

## **DfE Relationships Education and Health Education statutory requirements**

SCARF gives you everything you need to meet the new 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 new 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
<p>1. That families are important for children growing up because they can give love, security and stability.</p>	<ul style="list-style-type: none"> <li>• <a href="#">All about me</a></li> <li>• <a href="#">What makes me special</a></li> <li>• <a href="#">Who can help me?</a></li> <li>• <a href="#">Me and my special people</a></li> <li>• <a href="#">Same and different families</a></li> <li>• <a href="#">Safe indoors and outdoors</a></li> <li>• <a href="#">Where do babies come from?</a></li> <li>• <a href="#">Getting bigger</a></li> <li>• <a href="#">Looking after my special people</a></li> <li>• <a href="#">Life stages - plants, animals, humans</a></li> <li>• <a href="#">Caring for our world</a></li> <li>• <a href="#">Who are our special people?</a></li> <li>• <a href="#">My special people</a></li> <li>• <a href="#">Family and friends</a></li> <li>• <a href="#">Friend or acquaintance?</a></li> <li>• <a href="#">My feelings are all over the place!</a></li> <li>• <a href="#">Dan's day (OPTIONAL)</a></li> <li>• <a href="#">Advertising friendships!</a></li> <li>• <a href="#">Joe's story (part 2) (OPTIONAL)</a></li> <li>• <a href="#">What's the risk? (2)</a></li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Life Stages: Human life stage - who will I be?</a></li> <li>• <a href="#">People who help to keep me safe</a></li> <li>• <a href="#">Same and different families</a></li> <li>• <a href="#">Me and my special people</a></li> <li>• <a href="#">Who can help me?</a></li> <li>• <a href="#">My feelings</a></li> <li>• <a href="#">Looking after my special people</a></li> <li>• <a href="#">Taking care of a baby</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">Who are our special people?</a></li> <li>• <a href="#">My special people</a></li> <li>• <a href="#">Family and friends</a></li> <li>• <a href="#">Looking after our special people</a></li> <li>• <a href="#">Friend or acquaintance?</a></li> <li>• <a href="#">My feelings are all over the place!</a></li> <li>• <a href="#">Help! I'm a teenager - get me out of here!</a></li> <li>• <a href="#">Dan's day (OPTIONAL)</a></li> <li>• <a href="#">Helpful or unhelpful? Managing change</a></li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• <a href="#">What makes me special</a></li> <li>• <a href="#">All about me</a></li> <li>• <a href="#">Me and my special people</a></li> <li>• <a href="#">Same and different families</a></li> <li>• <a href="#">Life Stages: Human life stage - who will I be?</a></li> <li>• <a href="#">Where do babies come from?</a></li> <li>• <a href="#">Looking after my special people</a></li> <li>• <a href="#">Getting bigger</a></li> <li>• <a href="#">Same or different?</a></li> <li>• <a href="#">Who are our special people?</a></li> <li>• <a href="#">Our special people balloons</a></li> <li>• <a href="#">My special people</a></li> <li>• <a href="#">Family and friends</a></li> <li>• <a href="#">Let's celebrate our differences</a></li> <li>• <a href="#">The people we share our world with</a></li> <li>• <a href="#">My feelings are all over the place!</a></li> <li>• <a href="#">What would I do?</a></li> <li>• <a href="#">Together</a></li> <li>• <a href="#">The land of the Red People</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">Don't force me</a></li> <li>• <a href="#">Making babies</a></li> </ul>
<p>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>	<ul style="list-style-type: none"> <li>• <a href="#">Where do babies come from?</a></li> <li>• <a href="#">Life Stages: Human life stage - who will I be?</a></li> <li>• <a href="#">Same and different families</a></li> <li>• <a href="#">Who can help me?</a></li> <li>• <a href="#">Getting bigger</a></li> <li>• <a href="#">Looking after my special people</a></li> <li>• <a href="#">Same or different?</a></li> <li>• <a href="#">Who are our special people?</a></li> <li>• <a href="#">Our special people balloons</a></li> <li>• <a href="#">My special people</a></li> <li>• <a href="#">Family and friends</a></li> <li>• <a href="#">My feelings are all over the place!</a></li> <li>• <a href="#">Together</a></li> <li>• <a href="#">Help! I'm a teenager - get me out of here!</a></li> <li>• <a href="#">Don't force me</a></li> <li>• <a href="#">Making babies</a></li> <li>• <a href="#">Advertising friendships!</a></li> </ul>
<p>5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Life Stages: Human life stage - who will I be?</a></li> <li>• <a href="#">Together</a></li> <li>• <a href="#">Don't force me</a></li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• <a href="#">People who help to keep me safe</a></li> <li>• <a href="#">My feelings (2)</a></li> <li>• <a href="#">Who can help me?</a></li> <li>• <a href="#">My feelings</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">Who can help? (2)</a></li> <li>• <a href="#">Surprises and secrets</a></li> <li>• <a href="#">Good or bad touches?</a></li> <li>• <a href="#">Who can help? (1)</a></li> <li>• <a href="#">Family and friends</a></li> <li>• <a href="#">Growing up and changing bodies</a></li> <li>• <a href="#">Helpful or unhelpful? Managing change</a></li> <li>• <a href="#">Don't force me</a></li> </ul>

