2152 1150 2186">Y5 Would you risk it?</p>

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

- Y5 Independence and responsibility
 - Y5 Ella's diary dilemma
 - Y5 Play, like, share
 - Y5 Is it true?
 - Y6 Acting appropriately
 - Y6 What's the risk? (2)
 - Y6 Pressure online
 - Y6 To share or not to share?
 - Y6 OK to be different
 - Y6 Think before you click!
 - Y6 What's the risk? (1)
 - Y6 It's a puzzle (OPTIONAL)
-

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
<p>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.</p>	<ul style="list-style-type: none"> 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? Y3 The Risk robot Y4 Secret or surprise? Y4 How do we make a difference? Y5 Dear Ash Y5 Growing up and changing bodies Y5 Ella's diary dilemma Y6 It's a puzzle (OPTIONAL) Y6 To share or not to share? Y6 What's the risk? (2) Y6 Acting appropriately
<p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<ul style="list-style-type: none"> R Listening to my feelings R Life Stages: Human life stage - who will I be? R Me and my body - girls and boys Y1 Keeping privates private Y2 Should I tell? Y2 What should Harold say? Y2 I don't like that! Y2 How safe would you feel? Y2 Some secrets should never be kept

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	<p>Y2 Fun or not?</p> <p>Y3 Body space</p> <p>Y4 Secret or surprise?</p> <p>Y4 Islands</p> <p>Y5 Taking notice of our feelings</p> <p>Y5 Growing up and changing bodies</p> <p>Y6 Making babies</p> <p>Y6 Acting appropriately</p> <p>Y6 Don't force me</p> <p>Y6 Pressure online</p> <p>Y6 To share or not to share?</p> <hr/> <p>R People who help to keep me safe</p> <p>Y1 Surprises and secrets</p> <p>Y2 I don't like that!</p> <p>Y2 What should Harold say?</p> <p>Y2 Some secrets should never be kept</p> <p>Y3 None of your business!</p> <p>Y3 Danger or risk?</p> <p>Y3 Safe or unsafe?</p> <p>Y4 Secret or surprise?</p> <p>Y4 Danger, risk or hazard?</p> <p>Y5 Taking notice of our feelings</p> <p>Y5 Dear Ash</p> <p>Y5 Play, like, share</p> <p>Y6 Don't force me</p> <p>Y6 Acting appropriately</p> <p>Y6 What's the risk? (2)</p> <p>Y6 Pressure online</p> <p>Y6 It's a puzzle (OPTIONAL)</p> <p>Y6 Joe's story (part 1) (OPTIONAL)</p>

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

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 Listening to my feelings
- R Keeping safe online
- R Safe indoors and outdoors
- R What's safe to go onto my body
- Y1 Who can help? (2)
- Y1 Good or bad touches?
- Y1 Surprises and secrets
- Y1 Thinking about feelings
- Y1 Our feelings
- Y1 Who can help? (1)
- Y2 How safe would you feel?
- Y2 Should I tell?
- Y2 Fun or not?
- Y3 None of your business!
- Y3 Safe or unsafe?
- Y3 The Risk robot
- Y4 Secret or surprise?
- Y4 Islands
- Y4 Danger, risk or hazard?
- Y5 Dear Ash
- Y5 Taking notice of our feelings
- Y6 What's the risk? (1)
- Y6 Don't force me
- Y6 Acting appropriately
- Y6 Pressure online
- Y6 To share or not to share?

6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.

