

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

Our **SCARF Live Online**, **LifeBase** or **LifeSpace** workshops provide high-quality, inspiring enrichment experiences, developing essential life skills. Expert educators deliver workshops covering sensitive issues including drug use, safe and unsafe relationships, and mental health. Children remember these workshops long after they've left primary school.

Schools booking a visit receive our award-winning SCARF online resources at no extra charge. SCARF – **Safety, Caring, Achievement, Resilience, Friendship** – provides [a whole-school approach to children's physical and mental health and wellbeing](#). We support schools in meeting Ofsted's requirements for Personal Development, including SMSC.



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

Ofsted feedback to a school using SCARF

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

Find out more at **www.coramlifeeducation.org.uk**





Online Workshops

Giving your children positive, enrichment experiences and enhancing emotional health

Our educators are now delivering new, innovative and exciting online workshops, using Zoom. Children love these fun, memorable workshops, focusing on emotional health and wellbeing. Specially-devised content supports the mental wellbeing aspects of your PSHE (including RSHE) curriculum and by booking these workshops your whole school will continue to benefit from our award-winning SCARF comprehensive PSHE curriculum, at no extra cost!

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

Teacher Feedback

Meet Harold workshop Nursery: learning outcomes

All workshops will include:

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

Additional learning outcomes – teacher to choose from:

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

Happy Healthy Me! workshop Rec/P1: learning outcomes

Children will:

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

Feelings workshop for Y1/P2: learning outcomes

Children will:

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

Keeping Safe with my Friends workshop for Y2/P3: learning outcomes

Children will:

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

My Healthy Brain and Body workshop for Y3/P4: learning outcomes

Children will:

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

What Makes me ME! workshop for Y4/P5: learning outcomes

Children will:

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

Looking after our physical and mental wellbeing. Workshop A for Y5/6 or P6/7: learning outcomes

Children will:

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

Choices. Workshop B for Y5/6 or P6/7: learning outcomes

Children will:

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

What's the Risk? Workshop C for Y5/6 or P6/7: learning outcomes

Children will:

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

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

What teachers say about SCARF Live Online

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

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

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

Our LifeBase Workshops

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

3 to 4 year-olds:

Taking Care of Myself

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

Learning Outcomes

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

Children:

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



4 to 5 year-olds:

All About Me

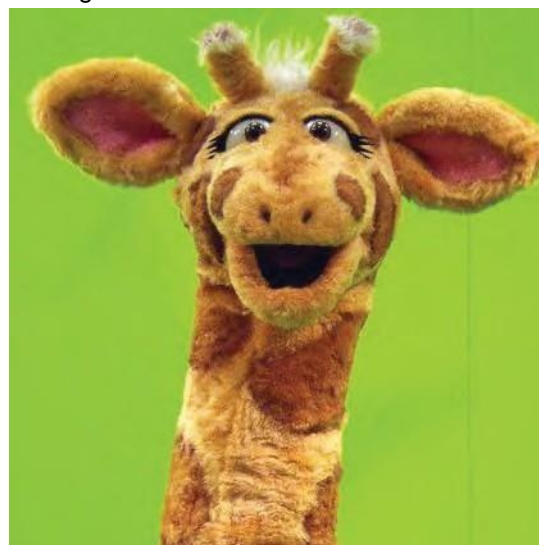
We meet Harold the Giraffe who is very excited about going to his grandparents' house. The children help him check he has everything in his bag including the items in his wash bag. Using a specially designed body tunic the children learn about the functions of some major internal organs. Harold gets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

Learning Outcomes

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

Children:

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





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

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

Learning Outcomes

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

Children:

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



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

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

Learning Outcomes

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

Children:

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

7 to 8 year-olds:

Meet the Brain

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

Learning Outcomes

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

Children:

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



8 to 9 year-olds:

It's Great to be Me!

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

Learning Outcomes

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

Children:

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





9 to 10 year-olds:

Friends

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

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

Learning Outcomes

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

Children:

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

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



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

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

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

Learning Outcomes

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

Children:

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

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

Relationships Education

When we researched schools' readiness for statutory Relationships Education from 2020, over two thirds of head teachers told us they require more guidance and support for teaching the subject. Feedback also highlighted schools' understanding that this needs to be taught as part of a broader PSHE education programme.

What we offer you

Building on the foundations of our online SCARF resources, our **educator-led workshops** combine the themes of keeping safe, relationships and growing and changing, contributing also to SMSC, safeguarding and mental health requirements.

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

- Workshop for Years 4 to 6, led by our expert educators who will consult with you on content, and tailored content to the unique needs of your pupils.
- A comprehensive set of follow-up online fully-resourced lesson plans.
- Teacher guidance and support materials – demonstrating good practice in how to implement a Relationships Education programme safely and effectively.



Themes covered

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

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

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

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

Free and low-cost teacher training also available

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

www.coramlifeeducation.org.uk

