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leading RSHE and citizenship education

This document maps the SCARF workshops for Nursery to Y6 to the 2025 DfE statutory requirements for both Relationships and Health Education (RSHE).

How the mapping works
The left-hand column has coded DfE topics and end-of-primary statements that are covered in part by the SCARF workshops, which are listed in the middle column. You'll find the full 80 statements for these DfE codes on pages two through six.

DfE topics and related codes:

Relationships Education	Code	Health Education	Code
Families and people who care for me	FPC	General wellbeing	GW
Caring friendships	CF	Wellbeing online	WO
Respectful, kind relationships	RKR	Physical health and fitness	PHF
Online safety and awareness	OSA	Healthy eating	HE
Being safe	BS	Drugs, alcohol, tobacco and vaping	DATV
		Health protection and prevention	HP
		Personal safety	PS
		Basic first aid	BFA
		Developing bodies	DB

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DfE Statutory Guidance Categories: Relationships Education (Primary)

By the end of primary school pupils should know:

Families and people who care for me **(FPC)**	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as 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. 3. That the families of other children, 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 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships **(CF)**	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

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Respectful, kind relationships **(RKR)**	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. the importance of self-respect and how this links to their own happiness. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness **(OSA)**	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

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Being safe **(BS)**	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications 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 contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

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General wellbeing **(GW)**	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who 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). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing online **(WO)**	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting 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. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical health and fitness **(PHF)**	1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.

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Healthy eating **(HE)**	1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. 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).
Drugs, alcohol, tobacco and vaping **(DATV)**	1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention **(HP)**	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal Safety **(PS)**	1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid **(BFA)**	1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies **(DB)**	1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

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Physical Health and Wellbeing Workshops		
DfE Statutory Requirements - end of primary statements	SCARF Workshop Title	SCARF Workshop Learning Outcomes
GW1, HP2, HP3, HP4, HP5	Taking Care of Myself (3 to 4 year olds)	**Children will:** • 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.
CF1, GW1, GW2, GW3, GW4, GW6, PHF2, DATV1, HP2, HP3, HP4, HP5	All About Me (4 to 5 year olds)	**Children will:** • 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.

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Physical Health and Wellbeing Workshops		
DfE Statutory Requirements - end of primary statements	SCARF Workshop Title	SCARF Workshop Learning Outcomes
CF1, CF5, RKR7, GW1, GW5, PHF2, HE1, HE2, HE3, HE4, DATV1, HP2, HP3, HP4, HP5	My Wonderful Body (5 to 6 year olds)	**Children will:** • 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.
RKR1, CF4, CF5, CF6, CF7, RKR7, RKR9, GW1, GW2, GW3, GW4, GW5, GW6, GW7, GW9, WO1, WO3, PHF1, PHF2, HE1, HE2, DATV1, HP3,	Feelings (6 to 7 year olds)	**Children will:** • 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 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.

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Physical Health and Wellbeing Workshops		
DfE Statutory Requirements - end of primary statements	SCARF Workshop Title	SCARF Workshop Learning Outcomes
CF1, CF2, CF4, CF5, CF6 CF7, RKR1, RKR5, RKR6, RKR7, RKR8, GW1, GW2, GW3, GW5, PHF1 PHF2, HE1, HE2, DATV1, HP3	Meet the Brain (7 to 8 year olds)	**Children will:** • 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.
CF1, CF4, CF5, RKR1, RKR5, RKR6, RKR8, GW1, GW2, GW3, GW5, GW6, PHF1, PHF2, HE1, HE2, DATV1, HP3,	It's Great to Be Me! (8 to 9 year olds)	Children will: • 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.