- R Same and different
- R Keeping safe online
- R Listening to my feelings
- R People who help to keep me safe
- R Looking after my friends

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	<p>Y1 Sharing pictures</p> <p>Y1 Surprises and secrets</p> <p>Y2 Playing games</p> <p>Y2 Feeling safe</p> <p>Y3 Raisin challenge (1)</p> <p>(OPTIONAL)</p> <p>Y3 Safe or unsafe?</p> <p>Y4 Who helps us stay healthy and safe?</p> <p>Y4 How dare you!</p> <p>Y5 Dear Ash</p> <p>Y6 Making babies</p> <p>Y6 Joe's story (part 1)</p> <p>(OPTIONAL)</p> <p>Y6 Behave yourself</p> <p>Y6 Acting appropriately</p> <hr/> <p>R Listening to my feelings</p> <p>R Me and my body - girls and boys</p> <p>Y1 Keeping privates private</p> <p>Y1 Surprises and secrets</p> <p>Y1 Good or bad touches?</p> <p>Y2 Feeling safe</p> <p>Y3 My changing body</p> <p>Y3 Safe or unsafe?</p> <p>Y3 Body space</p> <p>Y4 Who helps us stay healthy and safe?</p> <p>Y4 Secret or surprise?</p> <p>Y4 Safety in numbers</p> <p>Y4 All change!</p> <p>Y5 Changing bodies and feelings</p> <p>Y5 Dear Ash</p> <p>Y5 Taking notice of our feelings</p> <p>Y6 Making babies</p>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<p>Y6 Joe's story (part 1) (OPTIONAL)</p> <p>Y6 Is this normal?</p> <p>Y6 Acting appropriately</p> <p>Y6 Don't force me</p> <p>Y6 To share or not to share?</p>
<p>8. Where to get advice e.g. family, school and/or other sources.</p>	<p>R Who can help me?</p> <p>R People who help to keep me safe</p> <p>Y1 Good or bad touches?</p> <p>Y1 Surprises and secrets</p> <p>Y2 Feeling safe</p> <p>Y3 Safe or unsafe?</p> <p>Y3 Helping each other to stay safe</p> <p>Y4 Who helps us stay healthy and safe?</p> <p>Y5 Taking notice of our feelings</p> <p>Y5 Dear Ash</p> <p>Y6 Making babies</p> <p>Y6 Acting appropriately</p>

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>	<p>Y1 Our feelings</p> <p>Y4 Different feelings</p> <p>Y5 How good a friend are you?</p> <p>Y6 Rat Park</p>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
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>Y6 Dan's day (OPTIONAL)</p> <p>Y6 Five Ways to Wellbeing project</p> <p>Y6 Fakebook friends</p> <hr/> <p>R My feelings</p> <p>R My feelings (2)</p> <p>R Bouncing back when things go wrong</p> <p>R Yes, I can!</p> <p>Y1 Our feelings</p> <p>Y1 Harold loses Geoffrey</p> <p>Y1 Thinking about feelings</p> <p>Y1 Feelings and bodies</p> <p>Y2 How are you feeling today?</p> <p>Y2 I don't like that!</p> <p>Y2 Sam moves away</p> <p>Y2 Let's all be happy!</p> <p>Y2 Some secrets should never be kept</p> <p>Y3 My special pet (OPTIONAL)</p> <p>Y4 Moving house</p> <p>Y4 Secret or surprise?</p> <p>Y4 Different feelings</p> <p>Y5 How good a friend are you?</p> <p>Y5 How are they feeling?</p> <p>Y5 Our emotional needs</p> <p>Y6 Helpful or unhelpful?</p> <p>Managing change</p> <p>Y6 Dan's day (OPTIONAL)</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>R My feelings</p> <p>R My feelings (2)</p> <p>R Same and different</p> <p>R What's safe to go onto my body</p> <p>R Yes, I can!</p>

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

R Bouncing back when things go wrong

Y1 Thinking about feelings

Y1 Our feelings

Y1 Feelings and bodies

Y2 How are you feeling today?

Y2 My day

Y2 When I feel like erupting

Y2 How do we make others feel?

Y2 Harold's picnic

Y2 An act of kindness

Y3 My special pet (OPTIONAL)

Y3 None of your business!

Y4 An email from Harold!

Y4 Moving house

Y4 Different feelings

Y4 Ok or not ok? (part 1)

Y4 Ok or not ok? (part 2)

Y4 Secret or surprise?

Y4 When feelings change (OPTIONAL)

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 Rat Park

Y6 I look great!