Caring friendships

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
<p>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Who can help me?</a></li> <li>• <a href="#">All about me</a></li> <li>• <a href="#">Same and different</a></li> <li>• <a href="#">Me and my special people</a></li> <li>• <a href="#">I am a friend</a></li> <li>• <a href="#">Looking after my friends</a></li> <li>• <a href="#">Good friends</a></li> <li>• <a href="#">Being a good friend</a></li> <li>• <a href="#">Friends are special</a></li> <li>• <a href="#">Looking after our special people</a></li> <li>• <a href="#">Relationship tree</a></li> <li>• <a href="#">Together</a></li> <li>• <a href="#">Friend or acquaintance?</a></li> <li>• <a href="#">Can you sort it?</a></li> <li>• <a href="#">It could happen to anyone (OPTIONAL)</a></li> <li>• <a href="#">How good a friend are you?</a></li> <li>• <a href="#">Qualities of friendship</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">Advertising friendships!</a></li> <li>• <a href="#">Dan's day (OPTIONAL)</a></li> <li>• <a href="#">Joe's story (part 2) (OPTIONAL)</a></li> </ul>
<p>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>	<ul style="list-style-type: none"> <li>• <a href="#">I am a friend</a></li> <li>• <a href="#">Same and different</a></li> <li>• <a href="#">My feelings (2)</a></li> <li>• <a href="#">I am caring</a></li> <li>• <a href="#">Who can help me?</a></li> <li>• <a href="#">Looking after my friends</a></li> <li>• <a href="#">Yes, I can!</a></li> <li>• <a href="#">Bouncing back when things go wrong</a></li> <li>• <a href="#">How are you listening?</a></li> <li>• <a href="#">Pass on the praise!</a></li> <li>• <a href="#">Good friends</a></li> <li>• <a href="#">Who can help? (1)</a></li> <li>• <a href="#">Unkind, tease or bully?</a></li> <li>• <a href="#">Who can help? (2)</a></li> <li>• <a href="#">Harold has a bad day</a></li> <li>• <a href="#">It's not fair!</a></li> <li>• <a href="#">Being a good friend</a></li> <li>• <a href="#">Friends are special</a></li> <li>• <a href="#">Looking after our special people</a></li> <li>• <a href="#">Relationship tree</a></li> <li>• <a href="#">Together</a></li> <li>• <a href="#">Friend or acquaintance?</a></li> <li>• <a href="#">Ok or not ok? (part 1)</a></li> <li>• <a href="#">Ok or not ok? (part 2)</a></li> <li>• <a href="#">An email from Harold!</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">Making choices</a></li> <li>• <a href="#">Can you sort it?</a></li> <li>• <a href="#">Being assertive</a></li> <li>• <a href="#">Give and take</a></li> <li>• <a href="#">How good a friend are you?</a></li> <li>• <a href="#">It could happen to anyone (OPTIONAL)</a></li> <li>• <a href="#">Qualities of friendship</a></li> <li>• <a href="#">Relationship cake recipe</a></li> <li>• <a href="#">Joe's story (part 2) (OPTIONAL)</a></li> <li>• <a href="#">What's the risk? (1)</a></li> <li>• <a href="#">Joe's story (part 1) (OPTIONAL)</a></li> <li>• <a href="#">Dan's day (OPTIONAL)</a></li> <li>• <a href="#">Solve the friendship problem</a></li> <li>• <a href="#">Advertising friendships!</a></li> <li>• <a href="#">OK to be different</a></li> </ul>
<p>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Who can help me?</a></li> <li>• <a href="#">I am caring</a></li> <li>• <a href="#">Same and different</a></li> <li>• <a href="#">I am a friend</a></li> <li>• <a href="#">Looking after my friends</a></li> <li>• <a href="#">Good friends</a></li> <li>• <a href="#">Who can help? (1)</a></li> <li>• <a href="#">It's not fair!</a></li> <li>• <a href="#">Who can help? (2)</a></li> <li>• <a href="#">Unkind, tease or bully?</a></li> <li>• <a href="#">A helping hand</a></li> <li>• <a href="#">When someone is feeling left out</a></li> <li>• <a href="#">Being a good friend</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">An act of kindness</a></li> <li>• <a href="#">How can we solve this problem?</a></li> <li>• <a href="#">Ok or not ok? (part 1)</a></li> <li>• <a href="#">An email from Harold!</a></li> <li>• <a href="#">The people we share our world with</a></li> <li>• <a href="#">Can you sort it?</a></li> <li>• <a href="#">Keeping ourselves safe</a></li> <li>• <a href="#">Being assertive</a></li> <li>• <a href="#">Qualities of friendship</a></li> <li>• <a href="#">Give and take</a></li> <li>• <a href="#">It could happen to anyone (OPTIONAL)</a></li> <li>• <a href="#">How good a friend are you?</a></li> <li>• <a href="#">The land of the Red People</a></li> <li>• <a href="#">Relationship cake recipe</a></li> <li>• <a href="#">Joe's story (part 2) (OPTIONAL)</a></li> <li>• <a href="#">What's the risk? (1)</a></li> <li>• <a href="#">Joe's story (part 1) (OPTIONAL)</a></li> <li>• <a href="#">Advertising friendships!</a></li> <li>• <a href="#">Solve the friendship problem</a></li> <li>• <a href="#">Dan's day (OPTIONAL)</a></li> </ul>
<p>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>	<ul style="list-style-type: none"> <li>• <a href="#">How are you listening?</a></li> <li>• <a href="#">Who can help? (1)</a></li> <li>• <a href="#">It's not fair!</a></li> <li>• <a href="#">Harold has a bad day</a></li> <li>• <a href="#">Surprises and secrets</a></li> <li>• <a href="#">Unkind, tease or bully?</a></li> <li>• <a href="#">Who can help? (2)</a></li> <li>• <a href="#">Solve the problem</a></li> </ul>



Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">How can we solve this problem?</a></li> <li>• <a href="#">Friends are special</a></li> <li>• <a href="#">Can you sort it?</a></li> <li>• <a href="#">What would I do?</a></li> <li>• <a href="#">Ok or not ok? (part 1)</a></li> <li>• <a href="#">Ok or not ok? (part 2)</a></li> <li>• <a href="#">Together</a></li> <li>• <a href="#">Relationship cake recipe</a></li> <li>• <a href="#">Qualities of friendship</a></li> <li>• <a href="#">How good a friend are you?</a></li> <li>• <a href="#">Solve the friendship problem</a></li> <li>• <a href="#">Advertising friendships!</a></li> <li>• <a href="#">Joe's story (part 2) (OPTIONAL)</a></li> </ul>
<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>	<ul style="list-style-type: none"> <li>• <a href="#">My feelings (2)</a></li> <li>• <a href="#">Who can help me?</a></li> <li>• <a href="#">My feelings</a></li> <li>• <a href="#">How are you listening?</a></li> <li>• <a href="#">Pass on the praise!</a></li> <li>• <a href="#">Getting on with others</a></li> <li>• <a href="#">Solve the problem</a></li> <li>• <a href="#">Friends are special</a></li> <li>• <a href="#">Relationship tree</a></li> <li>• <a href="#">Together</a></li> <li>• <a href="#">Can you sort it?</a></li> <li>• <a href="#">How dare you!</a></li> <li>• <a href="#">My feelings are all over the place!</a></li> <li>• <a href="#">What would I do?</a></li> <li>• <a href="#">Keeping ourselves safe</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">Ok or not ok? (part 2)</a></li> <li>• <a href="#">Ok or not ok? (part 1)</a></li> <li>• <a href="#">Islands</a></li> <li>• <a href="#">Qualities of friendship</a></li> <li>• <a href="#">It could happen to anyone (OPTIONAL)</a></li> <li>• <a href="#">Ella's diary dilemma</a></li> <li>• <a href="#">Decision dilemmas</a></li> <li>• <a href="#">Being assertive</a></li> <li>• <a href="#">Relationship cake recipe</a></li> <li>• <a href="#">What's the risk? (1)</a></li> <li>• <a href="#">Joe's story (part 1) (OPTIONAL)</a></li> <li>• <a href="#">Assertiveness skills (formerly Behave yourself - 2)</a></li> <li>• <a href="#">Advertising friendships!</a></li> <li>• <a href="#">Solve the friendship problem</a></li> </ul>