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Physical Health and Wellbeing Workshops		
DfE Statutory Requirements - end of primary statements	SCARF Workshop Title	SCARF Workshop Learning Outcomes
CF1, CF2, CF4, CF5, CF6, CF7, RKR1, RKR5, RKR6, RKR7, RKR8, BS1, GW1, GW2, GW4, PHF1, PHF2, HE1, HE2, DATV1, HP3	Friends (9 to 10 year olds)	**Children will:** • 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.

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Physical Health and Wellbeing Workshops		
DfE Statutory Requirements - end of primary statements	SCARF Workshop Title	SCARF Workshop Learning Outcomes
CF1, CF2, CF4, CF5, CF6, CF7, RKR1,RKR5, RKR6, RKR7, RKR8, RKR9, BS1, GW1, GW2, GW5, PHF1, PHF2, HE1, HE2, HE4, DATV1, HP3	Decisions (10 to 11 year olds)	**Children will:** • 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.

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Relationships and Sex Education Workshops		
DfE Statutory Requirements - end of primary statements	SCARF Workshop Title	SCARF Workshop Learning Outcomes
RKR2, RKR3, RKR8, BS1, BS3, BS6, BS7, GW4, DB1, DB2	Growing Up Up Up (7 to 8 year olds)	**Children will:** • Understand that the body getting bigger and changing as we get older is part of the human life cycle. • Know that changing from a child to an adult is a natural process called puberty. • Know the ways in which female and male bodies are the same and different. • Use correct terminology for external body parts, including the genitals. • Understand that no-one has the right to touch their body if they don't want them to Begin to understand the importance of requesting permission – consent.
FPC1, RKR8, BS2, BS3, BS7, GW4, DB1, DB2, DB3	Time for Change (8 to 10 year olds)	**Children will:** • Understand that puberty involves changes that are physical, emotional and psychological. • Recognise the names of female and male reproductive organs, and begin to understand their function. • Understand that emotions are affected by hormonal changes and these can be confusing at first. • Develop resilience to deal with situations they may face as they reach puberty.
FPC1, RKR8, RKR2, RKR3, BS1, BS2, BS3, BS5, BS7, DB2, BS8, GW4, DB1, DB2, DB3	Growing Up Ready (8 to 9 year olds)	**Children will:** • Know and understand correct terminology of reproductive organs and external sexual body parts. • Begin to understand the idea of body ownership. • Know a range of appropriate responses to unwanted touch.
FPC1, FPC3, RKR2, RKR3, RKR8, BS1, BS2, BS3, BS6, BS7, GW4, DB1, DB2, DB3	Growing Up Safe (9 to10 year olds)	**Children will:** • Recognise that puberty can be exciting and scary. • Explore in more detail some of the changes that happen during puberty. • Understand that gender stereotypes are harmful. Know and understand the meaning of consent in relation to their body.

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Relationships and Sex Education Workshops		
DfE Statutory Requirements - end of primary statements	SCARF Workshop Title	SCARF Workshop Learning Outcomes
FPC1, RKR1,RKR2, RKR5, RKR6, RKR9, RKR10, OSA3, BS1,BS2, BS3, BS6, BS7, DB1, DB2, DB3	Growing Up Confident (10 to 11 year olds)	**Children will:** • Identify how the body changes that take place during puberty are linked to reproduction. • Describe the process of conception, pregnancy, and birth. • Recognise that everyone has boundaries related to their physical and personal space as well and this also applies to verbal interactions. • Identify when someone's boundaries have been crossed and what they and others can do to make school a safe place for everyone.
NA	Parents/Carers Workshop	NA