Y6 Dan's day (OPTIONAL)

Y6 OK to be different

4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

Y1 Our feelings

Y1 Thinking about feelings

Y2 When I feel like erupting

Y3 My special pet (OPTIONAL)

Y3 None of your business!

Y4 Different feelings

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<p>Y4 Islands</p> <p>Y4 How dare you!</p> <p>Y4 My feelings are all over the place!</p> <p>Y4 When feelings change (OPTIONAL)</p> <p>Y5 Our emotional needs</p> <p>Y5 How are they feeling?</p> <p>Y6 Rat Park</p> <p>Y6 Joe's story (part 1) (OPTIONAL)</p> <p>Y6 Dan's day (OPTIONAL)</p> <p>Y6 Helpful or unhelpful? Managing change</p>
<p>5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>	<p>Y2 Harold's picnic</p> <p>Y3 My community</p> <p>Y3 Our helpful volunteers</p> <p>Y4 Volunteering is cool (OPTIONAL)</p> <p>Y5 Mo makes a difference</p> <p>Y6 Rat Park</p> <p>Y6 Community art (OPTIONAL)</p> <p>Y6 Action stations! (OPTIONAL)</p> <p>Y6 Five Ways to Wellbeing project</p>
<p>6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>R My feelings (2)</p> <p>R My feelings</p> <p>Y1 Feelings and bodies</p> <p>Y1 Who are our special people?</p> <p>Y4 An email from Harold!</p> <p>Y6 Rat Park</p> <p>Y6 Five Ways to Wellbeing project</p> <p>Y6 Advertising friendships!</p>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<p>Y6 Helpful or unhelpful? Managing change</p> <p>Y6 Joe's story (part 1) (OPTIONAL)</p>
<p>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.</p>	<p>R My feelings</p> <p>R My feelings (2)</p> <p>Y1 Thinking about feelings</p> <p>Y1 Our feelings</p> <p>Y1 Feelings and bodies</p> <p>Y2 When someone is feeling left out</p> <p>Y4 An email from Harold!</p> <p>Y6 Rat Park</p> <p>Y6 Joe's story (part 1) (OPTIONAL)</p> <p>Y6 Five Ways to Wellbeing project</p>
<p>8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<p>Y1 Who can help? (1)</p> <p>Y1 Unkind, tease or bully?</p> <p>Y1 Who can help? (2)</p> <p>Y3 Let's celebrate our differences</p> <p>Y3 Zeb</p> <p>Y4 Under pressure</p> <p>Y5 Communication (OPTIONAL)</p> <p>Y5 Spot bullying</p>
<p>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</p>	<p>R My feelings (2)</p> <p>R My feelings</p> <p>R Who can help me?</p> <p>Y2 Let's all be happy!</p> <p>Y4 Moving house</p> <p>Y5 Our emotional needs</p> <p>Y6 Helpful or unhelpful? Managing change</p>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
their emotions (including issues arising online).	Y6 Rat Park
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.	Y5 Our emotional needs

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 (OPTIONAL)
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 Y3 Raisin challenge (1) (OPTIONAL) Y4 Raisin challenge (2) Y4 That is such a stereotype! Y4 Danger, risk or hazard? Y4 SCARF hotel Y4 In the news! Y5 Is it true? Y5 Play, like, share Y6 Boys will be boys? - challenging gender stereotypes Y6 Five Ways to Wellbeing project Y6 Media manipulation Y6 I look great!