Respectful relationships

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
<p>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</p>	<ul style="list-style-type: none"> <li>• <a href="#">All about me</a></li> <li>• <a href="#">What makes me special</a></li> <li>• <a href="#">Same and different</a></li> <li>• <a href="#">I am a friend</a></li> <li>• <a href="#">Me and my special people</a></li> <li>• <a href="#">Same and different families</a></li> <li>• <a href="#">Same and different homes</a></li> <li>• <a href="#">I'm special, you're special</a></li> <li>• <a href="#">Where do babies come from?</a></li> <li>• <a href="#">Looking after my friends</a></li> <li>• <a href="#">Getting bigger</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#"><u>Pass on the praise!</u></a></li> <li>• <a href="#"><u>How are you listening?</u></a></li> <li>• <a href="#"><u>Same or different?</u></a></li> <li>• <a href="#"><u>What makes us who we are?</u></a></li> <li>• <a href="#"><u>How can we solve this problem?</u></a></li> <li>• <a href="#"><u>Let's celebrate our differences</u></a></li> <li>• <a href="#"><u>Respect and challenge</u></a></li> <li>• <a href="#"><u>Thunks</u></a></li> <li>• <a href="#"><u>Zeb</u></a></li> <li>• <a href="#"><u>Our friends and neighbours</u></a></li> <li>• <a href="#"><u>For or against?</u></a></li> <li>• <a href="#"><u>Together</u></a></li> <li>• <a href="#"><u>Ok or not ok? (part 2)</u></a></li> <li>• <a href="#"><u>Ok or not ok? (part 1)</u></a></li> <li>• <a href="#"><u>Friend or acquaintance?</u></a></li> <li>• <a href="#"><u>Under pressure</u></a></li> <li>• <a href="#"><u>The people we share our world with</u></a></li> <li>• <a href="#"><u>Can you sort it?</u></a></li> <li>• <a href="#"><u>Making choices</u></a></li> <li>• <a href="#"><u>What makes me ME!</u></a></li> <li>• <a href="#"><u>What would I do?</u></a></li> <li>• <a href="#"><u>Spot bullying</u></a></li> <li>• <a href="#"><u>Kind conversations</u></a></li> <li>• <a href="#"><u>Being assertive</u></a></li> <li>• <a href="#"><u>Qualities of friendship</u></a></li> <li>• <a href="#"><u>Happy being me</u></a></li> <li>• <a href="#"><u>Help! I'm a teenager - get me out of here!</u></a></li> <li>• <a href="#"><u>The land of the Red People</u></a></li> <li>• <a href="#"><u>Is it true?</u></a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">Stop, start, stereotypes</a></li> <li>• <a href="#">Tolerance and respect for others</a></li> <li>• <a href="#">We have more in common than not</a></li> <li>• <a href="#">Don't force me</a></li> <li>• <a href="#">What's the risk? (1)</a></li> <li>• <a href="#">Joe's story (part 1) (OPTIONAL)</a></li> <li>• <a href="#">Behave yourself</a></li> <li>• <a href="#">I look great!</a></li> <li>• <a href="#">Media manipulation</a></li> <li>• <a href="#">Is this normal?</a></li> <li>• <a href="#">OK to be different</a></li> <li>• <a href="#">Respecting differences</a></li> <li>• <a href="#">Boys will be boys? - challenging gender stereotypes</a></li> </ul>
<p>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<ul style="list-style-type: none"> <li>• <a href="#">I am caring</a></li> <li>• <a href="#">I am a friend</a></li> <li>• <a href="#">Bouncing back when things go wrong</a></li> <li>• <a href="#">Being helpful at home and caring for our classroom</a></li> <li>• <a href="#">Same or different?</a></li> <li>• <a href="#">Why we have classroom rules</a></li> <li>• <a href="#">Harold has a bad day</a></li> <li>• <a href="#">It's not fair!</a></li> <li>• <a href="#">How do we make others feel?</a></li> <li>• <a href="#">Our ideal classroom (1)</a></li> <li>• <a href="#">An act of kindness</a></li> <li>• <a href="#">What makes us who we are?</a></li> <li>• <a href="#">Let's celebrate our differences</a></li> <li>• <a href="#">Thanks</a></li> <li>• <a href="#">Zeb</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">Our friends and neighbours</a></li> <li>• <a href="#">For or against?</a></li> <li>• <a href="#">Ok or not ok? (part 1)</a></li> <li>• <a href="#">Human machines</a></li> <li>• <a href="#">My feelings are all over the place!</a></li> <li>• <a href="#">The people we share our world with</a></li> <li>• <a href="#">What makes me ME!</a></li> <li>• <a href="#">Can you sort it?</a></li> <li>• <a href="#">What would I do?</a></li> <li>• <a href="#">Ella's diary dilemma</a></li> <li>• <a href="#">Kind conversations</a></li> <li>• <a href="#">Qualities of friendship</a></li> <li>• <a href="#">Happy being me</a></li> <li>• <a href="#">Help! I'm a teenager - get me out of here!</a></li> <li>• <a href="#">The land of the Red People</a></li> <li>• <a href="#">Is it true?</a></li> <li>• <a href="#">Tolerance and respect for others</a></li> <li>• <a href="#">Respecting differences</a></li> <li>• <a href="#">Boys will be boys? - challenging gender stereotypes</a></li> <li>• <a href="#">Behave yourself</a></li> <li>• <a href="#">I look great!</a></li> <li>• <a href="#">Assertiveness skills (formerly Behave yourself - 2)</a></li> </ul>
3. The conventions of courtesy and manners.	<ul style="list-style-type: none"> <li>• <a href="#">What makes me special</a></li> <li>• <a href="#">I am a friend</a></li> <li>• <a href="#">Same and different homes</a></li> <li>• <a href="#">I am caring</a></li> <li>• <a href="#">Being helpful at home and caring for our classroom</a></li> <li>• <a href="#">Caring for our world</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">Harold's school rules</a></li> <li>• <a href="#">Pass on the praise!</a></li> <li>• <a href="#">It's not fair!</a></li> <li>• <a href="#">Harold has a bad day</a></li> <li>• <a href="#">Why we have classroom rules</a></li> <li>• <a href="#">Our ideal classroom (2) (OPTIONAL)</a></li> <li>• <a href="#">Getting on with others</a></li> <li>• <a href="#">An act of kindness</a></li> <li>• <a href="#">Friends are special</a></li> <li>• <a href="#">Respect and challenge</a></li> <li>• <a href="#">Thunks</a></li> <li>• <a href="#">For or against?</a></li> <li>• <a href="#">Zeb</a></li> <li>• <a href="#">Ok or not ok? (part 1)</a></li> <li>• <a href="#">How do we make a difference?</a></li> <li>• <a href="#">Can you sort it?</a></li> <li>• <a href="#">In the news!</a></li> <li>• <a href="#">What would I do?</a></li> <li>• <a href="#">Qualities of friendship</a></li> <li>• <a href="#">Happy being me</a></li> <li>• <a href="#">Relationship cake recipe</a></li> <li>• <a href="#">Help! I'm a teenager - get me out of here!</a></li> <li>• <a href="#">Respecting differences</a></li> </ul>
4. The importance of self-respect and how this links to their own happiness.	<ul style="list-style-type: none"> <li>• <a href="#">What makes me special</a></li> <li>• <a href="#">All about me</a></li> <li>• <a href="#">I'm special, you're special</a></li> <li>• <a href="#">Same and different</a></li> <li>• <a href="#">Keeping ourselves safe</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">What makes me ME!</a></li> <li>• <a href="#">How dare you!</a></li> <li>• <a href="#">Ok or not ok? (part 2)</a></li> <li>• <a href="#">Happy being me</a></li> <li>• <a href="#">Qualities of friendship</a></li> <li>• <a href="#">Ella's diary dilemma</a></li> <li>• <a href="#">Kind conversations</a></li> <li>• <a href="#">Help! I'm a teenager - get me out of here!</a></li> <li>• <a href="#">The land of the Red People</a></li> <li>• <a href="#">Relationship cake recipe</a></li> <li>• <a href="#">I look great!</a></li> <li>• <a href="#">Assertiveness skills (formerly Behave yourself - 2)</a></li> <li>• <a href="#">Media manipulation</a></li> <li>• <a href="#">Behave yourself</a></li> <li>• <a href="#">Joe's story (part 1) (OPTIONAL)</a></li> <li>• <a href="#">What's the risk? (1)</a></li> </ul>
<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>	<ul style="list-style-type: none"> <li>• <a href="#">Same and different</a></li> <li>• <a href="#">All about me</a></li> <li>• <a href="#">Pass on the praise!</a></li> <li>• <a href="#">Harold's school rules</a></li> <li>• <a href="#">Who can help? (1)</a></li> <li>• <a href="#">Taking care of something</a></li> <li>• <a href="#">Who can help? (2)</a></li> <li>• <a href="#">Unkind, tease or bully?</a></li> <li>• <a href="#">Harold has a bad day</a></li> <li>• <a href="#">Don't do that!</a></li> <li>• <a href="#">Bullying or teasing? (OPTIONAL)</a></li> <li>• <a href="#">Types of bullying</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">Getting on with others</a></li> <li>• <a href="#">Zeb</a></li> <li>• <a href="#">Safety in numbers</a></li> <li>• <a href="#">The people we share our world with</a></li> <li>• <a href="#">Can you sort it?</a></li> <li>• <a href="#">What would I do?</a></li> <li>• <a href="#">Ok or not ok? (part 2)</a></li> <li>• <a href="#">Ok or not ok? (part 1)</a></li> <li>• <a href="#">How do we make a difference?</a></li> <li>• <a href="#">Qualities of friendship</a></li> <li>• <a href="#">Happy being me</a></li> <li>• <a href="#">Taking notice of our feelings</a></li> <li>• <a href="#">Kind conversations</a></li> <li>• <a href="#">Ella's diary dilemma</a></li> <li>• <a href="#">The land of the Red People</a></li> <li>• <a href="#">Relationship cake recipe</a></li> <li>• <a href="#">Don't force me</a></li> <li>• <a href="#">We have more in common than not</a></li> <li>• <a href="#">Acting appropriately</a></li> <li>• <a href="#">Joe's story (part 2) (OPTIONAL)</a></li> <li>• <a href="#">Tolerance and respect for others</a></li> <li>• <a href="#">Respecting differences</a></li> <li>• <a href="#">Behave yourself</a></li> <li>• <a href="#">Assertiveness skills (formerly Behave yourself - 2)</a></li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Who can help? (1)</a></li> <li>• <a href="#">Unkind, tease or bully?</a></li> <li>• <a href="#">Who can help? (2)</a></li> <li>• <a href="#">Bullying or teasing? (OPTIONAL)</a></li> </ul>



Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">Don't do that!</a></li> <li>• <a href="#">Getting on with others</a></li> <li>• <a href="#">Types of bullying</a></li> <li>• <a href="#">Let's celebrate our differences</a></li> <li>• <a href="#">Zeb</a></li> <li>• <a href="#">Safety in numbers</a></li> <li>• <a href="#">What would I do?</a></li> <li>• <a href="#">Keeping ourselves safe</a></li> <li>• <a href="#">How dare you!</a></li> <li>• <a href="#">Under pressure</a></li> <li>• <a href="#">Spot bullying</a></li> <li>• <a href="#">Happy being me</a></li> <li>• <a href="#">Is it true?</a></li> <li>• <a href="#">Stop, start, stereotypes</a></li> <li>• <a href="#">Acting appropriately</a></li> <li>• <a href="#">We have more in common than not</a></li> <li>• <a href="#">Boys will be boys? - challenging gender stereotypes</a></li> <li>• <a href="#">OK to be different</a></li> <li>• <a href="#">I look great!</a></li> <li>• <a href="#">Behave yourself</a></li> <li>• <a href="#">What's the risk? (1)</a></li> </ul>
<p>7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Me and my body - girls and boys</a></li> <li>• <a href="#">Zeb</a></li> <li>• <a href="#">Family and friends</a></li> <li>• <a href="#">That is such a stereotype!</a></li> <li>• <a href="#">Is it true?</a></li> <li>• <a href="#">Stop, start, stereotypes</a></li> <li>• <a href="#">Happy being me</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">Media manipulation</a></li> <li>• <a href="#">Two sides to every story</a></li> <li>• <a href="#">Boys will be boys? - challenging gender stereotypes</a></li> </ul>
<p>8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Listening to my feelings</a></li> <li>• <a href="#">Me and my body - girls and boys</a></li> <li>• <a href="#">Looking after my friends</a></li> <li>• <a href="#">Sharing pictures</a></li> <li>• <a href="#">Surprises and secrets</a></li> <li>• <a href="#">Good or bad touches?</a></li> <li>• <a href="#">I don't like that!</a></li> <li>• <a href="#">None of your business!</a></li> <li>• <a href="#">Islands</a></li> <li>• <a href="#">Secret or surprise?</a></li> <li>• <a href="#">Growing up and changing bodies</a></li> <li>• <a href="#">Ella's diary dilemma</a></li> <li>• <a href="#">Think before you click!</a></li> <li>• <a href="#">Assertiveness skills (formerly Behave yourself - 2)</a></li> <li>• <a href="#">It's a puzzle (OPTIONAL)</a></li> <li>• <a href="#">Don't force me</a></li> <li>• <a href="#">Fakebook friends</a></li> </ul>

## 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"> <li>• <a href="#">Sharing pictures</a></li> <li>• <a href="#">Playing games</a></li> <li>• <a href="#">None of your business!</a></li> <li>• <a href="#">I am fantastic!</a></li> <li>• <a href="#">Ok or not ok? (part 2)</a></li> <li>• <a href="#">Spot bullying</a></li> <li>• <a href="#">Play, like, share</a></li> <li>• <a href="#">Fakebook friends</a></li> <li>• <a href="#">Joe's story (part 2) (OPTIONAL)</a></li> <li>• <a href="#">What's the risk? (2)</a></li> <li>• <a href="#">To share or not to share?</a></li> <li>• <a href="#">Pressure online</a></li> <li>• <a href="#">Media manipulation</a></li> </ul>
<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"> <li>• <a href="#">Sharing pictures</a></li> <li>• <a href="#">Playing games</a></li> <li>• <a href="#">None of your business!</a></li> <li>• <a href="#">Zeb</a></li> <li>• <a href="#">Relationship tree</a></li> <li>• <a href="#">Let's celebrate our differences</a></li> <li>• <a href="#">Ok or not ok? (part 2)</a></li> <li>• <a href="#">How do we make a difference?</a></li> <li>• <a href="#">How dare you!</a></li> <li>• <a href="#">Can you sort it?</a></li> <li>• <a href="#">Spot bullying</a></li> <li>• <a href="#">Communication (OPTIONAL)</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">Play, like, share</a></li> <li>• <a href="#">Is it true?</a></li> <li>• <a href="#">We have more in common than not</a></li> <li>• <a href="#">Think before you click!</a></li> <li>• <a href="#">I look great!</a></li> <li>• <a href="#">It's a puzzle (OPTIONAL)</a></li> </ul>
<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"> <li>• <a href="#">Keeping safe online</a></li> <li>• <a href="#">Sharing pictures</a></li> <li>• <a href="#">Playing games</a></li> <li>• <a href="#">Super Searcher</a></li> <li>• <a href="#">None of your business!</a></li> <li>• <a href="#">How do we make a difference?</a></li> <li>• <a href="#">Picture wise</a></li> <li>• <a href="#">Keeping ourselves safe</a></li> <li>• <a href="#">Communication (OPTIONAL)</a></li> <li>• <a href="#">Spot bullying</a></li> <li>• <a href="#">Play, like, share</a></li> <li>• <a href="#">Is it true?</a></li> <li>• <a href="#">What's the risk? (2)</a></li> <li>• <a href="#">Pressure online</a></li> <li>• <a href="#">To share or not to share?</a></li> <li>• <a href="#">Traffic lights (OPTIONAL)</a></li> <li>• <a href="#">Think before you click!</a></li> <li>• <a href="#">It's a puzzle (OPTIONAL)</a></li> </ul>
<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"> <li>• <a href="#">Sharing pictures</a></li> <li>• <a href="#">Playing games</a></li> <li>• <a href="#">Recount task</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">Super Searcher</a></li> <li>• <a href="#">None of your business!</a></li> <li>• <a href="#">Danger, risk or hazard?</a></li> <li>• <a href="#">In the news!</a></li> <li>• <a href="#">Can you sort it?</a></li> <li>• <a href="#">Making choices</a></li> <li>• <a href="#">Fact or opinion?</a></li> <li>• <a href="#">Play, like, share</a></li> <li>• <a href="#">Is it true?</a></li> <li>• <a href="#">Pressure online</a></li> <li>• <a href="#">Think before you click!</a></li> <li>• <a href="#">It's a puzzle (OPTIONAL)</a></li> </ul>
5. How information and data is shared and used online.	<ul style="list-style-type: none"> <li>• <a href="#">Sharing pictures</a></li> <li>• <a href="#">Playing games</a></li> <li>• <a href="#">Super Searcher</a></li> <li>• <a href="#">None of your business!</a></li> <li>• <a href="#">Raisin challenge (1) (OPTIONAL)</a></li> <li>• <a href="#">Raisin challenge (2)</a></li> <li>• <a href="#">That is such a stereotype!</a></li> <li>• <a href="#">In the news!</a></li> <li>• <a href="#">Picture wise</a></li> <li>• <a href="#">Spot bullying</a></li> <li>• <a href="#">Is it true?</a></li> <li>• <a href="#">Play, like, share</a></li> <li>• <a href="#">Pressure online</a></li> <li>• <a href="#">To share or not to share?</a></li> <li>• <a href="#">Traffic lights (OPTIONAL)</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li data-bbox="1070 248 1469 280">• <a href="#">It's a puzzle (OPTIONAL)</a></li> </ul>