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Mental Wellbeing Workshops		
DfE Statutory Requirements - end of primary statements	SCARF Workshop Title	SCARF Workshop Learning Outcomes
GW1, GW2 GW3, GW4, GW5	Keep Trying (3 to 4 year olds)	**Children will:** • Begin to show an understanding of their own feelings and those of others. • Begin to regulate their behaviour accordingly. • Begin to set and work towards simple goals. • Begin to be able to wait for what they want and control their immediate impulses when appropriate.
GW1, GW2, GW3, GW4, GW5, GW6, GW9	Bouncing Back (4 to 5 year olds)	**Children will:** • Understand that 'Bouncing Back' means to keep trying. • Understand that being resilient is like trying your best and not giving up. • To know that we can make progress by practicing. • Understand that it's okay to ask for help to be resilient. • To recognise the feeling of frustration. • To understand it can be helpful to share our feelings. • To know that our feelings start in our brain. • To practice being supportive and helpful to others. • To feel proud of the things we are good at. • To think about saying yet to change the inference of a statement.
GW1, GW2, GW3, GW4, GW5, GW6, GW9	Taking Care of Our Feelings (5 to 6 year olds)	**Children will:** • Understand that sometimes everybody experiences uncomfortable feelings. • Understand that feelings begin in the brain. • Think of different strategies to help manage these feelings. • Understand that all feelings are important. • Understand that exercise makes our brain feel happy. • Understand the word 'mindful' and learnt strategies for mindfulness. • Understand sharing our feelings with others can be helpful. • Understand the importance of being kind to others.

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Mental Wellbeing Workshops		
DfE Statutory Requirements - end of primary statements	SCARF Workshop Title	SCARF Workshop Learning Outcomes
GW1, GW2, GW3, GW4, GMW5, GW9	Gratitude (6 to 7 year olds)	**Children will:** • Understand the importance of being grateful and identify ways we can be grateful about ourselves. • Begin to understand that gratefulness can increase a sense of self-worth. • Identify ways we can be grateful about other people and about nature. • Recognise that connecting to nature helps our brain and our feelings. • Understand that thinking positively can change our feelings.
GW1, GW2, GW4, GW5, GW6	Acceptance (7 to 8 year olds)	**Children will:** • Know that mental wellbeing is a normal part of daily life, in the same way as physical health. • Know 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. • Learn 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.
GW1, GW2, GW3, GW4, GW5, GW6, GW9	Protecting Myself-Body and Mind (8 to 9 year olds)	**Children will:** • Know that physical and mental health are linked. • Different activities can trigger release of chemicals and hormones that can help us to feel better.
GW1, GW2, GW2, GW4, GW5, GW6, GW9	The Brain-Calming the Busy Mind (9 to 10 year olds)	**Children will:** • Learn how our brain reacts when we are stressed. • Learn strategies to calm ourselves prior to clear thinking. • Know people have different reactions to a situation, picture etc. • Explore how to assess their level of stress. • Think about how/where stress is felt in our bodies. • Learn responses to requests of help can be varied. • Explore being resilient when asking for help. Think about remembering to give ourselves time to calm down.

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Mental Wellbeing Workshops		
DfE Statutory Requirements - end of primary statements	SCARF Workshop Title	SCARF Workshop Learning Outcomes
GW1, GW2, GW4, GW5, GW6, GW9	Going for Goals (10 to 11 year olds)	**Children will:** • Learn that mental wellbeing is a normal part of daily life, in the same way as physical health and that we all have “ups and downs”. • Learn that aspirations provide individuals with a sense of purpose that acts as motivation against mental health challenges. • Setting goals and working on them enhances self-esteem and self-worth. • Explore looking at real life situations, whether what people are feeling and how they are behaving is appropriate and proportionate and how we can use self-regulation to support responses. • Think about how protective factors (i.e. people around us, hobbies and self-regulation) contribute to mental health, allow a person to be resilient in the face of challenges, and so in turn can support them to achieve their goals.