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
<p>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.</p>	<ul style="list-style-type: none"> Y1 Sharing pictures Y2 Playing games Y3 None of your business! Y3 Super Searcher Y4 SCARF hotel Y4 Traffic lights (OPTIONAL) Y4 Picture wise Y5 Play, like, share Y5 Is it true? Y6 To share or not to share? Y6 It's a puzzle (OPTIONAL)
<p>4. Why social media, some computer games and online gaming, for example, are age restricted.</p>	<ul style="list-style-type: none"> Y3 As a rule Y5 Star qualities? Y5 Spot bullying Y6 Think before you click! Y6 It's a puzzle (OPTIONAL) Y6 Fakebook friends
<p>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.</p>	<ul style="list-style-type: none"> Y1 Sharing pictures Y2 Playing games Y3 None of your business! Y3 Zeb Y3 Let's celebrate our differences Y4 Picture wise Y4 Under pressure Y4 That is such a stereotype! Y5 Is it true? Y5 Play, like, share Y5 Spot bullying Y6 Think before you click! Y6 Media manipulation Y6 It's a puzzle (OPTIONAL) Y6 To share or not to share?
<p>6. How to be a discerning consumer of information online</p>	<ul style="list-style-type: none"> Y3 Super Searcher Y3 Recount task

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
including understanding that information, including that from search engines, is ranked, selected and targeted.	<p>Y3 Raisin challenge (1) (OPTIONAL)</p> <p>Y4 Raisin challenge (2)</p> <p>Y4 That is such a stereotype!</p> <p>Y4 In the news!</p> <p>Y5 Fact or opinion?</p> <p>Y5 What's the story?</p> <p>Y5 Smoking: what is normal? (OPTIONAL)</p> <p>Y5 Vaping: healthy or unhealthy?</p> <p>Y5 Is it true?</p> <p>Y6 What's the risk? (2)</p> <p>Y6 Fakebook friends</p> <p>Y6 Two sides to every story</p> <p>Y6 Boys will be boys? - challenging gender stereotypes</p>
7. Where and how to report concerns and get support with issues online.	<p>Y1 Sharing pictures</p> <p>Y2 Playing games</p> <p>Y3 None of your business!</p> <p>Y4 In the news!</p> <p>Y5 Play, like, share</p> <p>Y6 To share or not to share?</p> <p>Y6 It's a puzzle (OPTIONAL)</p>

Physical health and fitness

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. The characteristics and mental and physical benefits of an active lifestyle.	<p>Y1 Healthy me</p> <p>Y2 My body needs... (OPTIONAL)</p> <p>Y4 SCARF hotel</p>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
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.	<ul style="list-style-type: none"> R Move your body Y2 My day Y4 SCARF hotel Y5 What's the story? Y6 Five Ways to Wellbeing project
3. The risks associated with an inactive lifestyle (including obesity).	<ul style="list-style-type: none"> Y1 Healthy me Y4 Danger, risk or hazard? Y5 What's the story? Y6 Five Ways to Wellbeing project
4. How and when to seek support including which adults to speak to in school if they are worried about their health.	<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! (OPTIONAL) Y4 Who helps us stay healthy and safe? Y6 Five Ways to Wellbeing project

Healthy eating

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. What constitutes a healthy diet (including understanding calories and other nutritional content).	<ul style="list-style-type: none"> R Getting bigger R Move your body R Healthy eating Y1 I can eat a rainbow Y1 Eat well Y2 My day Y2 My body needs... (OPTIONAL)

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<p>Y3 Derek cooks dinner! (healthy eating)</p> <p>Y4 Danger, risk or hazard?</p> <p>Y4 SCARF hotel</p> <p>Y5 What's the story?</p>
2. The principles of planning and preparing a range of healthy meals.	<p>R Healthy eating</p> <p>Y1 I can eat a rainbow</p> <p>Y1 Eat well</p> <p>Y3 Derek cooks dinner! (healthy eating)</p> <p>Y4 SCARF hotel</p>
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).	<p>R Getting bigger</p> <p>R Keeping Myself Safe - What's safe to go into my body (including medicines)</p> <p>Y1 I can eat a rainbow</p> <p>Y1 Eat well</p> <p>Y3 Derek cooks dinner! (healthy eating)</p> <p>Y3 Alcohol and cigarettes: the facts</p> <p>Y3 Help or harm?</p> <p>Y4 Know the norms (OPTIONAL)</p> <p>Y4 SCARF hotel</p> <p>Y4 Danger, risk or hazard?</p> <p>Y4 Ok or not ok? (part 2)</p> <p>Y4 Ok or not ok? (part 1)</p> <p>Y6 Rat Park</p> <p>Y6 Drugs: it's the law!</p> <p>Y6 Alcohol: what is normal?</p> <p>Y6 Joe's story (part 1) (OPTIONAL)</p> <p>Y6 What sort of drug is...?</p>