## Being safe

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
<p data-bbox="192 922 1003 994">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"> <li data-bbox="1070 531 1442 563">• <a href="#">Good or bad touches?</a></li> <li data-bbox="1070 571 1424 603">• <a href="#">Surprises and secrets</a></li> <li data-bbox="1070 611 1424 643">• <a href="#">Harold's school rules</a></li> <li data-bbox="1070 651 1361 683">• <a href="#">Sharing pictures</a></li> <li data-bbox="1070 691 1344 722">• <a href="#">Playing games</a></li> <li data-bbox="1070 730 1603 762">• <a href="#">Some secrets should never be kept</a></li> <li data-bbox="1070 770 1299 802">• <a href="#">Fun or not?</a></li> <li data-bbox="1070 810 1473 842">• <a href="#">What should Harold say?</a></li> <li data-bbox="1070 850 1317 882">• <a href="#">Should I tell?</a></li> <li data-bbox="1070 890 1482 922">• <a href="#">How safe would you feel?</a></li> <li data-bbox="1070 930 1348 962">• <a href="#">Safe or unsafe?</a></li> <li data-bbox="1070 970 1290 1002">• <a href="#">Dan's dare</a></li> <li data-bbox="1070 1010 1451 1042">• <a href="#">None of your business!</a></li> <li data-bbox="1070 1050 1563 1082">• <a href="#">Raisin challenge (1) (OPTIONAL)</a></li> <li data-bbox="1070 1090 1402 1121">• <a href="#">Raisin challenge (2)</a></li> <li data-bbox="1070 1129 1379 1161">• <a href="#">What would I do?</a></li> <li data-bbox="1070 1169 1339 1201">• <a href="#">How dare you!</a></li> <li data-bbox="1070 1209 1393 1241">• <a href="#">Secret or surprise?</a></li> <li data-bbox="1070 1249 1240 1281">• <a href="#">Islands</a></li> <li data-bbox="1070 1289 1572 1321">• <a href="#">Independence and responsibility</a></li> <li data-bbox="1070 1329 1518 1361">• <a href="#">Taking notice of our feelings</a></li> <li data-bbox="1070 1369 1384 1401">• <a href="#">Would you risk it?</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">Ella's diary dilemma</a></li> <li>• <a href="#">Play, like, share</a></li> <li>• <a href="#">Is it true?</a></li> <li>• <a href="#">Acting appropriately</a></li> <li>• <a href="#">What's the risk? (2)</a></li> <li>• <a href="#">To share or not to share?</a></li> <li>• <a href="#">Pressure online</a></li> <li>• <a href="#">OK to be different</a></li> <li>• <a href="#">Think before you click!</a></li> <li>• <a href="#">What's the risk? (1)</a></li> <li>• <a href="#">It's a puzzle (OPTIONAL)</a></li> </ul>
<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"> <li>• <a href="#">Keeping safe online</a></li> <li>• <a href="#">Me and my body - girls and boys</a></li> <li>• <a href="#">Sharing pictures</a></li> <li>• <a href="#">Surprises and secrets</a></li> <li>• <a href="#">Good or bad touches?</a></li> <li>• <a href="#">Should I tell?</a></li> <li>• <a href="#">Playing games</a></li> <li>• <a href="#">My body, your body</a></li> <li>• <a href="#">Some secrets should never be kept</a></li> <li>• <a href="#">Respecting privacy</a></li> <li>• <a href="#">Secret or surprise?</a></li> <li>• <a href="#">The Risk robot</a></li> <li>• <a href="#">Secret or surprise?</a></li> <li>• <a href="#">How do we make a difference?</a></li> <li>• <a href="#">Dear Ash</a></li> <li>• <a href="#">Growing up and changing bodies</a></li> <li>• <a href="#">Ella's diary dilemma</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">It's a puzzle (OPTIONAL)</a></li> <li>• <a href="#">To share or not to share?</a></li> <li>• <a href="#">What's the risk? (2)</a></li> <li>• <a href="#">Acting appropriately</a></li> </ul>
<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"> <li>• <a href="#">Life Stages: Human life stage - who will I be?</a></li> <li>• <a href="#">Listening to my feelings</a></li> <li>• <a href="#">Me and my body - girls and boys</a></li> <li>• <a href="#">Keeping privates private</a></li> <li>• <a href="#">Should I tell?</a></li> <li>• <a href="#">What should Harold say?</a></li> <li>• <a href="#">I don't like that!</a></li> <li>• <a href="#">How safe would you feel?</a></li> <li>• <a href="#">Some secrets should never be kept</a></li> <li>• <a href="#">Fun or not?</a></li> <li>• <a href="#">Body space</a></li> <li>• <a href="#">Secret or surprise?</a></li> <li>• <a href="#">Islands</a></li> <li>• <a href="#">Taking notice of our feelings</a></li> <li>• <a href="#">Growing up and changing bodies</a></li> <li>• <a href="#">Acting appropriately</a></li> <li>• <a href="#">Making babies</a></li> <li>• <a href="#">Don't force me</a></li> <li>• <a href="#">To share or not to share?</a></li> <li>• <a href="#">Pressure online</a></li> </ul>
<p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>	<ul style="list-style-type: none"> <li>• <a href="#">People who help to keep me safe</a></li> <li>• <a href="#">Surprises and secrets</a></li> <li>• <a href="#">I don't like that!</a></li> </ul>



Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">What should Harold say?</a></li> <li>• <a href="#">Some secrets should never be kept</a></li> <li>• <a href="#">None of your business!</a></li> <li>• <a href="#">Danger or risk?</a></li> <li>• <a href="#">Safe or unsafe?</a></li> <li>• <a href="#">Secret or surprise?</a></li> <li>• <a href="#">Danger, risk or hazard?</a></li> <li>• <a href="#">Taking notice of our feelings</a></li> <li>• <a href="#">Dear Ash</a></li> <li>• <a href="#">Play, like, share</a></li> <li>• <a href="#">Don't force me</a></li> <li>• <a href="#">Acting appropriately</a></li> <li>• <a href="#">What's the risk? (2)</a></li> <li>• <a href="#">Pressure online</a></li> <li>• <a href="#">It's a puzzle (OPTIONAL)</a></li> <li>• <a href="#">Joe's story (part 1) (OPTIONAL)</a></li> </ul>
<p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Who can help me?</a></li> <li>• <a href="#">People who help to keep me safe</a></li> <li>• <a href="#">Keeping safe online</a></li> <li>• <a href="#">Listening to my feelings</a></li> <li>• <a href="#">Safe indoors and outdoors</a></li> <li>• <a href="#">What's safe to go onto my body</a></li> <li>• <a href="#">Who can help? (2)</a></li> <li>• <a href="#">Good or bad touches?</a></li> <li>• <a href="#">Surprises and secrets</a></li> <li>• <a href="#">Thinking about feelings</a></li> <li>• <a href="#">Our feelings</a></li> <li>• <a href="#">Who can help? (1)</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">How safe would you feel?</a></li> <li>• <a href="#">Should I tell?</a></li> <li>• <a href="#">Fun or not?</a></li> <li>• <a href="#">None of your business!</a></li> <li>• <a href="#">Safe or unsafe?</a></li> <li>• <a href="#">The Risk robot</a></li> <li>• <a href="#">Secret or surprise?</a></li> <li>• <a href="#">Islands</a></li> <li>• <a href="#">Danger, risk or hazard?</a></li> <li>• <a href="#">Dear Ash</a></li> <li>• <a href="#">Taking notice of our feelings</a></li> <li>• <a href="#">What's the risk? (1)</a></li> <li>• <a href="#">Don't force me</a></li> <li>• <a href="#">Acting appropriately</a></li> <li>• <a href="#">Pressure online</a></li> <li>• <a href="#">To share or not to share?</a></li> </ul>
<p>6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Same and different</a></li> <li>• <a href="#">Listening to my feelings</a></li> <li>• <a href="#">Keeping safe online</a></li> <li>• <a href="#">People who help to keep me safe</a></li> <li>• <a href="#">Looking after my friends</a></li> <li>• <a href="#">Sharing pictures</a></li> <li>• <a href="#">Surprises and secrets</a></li> <li>• <a href="#">Playing games</a></li> <li>• <a href="#">Feeling safe</a></li> <li>• <a href="#">Raisin challenge (1) (OPTIONAL)</a></li> <li>• <a href="#">Safe or unsafe?</a></li> <li>• <a href="#">Who helps us stay healthy and safe?</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">How dare you!</a></li> <li>• <a href="#">Dear Ash</a></li> <li>• <a href="#">Joe's story (part 1) (OPTIONAL)</a></li> <li>• <a href="#">Behave yourself</a></li> <li>• <a href="#">Making babies</a></li> <li>• <a href="#">Acting appropriately</a></li> </ul>
<p>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Listening to my feelings</a></li> <li>• <a href="#">Me and my body - girls and boys</a></li> <li>• <a href="#">Keeping privates private</a></li> <li>• <a href="#">Surprises and secrets</a></li> <li>• <a href="#">Good or bad touches?</a></li> <li>• <a href="#">Feeling safe</a></li> <li>• <a href="#">My changing body</a></li> <li>• <a href="#">Safe or unsafe?</a></li> <li>• <a href="#">Body space</a></li> <li>• <a href="#">Who helps us stay healthy and safe?</a></li> <li>• <a href="#">Secret or surprise?</a></li> <li>• <a href="#">All change!</a></li> <li>• <a href="#">Safety in numbers</a></li> <li>• <a href="#">Changing bodies and feelings</a></li> <li>• <a href="#">Dear Ash</a></li> <li>• <a href="#">Taking notice of our feelings</a></li> <li>• <a href="#">Joe's story (part 1) (OPTIONAL)</a></li> <li>• <a href="#">Is this normal?</a></li> <li>• <a href="#">Acting appropriately</a></li> <li>• <a href="#">Making babies</a></li> <li>• <a href="#">Don't force me</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#"><u>To share or not to share?</u></a></li> </ul>
8. Where to get advice e.g. family, school and/or other sources.	<ul style="list-style-type: none"> <li>• <a href="#"><u>Who can help me?</u></a></li> <li>• <a href="#"><u>People who help to keep me safe</u></a></li> <li>• <a href="#"><u>Good or bad touches?</u></a></li> <li>• <a href="#"><u>Surprises and secrets</u></a></li> <li>• <a href="#"><u>Feeling safe</u></a></li> <li>• <a href="#"><u>Safe or unsafe?</u></a></li> <li>• <a href="#"><u>Helping each other to stay safe</u></a></li> <li>• <a href="#"><u>Who helps us stay healthy and safe?</u></a></li> <li>• <a href="#"><u>Taking notice of our feelings</u></a></li> <li>• <a href="#"><u>Dear Ash</u></a></li> <li>• <a href="#"><u>Making babies</u></a></li> <li>• <a href="#"><u>Acting appropriately</u></a></li> </ul>

## Physical Health and Mental Wellbeing (Health Education)

### Mental wellbeing

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

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">How good a friend are you?</a></li> <li>• <a href="#">How are they feeling?</a></li> <li>• <a href="#">Our emotional needs</a></li> <li>• <a href="#">Helpful or unhelpful? Managing change</a></li> <li>• <a href="#">Dan's day (OPTIONAL)</a></li> </ul>
<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"> <li>• <a href="#">My feelings</a></li> <li>• <a href="#">My feelings (2)</a></li> <li>• <a href="#">Same and different</a></li> <li>• <a href="#">What's safe to go onto my body</a></li> <li>• <a href="#">Yes, I can!</a></li> <li>• <a href="#">Bouncing back when things go wrong</a></li> <li>• <a href="#">Thinking about feelings</a></li> <li>• <a href="#">Our feelings</a></li> <li>• <a href="#">Feelings and bodies</a></li> <li>• <a href="#">How are you feeling today?</a></li> <li>• <a href="#">My day</a></li> <li>• <a href="#">When I feel like erupting</a></li> <li>• <a href="#">How do we make others feel?</a></li> <li>• <a href="#">Harold's picnic</a></li> <li>• <a href="#">An act of kindness</a></li> <li>• <a href="#">My special pet (OPTIONAL)</a></li> <li>• <a href="#">None of your business!</a></li> <li>• <a href="#">An email from Harold!</a></li> <li>• <a href="#">Moving house</a></li> <li>• <a href="#">Different feelings</a></li> <li>• <a href="#">Ok or not ok? (part 1)</a></li> <li>• <a href="#">Ok or not ok? (part 2)</a></li> <li>• <a href="#">Secret or surprise?</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">When feelings change (OPTIONAL)</a></li> <li>• <a href="#">My feelings are all over the place!</a></li> <li>• <a href="#">Our emotional needs</a></li> <li>• <a href="#">How good a friend are you?</a></li> <li>• <a href="#">How are they feeling?</a></li> <li>• <a href="#">Rat Park</a></li> <li>• <a href="#">I look great!</a></li> <li>• <a href="#">Dan's day (OPTIONAL)</a></li> <li>• <a href="#">OK to be different</a></li> </ul>
<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"> <li>• <a href="#">Our feelings</a></li> <li>• <a href="#">Thinking about feelings</a></li> <li>• <a href="#">When I feel like erupting</a></li> <li>• <a href="#">My special pet (OPTIONAL)</a></li> <li>• <a href="#">None of your business!</a></li> <li>• <a href="#">Different feelings</a></li> <li>• <a href="#">Islands</a></li> <li>• <a href="#">How dare you!</a></li> <li>• <a href="#">My feelings are all over the place!</a></li> <li>• <a href="#">When feelings change (OPTIONAL)</a></li> <li>• <a href="#">Our emotional needs</a></li> <li>• <a href="#">How are they feeling?</a></li> <li>• <a href="#">Rat Park</a></li> <li>• <a href="#">Joe's story (part 1) (OPTIONAL)</a></li> <li>• <a href="#">Dan's day (OPTIONAL)</a></li> <li>• <a href="#">Helpful or unhelpful? Managing change</a></li> </ul>
<p>5. The benefits of physical exercise, time outdoors, community</p>	<ul style="list-style-type: none"> <li>• <a href="#">Harold's picnic</a></li> <li>• <a href="#">My community</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
<p>participation, voluntary and service-based activity on mental wellbeing and happiness.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Our helpful volunteers</a></li> <li>• <a href="#">Volunteering is cool (OPTIONAL)</a></li> <li>• <a href="#">Mo makes a difference</a></li> <li>• <a href="#">Rat Park</a></li> <li>• <a href="#">Community art (OPTIONAL)</a></li> <li>• <a href="#">Action stations! (OPTIONAL)</a></li> <li>• <a href="#">Five Ways to Wellbeing project</a></li> </ul>
<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>	<ul style="list-style-type: none"> <li>• <a href="#">My feelings (2)</a></li> <li>• <a href="#">My feelings</a></li> <li>• <a href="#">Feelings and bodies</a></li> <li>• <a href="#">Who are our special people?</a></li> <li>• <a href="#">An email from Harold!</a></li> <li>• <a href="#">Rat Park</a></li> <li>• <a href="#">Five Ways to Wellbeing project</a></li> <li>• <a href="#">Advertising friendships!</a></li> <li>• <a href="#">Helpful or unhelpful? Managing change</a></li> <li>• <a href="#">Joe's story (part 1) (OPTIONAL)</a></li> </ul>
<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>	<ul style="list-style-type: none"> <li>• <a href="#">My feelings</a></li> <li>• <a href="#">My feelings (2)</a></li> <li>• <a href="#">Thinking about feelings</a></li> <li>• <a href="#">Our feelings</a></li> <li>• <a href="#">Feelings and bodies</a></li> <li>• <a href="#">When someone is feeling left out</a></li> <li>• <a href="#">An email from Harold!</a></li> <li>• <a href="#">Rat Park</a></li> <li>• <a href="#">Joe's story (part 1) (OPTIONAL)</a></li> </ul>



Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">Five Ways to Wellbeing project</a></li> </ul>
<p>8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Who can help? (1)</a></li> <li>• <a href="#">Unkind, tease or bully?</a></li> <li>• <a href="#">Who can help? (2)</a></li> <li>• <a href="#">Let's celebrate our differences</a></li> <li>• <a href="#">Zeb</a></li> <li>• <a href="#">Under pressure</a></li> <li>• <a href="#">Communication (OPTIONAL)</a></li> <li>• <a href="#">Spot bullying</a></li> </ul>
<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 their emotions (including issues arising online).</p>	<ul style="list-style-type: none"> <li>• <a href="#">My feelings (2)</a></li> <li>• <a href="#">My feelings</a></li> <li>• <a href="#">Who can help me?</a></li> <li>• <a href="#">Let's all be happy!</a></li> <li>• <a href="#">Moving house</a></li> <li>• <a href="#">Our emotional needs</a></li> <li>• <a href="#">Helpful or unhelpful? Managing change</a></li> <li>• <a href="#">Rat Park</a></li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Our emotional needs</a></li> </ul>

## Internet safety and harms

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
<p>1. That for most people the internet is an integral part of life and has many benefits.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Sharing pictures</a></li> <li>• <a href="#">Playing games</a></li> <li>• <a href="#">Super Searcher</a></li> <li>• <a href="#">Play, like, share</a></li> <li>• <a href="#">It's a puzzle (OPTIONAL)</a></li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Playing games</a></li> <li>• <a href="#">Raisin challenge (1) (OPTIONAL)</a></li> <li>• <a href="#">Raisin challenge (2)</a></li> <li>• <a href="#">That is such a stereotype!</a></li> <li>• <a href="#">Danger, risk or hazard?</a></li> <li>• <a href="#">SCARF hotel</a></li> <li>• <a href="#">In the news!</a></li> <li>• <a href="#">Is it true?</a></li> <li>• <a href="#">Play, like, share</a></li> <li>• <a href="#">Boys will be boys? - challenging gender stereotypes</a></li> <li>• <a href="#">Five Ways to Wellbeing project</a></li> <li>• <a href="#">Media manipulation</a></li> <li>• <a href="#">I look great!</a></li> </ul>
<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"> <li>• <a href="#">Sharing pictures</a></li> <li>• <a href="#">Playing games</a></li> <li>• <a href="#">None of your business!</a></li> <li>• <a href="#">Super Searcher</a></li> <li>• <a href="#">SCARF hotel</a></li> <li>• <a href="#">Picture wise</a></li> <li>• <a href="#">Play, like, share</a></li> </ul>

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

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
<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"> <li>• <a href="#">Recount task</a></li> <li>• <a href="#">Super Searcher</a></li> <li>• <a href="#">Raisin challenge (1) (OPTIONAL)</a></li> <li>• <a href="#">Raisin challenge (2)</a></li> <li>• <a href="#">That is such a stereotype!</a></li> <li>• <a href="#">In the news!</a></li> <li>• <a href="#">Fact or opinion?</a></li> <li>• <a href="#">What's the story?</a></li> <li>• <a href="#">Smoking: what is normal? (OPTIONAL)</a></li> <li>• <a href="#">Is it true?</a></li> <li>• <a href="#">Vaping: healthy or unhealthy?</a></li> <li>• <a href="#">What's the risk? (2)</a></li> <li>• <a href="#">Fakebook friends</a></li> <li>• <a href="#">Two sides to every story</a></li> <li>• <a href="#">Boys will be boys? - challenging gender stereotypes</a></li> </ul>
<p>7. Where and how to report concerns and get support with issues online.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Sharing pictures</a></li> <li>• <a href="#">Playing games</a></li> <li>• <a href="#">None of your business!</a></li> <li>• <a href="#">In the news!</a></li> <li>• <a href="#">Play, like, share</a></li> <li>• <a href="#">To share or not to share?</a></li> <li>• <a href="#">It's a puzzle (OPTIONAL)</a></li> </ul>

## 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.	<ul style="list-style-type: none"> <li>• <a href="#">Healthy me</a></li> <li>• <a href="#">My body needs... (OPTIONAL)</a></li> <li>• <a href="#">SCARF hotel</a></li> </ul>
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"> <li>• <a href="#">Move your body</a></li> <li>• <a href="#">My day</a></li> <li>• <a href="#">SCARF hotel</a></li> <li>• <a href="#">What's the story?</a></li> <li>• <a href="#">Five Ways to Wellbeing project</a></li> </ul>
3. The risks associated with an inactive lifestyle (including obesity).	<ul style="list-style-type: none"> <li>• <a href="#">Healthy me</a></li> <li>• <a href="#">Danger, risk or hazard?</a></li> <li>• <a href="#">What's the story?</a></li> <li>• <a href="#">Five Ways to Wellbeing project</a></li> </ul>
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"> <li>• <a href="#">Keeping Myself Safe - What's safe to go into my body (including medicines)</a></li> <li>• <a href="#">Inside my wonderful body! (OPTIONAL)</a></li> <li>• <a href="#">Who helps us stay healthy and safe?</a></li> <li>• <a href="#">Five Ways to Wellbeing project</a></li> </ul>