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Online Behaviours Workshops		
DfE Statutory Requirements - end of primary statements	SCARF Workshop Title	SCARF Workshop Learning Outcomes
OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, GW1, GW2, GW3, GW5, GW7, RKR1, RKR5, RKR9, WO1, WO2, WO3, WO4, WO6, WO7, WO8, WO9, WO10	Wellbeing Warriors in the Online World (9 to11 year olds)	**Children will:** • Recognise the impact of online behaviours on their mental wellbeing. • Understand the different ways our decisions are influenced online - including through Influencers and online advertising. • Develop critical thinking skills in relation to online influences. • Identify positive ways to interact online, both publicly and privately and to manage their online behaviours.
OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, BS4, GW1, GW2, GW7, HP3, RKR1, RKR5, RKR6, RKR9, WO1, WO2, WO3, WO4, WO5, WO6, WO7, WO8, WO9, WO10	Smart Thinking in the Online World (10 to 11 year olds)	**Children will:** • Understand that self-image can have a significant impact on mental wellbeing and physical well-being. • Understand how online experiences can influence behaviour, specifically in relation to social media and algorithms. • Develop critical thinking skills and digital literacy. • Understand how online gaming can be enjoyed in a safe and healthy way. Recognise and empathise with patterns of behaviour in peer group dynamics, on and off-line.

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SCARF Live Online Workshops		
DfE Statutory Requirements - end of primary statements	SCARF Workshop Title	SCARF Workshop Learning Outcomes
RKR7, RKR5	Meet Harold (3 to 4 year olds)	**Children will:** • Practise communication skills. • Meet a visitor, during the live, online workshop. • Share their own ideas and learning.
GW1, GW4, HP5	Happy Healthy Me! (4 to 5 year olds)	**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. • Recognise the importance of regular hygiene routines.
GW1, GW2, GW3, GW4, GW6, GW9, PHF1	Feelings (5 to 6 year olds)	**Children will:** • Recognise how others might be feeling by reading body language/facial expressions. • Identify a range of feelings. • 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. • Understand that there is mental as well as physical health and what they can do to maintain or improve their mental health.
CF1,CF2, CF4, CF5, OSA2, OSA4, OSA6, BS4, BFA1	Keeping Safe with my Friends (6 to 7 year olds)	**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.

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SCARF Live Online Workshops		
DfE Statutory Requirements - end of primary statements	SCARF Workshop Title	SCARF Workshop Learning Outcomes
GW1, GW2, GW3, PHF1, PHF2, HE1, HE2, HE4, WO3,	My Healthy Brain and Body (7 to 8 year olds)	**Children will:** • Know that physical wellbeing and emotional wellbeing are connected. • Understand how to maintain and improve their physical health and wellbeing. • Consider choices that can impact and improve their physical wellbeing. • Learn and practise skills to support resilience for themselves and others. • Understand strategies that can have a positive impact on emotional wellbeing.
RKR1, RKR5, RKR6, RKR8, BS1, WO5, WO6, WO7	What Makes You YOU! (8 to 9 year olds)	**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.
GW1, GW2 GW6, GW9, PHF1, HP3	Looking After our Physical and Mental Wellbeing (9 to 11 year olds)	**Children will:** • Understand the importance of physical and mental wellbeing. • Understand the term mental wellbeing. • Consider ways to manage their own mental wellbeing. • Understand what might affect their mental wellbeing. Learn strategies and skills to help them when feeling overwhelmed.

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SCARF Live Online Workshops		
DfE Statutory Requirements - end of primary statements	SCARF Workshop Title	SCARF Workshop Learning Outcomes
FPC6, CF1, CF2, CF4, BS1, BS7, GW2, GW3, GW4, GW5, GW6, WO11, DATV1	Choices (9 to 11 year olds)	**Children will:** • Understand that our mental health and our physical health are connected. • Learn how to be aware of our emotional needs and understand how they may influence choices. • Consider different risk factors in given situations. • Think about the risks and effects of legal drugs common to everyday life (e.g. nicotine, alcohol, caffeine) and their impact on health. • Consider why people choose to use or not use legal drugs (nicotine, alcohol, caffeine). • Understand the actual norms around nicotine and alcohol use and the reasons for common mis-perceptions of these. • Consider how we may be influenced by others, and strategies for managing this.

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