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.	<p>R Keeping Myself Safe - What's safe to go into my body (including medicines)</p> <p>Y1 What could Harold do?</p> <p>Y2 Harold's picnic</p> <p>Y3 Alcohol and cigarettes: the facts</p> <p>Y3 Help or harm?</p> <p>Y4 Know the norms</p> <p>(OPTIONAL)</p> <p>Y4 Medicines: check the label</p> <p>Y4 Keeping ourselves safe</p> <p>Y4 Danger, risk or hazard?</p> <p>Y5 'Thinking' about habits</p> <p>(OPTIONAL)</p> <p>Y5 Vaping: healthy or unhealthy?</p> <p>Y5 Smoking: what is normal?</p> <p>(OPTIONAL)</p> <p>Y5 Drugs: true or false?</p> <p>(OPTIONAL)</p> <p>Y6 Alcohol: what is normal?</p> <p>Y6 Drugs: it's the law!</p> <p>Y6 What's the risk? (1)</p> <p>Y6 What sort of drug is...?</p> <p>Y6 Rat Park</p>

Health and prevention

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Y6 Five Ways to Wellbeing project

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.	Y4 Danger, risk or hazard? 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.	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... (OPTIONAL) Y4 SCARF hotel Y6 Five Ways to Wellbeing project
4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	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 Y6 Five Ways to Wellbeing project
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	R Move your body R A good night's sleep R What's safe to go onto my body Y1 Harold's wash and brush up Y1 Catch it! Bin it! Kill it!

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
6. The facts and science relating to allergies, immunisation and vaccination.	<p>Y2 Harold's postcard - helping us to keep clean and healthy</p> <p>Y3 Poorly Harold</p> <p>Y4 Medicines: check the label</p> <p>Y6 What is HIV? (OPTIONAL)</p> <hr/> <p>Y2 Harold's postcard - helping us to keep clean and healthy</p> <p>Y3 Poorly Harold</p> <p>Y6 Five Ways to Wellbeing project</p> <p>NA Additional resources library</p>

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.	<p>Y1 Basic first aid</p> <p>Y2 Basic first aid</p> <p>Y2 Feeling safe</p> <p>Y3 Basic first aid</p> <p>Y4 Basic first aid</p> <p>Y5 Basic first aid, including Sepsis Awareness</p> <p>Y6 Basic first aid, including Sepsis Awareness</p> <p>Y6 Five Ways to Wellbeing project</p>
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	<p>Y1 Basic first aid</p> <p>Y2 Basic first aid</p> <p>Y3 Basic first aid</p> <p>Y4 Basic first aid</p> <p>Y5 Basic first aid, including Sepsis Awareness</p>

Statutory requirement

SCARF lesson plans that support the teaching and learning of this

Y6 Basic first aid, including Sepsis Awareness

Y6 Five Ways to Wellbeing project

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 to age 11, including physical and emotional changes.

R Life stages - plants, animals, humans

R Where do babies come from?

R Getting bigger

R Seasons

R Life Stages: Human life stage - who will I be?

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 All change!

Y4 My feelings are all over the place!

Y5 Growing up and changing bodies

Y5 Help! I'm a teenager - get me out of here!

Y5 Changing bodies and feelings

Y6 What's the risk? (2)

Y6 Making babies

Y6 I look great!

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<p>Y6 Is this normal?</p> <p>Y6 Dan's day (OPTIONAL)</p>
<p>2. About menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>Y3 My changing body</p> <p>Y4 Preparing for changes at puberty (formerly Period positive/preparing for periods)</p> <p>Y5 Growing up and changing bodies</p> <p>Y6 Is this normal?</p> <p>Y6 Making babies</p>