

## SCARF plans and the DfE Relationships and Health Education Requirements

This document maps the SCARF lesson plans **for the ‘Growing and Changing’ strand of the SCARF curriculum only** to the DfE statutory requirements for both Relationships and Health Education (RSHE). Lessons that are not part of the DfE’s statutory guidance are included because they ensure a comprehensive PSHE programme. This document is available in a full version which shows the content of each lesson in **every** strand of the SCARF curriculum.

### How the mapping works

The left-hand column has coded DfE topics and end-of-primary statements that are covered in whole or part by the SCARF lessons, which are named in the middle column.

You’ll find the full 67 statements for these DfE codes at the end of this document.

Rows with no codes indicate lesson plans that cover subjects which are *not* DfE requirements but which are included to ensure a complete PSHE programme, including SMSC and British Values.

Lessons highlighted in yellow are not compulsory lessons. Pupils can be withdrawn by their parents from these lessons by contacting the headteacher.

### DfE topics and related codes:

<b>Relationships Education</b>	<b>Code</b>	<b>Health Education</b>	<b>Code</b>
Families and people who care for me	<b>FPC</b>	Mental wellbeing	<b>MW</b>
Caring friendships	<b>CF</b>	Internet safety and harms	<b>ISH</b>
Respectful relationships	<b>RR</b>	Physical health and fitness	<b>PHF</b>
Online relationships	<b>OR</b>	Healthy Eating	<b>HE</b>
Being safe	<b>BS</b>	Drugs, alcohol and tobacco	<b>DAT</b>
		Health and prevention	<b>HP</b>
		Basic first aid	<b>BFA</b>
		Changing adolescent body	<b>CAB</b>

Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements: **Reception.**

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & <b>half-termly unit</b>	Learning Outcomes (TBA when new EYFS framework published)
	<b>Growing and Changing</b>	
CAB1	Seasons	
CAB1	Life stages – plants, animals, humans	
FPC2, FPC3, FPC4, FPC5 CAB1 BS3	Life stages: Human life stage – who will I be?	
FPC1, FPC3, FPC4 RR1 CAB1	Where do babies come from?	
FPC1, FPC3, FPC4 RR1 CAB1 HE1, HP3	Getting bigger	
BS2, BS3, BS7, RR8, RR7	Me and my body – girls and boys	

Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements: **Year 1.**

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	<b>Growing and Changing</b>	
PHF4	Inside my wonderful body!	<ul style="list-style-type: none"> <li>•Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</li> <li>•Understand and explain the simple bodily processes associated with them.</li> </ul>
FPC2, CAB1	Taking care of a baby	<ul style="list-style-type: none"> <li>•Understand some of the tasks required to look after a baby;</li> <li>•Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</li> </ul>
CAB1	Then and now	<ul style="list-style-type: none"> <li>•Identify things they could do as a baby, a toddler and can do now;</li> <li>•Identify the people who help/helped them at those different stages.</li> </ul>
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help?(2)	<ul style="list-style-type: none"> <li>•Explain the difference between teasing and bullying;</li> <li>•Give examples of what they can do if they experience or witness bullying;</li> <li>•Say who they could get help from in a bullying situation.</li> </ul>
FPC6, CF4, RR8, BS1, BS2, BS4, BS5, BS6, BS7, BS8,	Surprises and secrets	<ul style="list-style-type: none"> <li>•Explain the difference between a secret and a nice surprise;</li> <li>•Identify situations as being secrets or surprises;</li> <li>•Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> </ul>
BS3, BS7	Keeping privates private	<ul style="list-style-type: none"> <li>•Identify parts of the body that are private;</li> <li>•Describe ways in which private parts can be kept private;</li> <li>•Identify people they can talk to about their private parts.</li> </ul>

Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements: **Year 2.**

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & <b>half-termly unit</b>	SCARF Lesson Plan Learning Outcomes
	<b>Growing and Changing</b>	
CF3	A helping hand	•Demonstrate simple ways of giving positive feedback to others.
MW2	Sam moves house	•Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
CAB1	Haven't you grown?	•Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); •Understand and describe some of the things that people are capable of at these different stages.
BS2	My Body, your body	•Identify which parts of our body are private •Understand that we mostly have the same body parts but how they look is different from person to person.
BS2	Respecting privacy	•Explain what privacy means •Know that you are not allowed to touch someone's private belongings without their permission •Give examples of different types of private information.
BFA1, BFA2	Basic first aid	See link to external resources for further information.

Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements: **Year 3.**

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & <b>half-termly unit</b>	SCARF Lesson Plan Learning Outcomes
	<b>Growing and Changing</b>	
CF1, CF2, CF5, OR2	Relationship Tree	<ul style="list-style-type: none"> <li>•Identify different types of relationships;</li> <li>•Recognise who they have positive healthy relationships with.</li> </ul>
BS3, BS7	Body space	<ul style="list-style-type: none"> <li>•Understand what is meant by the term body space (or personal space);</li> <li>•Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>•Rehearse strategies for when someone is inappropriately in their body space.</li> </ul>
BS2	Secret or surprise	<ul style="list-style-type: none"> <li>•Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>•Recognise how different surprises and secrets might make them feel;</li> <li>•Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>
BFA1, BFA2	Basic first aid	See link to external resources for further information

Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements: **Year 4.**

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	<b>Growing and Changing</b>	
MW2, MW3, MW9	Moving house	<ul style="list-style-type: none"> <li>•Describe some of the changes that happen to people during their lives;</li> <li>•Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>•Suggest people who may be able to help them deal with change.</li> </ul>
FPC1, FPC2, FPC4, CF5, RR2, MW3, MW4, CAB1	My feelings are all over the place!	<ul style="list-style-type: none"> <li>•Name some positive and negative feelings;</li> <li>•Suggest reasons why young people sometimes fall out with their parents;</li> <li>•Take part in a role play practising how to compromise.</li> </ul>
BS7, CAB1	All change!	<ul style="list-style-type: none"> <li>•Identify parts of the body that males and females have in common and those that are different;</li> <li>•Know the correct terminology;</li> <li>•Understand and explain why puberty happens.</li> </ul>
BS7, CAB1, CAB2	My changing body	<ul style="list-style-type: none"> <li>•Recognise that babies come from the joining of an egg and sperm;</li> <li>•Explain what happens when an egg doesn't meet a sperm;</li> <li>•Understand that for girls, periods are a normal part of puberty. (GIRLS only).</li> </ul>
RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3	Secret or surprise?	<ul style="list-style-type: none"> <li>•Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>•Recognise how different surprises and secrets might make them feel;</li> <li>•Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>
FPC3, FPC4, FPC5, CF1, CF2, CF4, CF5, RR1	Together	<ul style="list-style-type: none"> <li>•Recognise that marriage includes same sex and opposite sex partners;</li> <li>•Know the legal age for marriage in England or Scotland;</li> <li>•Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>

Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements: **Year 5**

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
MW2, MW3, MW4	<b>Growing and Changing</b> How are they feeling?	<ul style="list-style-type: none"> <li>• Use a range of words and phrases to describe the intensity of different feelings</li> <li>• Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</li> <li>• Explain strategies they can use to build resilience.</li> </ul>
RR5, BS1, BS3, BS4, BS5, BS7, BS8	Taking notice of our feelings	<ul style="list-style-type: none"> <li>• Identify people who can be trusted;</li> <li>• Describe strategies for dealing with situations in which they would feel uncomfortable.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Dear Hetty	<ul style="list-style-type: none"> <li>• Explain how someone might feel when they are separated from someone or something they like;</li> <li>• Suggest ways to help someone who is separated from someone or something they like.</li> </ul>
BS7, CAB1	Changing bodies and feelings	<ul style="list-style-type: none"> <li>• Know the correct words for the external sexual organs;</li> <li>• Discuss some of the myths associated with puberty.</li> </ul>
FPC2, FPC4, RR1, RR2, RR3, RR4, CAB1	Help, I'm a teenager...get me out of here!	<ul style="list-style-type: none"> <li>• Recognise how our body feels when we're relaxed;</li> <li>• List some of the ways our body feels when it is nervous or sad;</li> <li>• Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> </ul>
BS2, BS4, BS5, BS6, BS7, BS8	Dear Ash	<ul style="list-style-type: none"> <li>• Explain the difference between a safe and an unsafe secret;</li> <li>• Identify situations where someone might need to break a confidence in order to keep someone safe.</li> </ul>
RR1, RR6, RR7	Stop, start stereotypes	<ul style="list-style-type: none"> <li>• Recognise that some people can get bullied because of the way they express their gender;</li> <li>• Give examples of how bullying behaviours can be stopped.</li> </ul>
CAB1, CAB2	Period positive	<ul style="list-style-type: none"> <li>• Recognise that babies come from the joining of an egg and sperm;</li> <li>• Explain what happens when an egg doesn't meet a sperm;</li> <li>• Understand that periods are a normal part of puberty for girls;</li> <li>• Identify some of the ways they can cope better with periods.</li> </ul>

Mapping SCARF plans and related learning outcomes to the DfE Relationships and Health Education Requirements: **Year 6**