## Healthy eating

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
<p>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</p>	<ul style="list-style-type: none"> <li>• <a href="#">Move your body</a></li> <li>• <a href="#">Healthy eating</a></li> <li>• <a href="#">Getting bigger</a></li> <li>• <a href="#">I can eat a rainbow</a></li> <li>• <a href="#">Eat well</a></li> <li>• <a href="#">My day</a></li> <li>• <a href="#">My body needs... (OPTIONAL)</a></li> <li>• <a href="#">Derek cooks dinner! (healthy eating)</a></li> <li>• <a href="#">Danger, risk or hazard?</a></li> <li>• <a href="#">SCARF hotel</a></li> <li>• <a href="#">What's the story?</a></li> </ul>
<p>2. The principles of planning and preparing a range of healthy meals.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Healthy eating</a></li> <li>• <a href="#">I can eat a rainbow</a></li> <li>• <a href="#">Eat well</a></li> <li>• <a href="#">Derek cooks dinner! (healthy eating)</a></li> <li>• <a href="#">SCARF hotel</a></li> </ul>
<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>	<ul style="list-style-type: none"> <li>• <a href="#">Getting bigger</a></li> <li>• <a href="#">Keeping Myself Safe - What's safe to go into my body (including medicines)</a></li> <li>• <a href="#">I can eat a rainbow</a></li> <li>• <a href="#">Eat well</a></li> <li>• <a href="#">Derek cooks dinner! (healthy eating)</a></li> <li>• <a href="#">Alcohol and cigarettes: the facts</a></li> <li>• <a href="#">Help or harm?</a></li> <li>• <a href="#">SCARF hotel</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">Know the norms (OPTIONAL)</a></li> <li>• <a href="#">Danger, risk or hazard?</a></li> <li>• <a href="#">Ok or not ok? (part 2)</a></li> <li>• <a href="#">Ok or not ok? (part 1)</a></li> <li>• <a href="#">Rat Park</a></li> <li>• <a href="#">Joe's story (part 1) (OPTIONAL)</a></li> <li>• <a href="#">Drugs: it's the law!</a></li> <li>• <a href="#">Alcohol: what is normal?</a></li> <li>• <a href="#">What sort of drug is...?</a></li> </ul>

**Drugs, alcohol and tobacco**

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
<p>1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Keeping Myself Safe - What's safe to go into my body (including medicines)</a></li> <li>• <a href="#">What could Harold do?</a></li> <li>• <a href="#">Harold's picnic</a></li> <li>• <a href="#">Help or harm?</a></li> <li>• <a href="#">Alcohol and cigarettes: the facts</a></li> <li>• <a href="#">Keeping ourselves safe</a></li> <li>• <a href="#">Know the norms (OPTIONAL)</a></li> <li>• <a href="#">Medicines: check the label</a></li> <li>• <a href="#">Danger, risk or hazard?</a></li> <li>• <a href="#">'Thunking' about habits (OPTIONAL)</a></li> <li>• <a href="#">Smoking: what is normal? (OPTIONAL)</a></li> <li>• <a href="#">Drugs: true or false? (OPTIONAL)</a></li> <li>• <a href="#">Getting fit</a></li> <li>• <a href="#">Vaping: healthy or unhealthy?</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">What's the risk? (1)</a></li> <li>• <a href="#">Alcohol: what is normal?</a></li> <li>• <a href="#">Drugs: it's the law!</a></li> <li>• <a href="#">What sort of drug is...?</a></li> <li>• <a href="#">Rat Park</a></li> </ul>

### 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.	<ul style="list-style-type: none"> <li>• <a href="#">Five Ways to Wellbeing project</a></li> </ul>
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"> <li>• <a href="#">Danger, risk or hazard?</a></li> <li>• <a href="#">Staying safe in the sun</a></li> </ul>
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"> <li>• <a href="#">A good night's sleep</a></li> <li>• <a href="#">Getting bigger</a></li> <li>• <a href="#">Move your body</a></li> <li>• <a href="#">Keeping Myself Safe - What's safe to go into my body (including medicines)</a></li> <li>• <a href="#">Super sleep</a></li> <li>• <a href="#">Healthy me</a></li> <li>• <a href="#">My body needs... (OPTIONAL)</a></li> <li>• <a href="#">SCARF hotel</a></li> <li>• <a href="#">Five Ways to Wellbeing project</a></li> </ul>
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"> <li>• <a href="#">What's safe to go onto my body</a></li> <li>• <a href="#">Move your body</a></li> <li>• <a href="#">A good night's sleep</a></li> </ul>



Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">Healthy me</a></li> <li>• <a href="#">Harold's wash and brush up</a></li> <li>• <a href="#">Harold's bathroom</a></li> <li>• <a href="#">Five Ways to Wellbeing project</a></li> </ul>
<p>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>	<ul style="list-style-type: none"> <li>• <a href="#">A good night's sleep</a></li> <li>• <a href="#">Move your body</a></li> <li>• <a href="#">What's safe to go onto my body</a></li> <li>• <a href="#">Harold's wash and brush up</a></li> <li>• <a href="#">Catch it! Bin it! Kill it!</a></li> <li>• <a href="#">Harold's postcard - helping us to keep clean and healthy</a></li> <li>• <a href="#">Poorly Harold</a></li> <li>• <a href="#">Medicines: check the label</a></li> <li>• <a href="#">What is HIV? (OPTIONAL)</a></li> </ul>
<p>6. The facts and science relating to allergies, immunisation and vaccination.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Harold's postcard - helping us to keep clean and healthy</a></li> <li>• <a href="#">Poorly Harold</a></li> <li>• <a href="#">Five Ways to Wellbeing project</a></li> <li>• <a href="#">Additional resources library</a></li> </ul>

### Basic first-aid

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
<p>1. How to make a clear and efficient call to emergency services if necessary.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Basic first aid</a></li> <li>• <a href="#">Basic first aid</a></li> <li>• <a href="#">Feeling safe</a></li> <li>• <a href="#">Basic first aid</a></li> <li>• <a href="#">Basic first aid</a></li> <li>• <a href="#">Basic first aid, including Sepsis Awareness</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">Basic first aid, including Sepsis Awareness</a></li> <li>• <a href="#">Five Ways to Wellbeing project</a></li> </ul>
<p>2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Basic first aid</a></li> <li>• <a href="#">Basic first aid</a></li> <li>• <a href="#">Basic first aid</a></li> <li>• <a href="#">Basic first aid</a></li> <li>• <a href="#">Basic first aid, including Sepsis Awareness</a></li> <li>• <a href="#">Basic first aid, including Sepsis Awareness</a></li> <li>• <a href="#">Five Ways to Wellbeing project</a></li> </ul>

### Changing adolescent body

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
<p>1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Life stages - plants, animals, humans</a></li> <li>• <a href="#">Getting bigger</a></li> <li>• <a href="#">Seasons</a></li> <li>• <a href="#">Life Stages: Human life stage - who will I be?</a></li> <li>• <a href="#">Where do babies come from?</a></li> <li>• <a href="#">Taking care of a baby</a></li> <li>• <a href="#">Then and now</a></li> <li>• <a href="#">Haven't you grown!</a></li> <li>• <a href="#">My body, your body</a></li> <li>• <a href="#">My changing body</a></li> <li>• <a href="#">Preparing for changes at puberty (formerly Period positive/preparing for periods)</a></li> <li>• <a href="#">My feelings are all over the place!</a></li> <li>• <a href="#">All change!</a></li> <li>• <a href="#">Growing up and changing bodies</a></li> </ul>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
	<ul style="list-style-type: none"> <li>• <a href="#">Help! I'm a teenager - get me out of here!</a></li> <li>• <a href="#">Changing bodies and feelings</a></li> <li>• <a href="#">What's the risk? (2)</a></li> <li>• <a href="#">Making babies</a></li> <li>• <a href="#">I look great!</a></li> <li>• <a href="#">Is this normal?</a></li> <li>• <a href="#">Dan's day (OPTIONAL)</a></li> </ul>
<p>2. About menstrual wellbeing including the key facts about the menstrual cycle.</p>	<ul style="list-style-type: none"> <li>• <a href="#">My changing body</a></li> <li>• <a href="#">Preparing for changes at puberty (formerly Period positive/preparing for periods)</a></li> <li>• <a href="#">Growing up and changing bodies</a></li> <li>• <a href="#">Is this normal?</a></li> <li>• <a href="#">Making babies</a></li> </ul>