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	<b>Growing and Changing</b>	
FPC2, FPC6, MW2, MW4, MW6, MW9	Helpful or unhelpful? Managing change	<ul style="list-style-type: none"> <li>•Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>•Suggest positive strategies for dealing with change;</li> <li>•Identify people who can support someone who is dealing with a challenging time of change.</li> </ul>
RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CAB1	I look great!	<ul style="list-style-type: none"> <li>•Understand that fame can be short-lived;</li> <li>•Recognise that photos can be changed to match society's view of perfect;</li> <li>•Identify qualities that people have, as well as their looks.</li> </ul>
RR1, RR4, RR7, OR1, ISH2, ISH5	Media manipulation	<ul style="list-style-type: none"> <li>•Define what is meant by the term stereotype;</li> <li>•Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>•Recognise that people fall into a wide range of what is seen as normal;</li> <li>•Challenge stereotypical gender portrayals of people.</li> </ul>
OR1, OR3, OR4, OR5, OR6, BS3, BS4, BS5	Pressure online	<ul style="list-style-type: none"> <li>•Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>•Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>•Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> </ul>
RR1, BS7, CAB1, CAB2	Is this normal?	<ul style="list-style-type: none"> <li>•Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>•Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>•Understand what FGM is and that it is an illegal practice in this country;</li> <li>•Know where someone could get support if they were concerned about their own or another person's safety.</li> </ul>
BS2, BS4, BS5, BS6, BS7, BS8	Dear Ash	<ul style="list-style-type: none"> <li>•Explain the difference between a safe and an unsafe secret;</li> <li>•Identify situations where someone might need to break a confidence in order to keep someone safe.</li> </ul>
FPC3, FPC4, BS3, BS6, BS7, BS8, CAB1, CAB2	Making babies	<ul style="list-style-type: none"> <li>•Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>•Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li> <li>•Know the legal age of consent and what it means.</li> </ul>
BS3, CAB1, CAB2	Growing up and changing bodies	<ul style="list-style-type: none"> <li>•Identify some products that they may need during puberty and why;</li> <li>•Know what menstruation is and why it happens.</li> </ul>

## DfE Statutory Guidance Categories: Relationships Education (Primary)

### By the end of primary school pupils should know:

<p><b>Families and people who care for me (FPC)</b></p>	<ol style="list-style-type: none"> <li>1. that families are important for children growing up because they can give love, security and stability.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>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.</li> </ol>
<p><b>Caring friendships (CF)</b></p>	<ol style="list-style-type: none"> <li>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>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.</li> <li>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.</li> </ol>
<p><b>Respectful relationships (RR)</b></p>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>3. the conventions of courtesy and manners.</li> <li>4. the importance of self-respect and how this links to their own happiness.</li> <li>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.</li> <li>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.</li> <li>7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>8. the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ol>
<p><b>Online relationships (OR)</b></p>	<ol style="list-style-type: none"> <li>1. that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>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.</li> <li>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>5. how information and data is shared and used online.</li> </ol>

**Being safe  
(BS)**

1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
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.
3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
5. how to recognise and report feelings of being unsafe or feeling bad about any adult.
6. how to ask for advice or help for themselves or others, and to keep trying until they are heard,
7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.
8. where to get advice e.g. family, school and/or other sources.

## DfE Statutory Guidance Categories: Physical Health and Mental Wellbeing (Primary)

### By the end of primary school pupils should know:

<b>Mental Wellbeing (MW)</b>	<ol style="list-style-type: none"> <li>1. that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>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.</li> <li>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.</li> <li>4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>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.</li> <li>8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>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).</li> <li>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.</li> </ol>
<b>Internet safety and harms (ISH)</b>	<ol style="list-style-type: none"> <li>1. that for most people the internet is an integral part of life and has many benefits.</li> <li>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.</li> <li>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.</li> <li>4. why social media, some computer games and online gaming, for example, are age restricted.</li> <li>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.</li> <li>6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>7. where and how to report concerns and get support with issues online</li> </ol>
<b>Physical health and fitness (PHF)</b>	<ol style="list-style-type: none"> <li>1. the characteristics and mental and physical benefits of an active lifestyle.</li> <li>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.</li> <li>3. the risks associated with an inactive lifestyle (including obesity).</li> <li>4. how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ol>
<b>Healthy eating (HE)</b>	<ol style="list-style-type: none"> <li>1. what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>2. the principles of planning and preparing a range of healthy meals.</li> <li>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).</li> </ol>
<b>Drugs, alcohol and tobacco (DAT)</b>	<ol style="list-style-type: none"> <li>1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ol>

<p><b>Health and prevention (HP)</b></p>	<ol style="list-style-type: none"> <li>1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>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.</li> <li>4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> <li>6. the facts and science relating to allergies, immunisation and vaccination.</li> </ol>
<p><b>Basic first aid (BFA)</b></p>	<ol style="list-style-type: none"> <li>1. how to make a clear and efficient call to emergency services if necessary.</li> <li>2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ol>
<p><b>Changing adolescent body (CAB)</b></p>	<ol style="list-style-type: none"> <li>1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>2. about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ol>