

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

1. That families are important for children growing up because they can give love, security and stability.

SCARF lesson plans that support the teaching and learning of this

- R [All about me](#)
- R [What makes me special](#)
- R [Me and my special people](#)
- R [Who can help me?](#)
- R [Same and different families](#)

SCARF lesson plans that support the teaching and learning of this

Statutory requirement

- R Safe indoors and outdoors
- R Life stages - plants, animals, humans
- R Where do babies come from?
- R Getting bigger
- R Looking after my special people
- R Caring for our world
- Y1 Who are our special people?
- Y2 My special people

2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

- R Life Stages: Human life stage - who will I be?
- R People who help to keep me safe
- R Same and different families
- R Who can help me?
- R My feelings
- R Me and my special people
- R Looking after my special people
- Y1 Taking care of a baby
- Y1 Who are our special people?
- Y2 My special people

3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

- R Same and different families
- R Life Stages: Human life stage - who will I be?
- R Where do babies come from?
- R Me and my special people
- R What makes me special
- R All about me
- R Looking after my special people
- R Getting bigger
- Y1 Same or different?
- Y1 Our special people balloons
- Y1 Who are our special people?
- Y2 My special people

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.

- R Who can help me?
- R Where do babies come from?
- R Life Stages: Human life stage - who will I be?

SCARF lesson plans that support the teaching and learning of this

Statutory requirement

- R Same and different families
- R Getting bigger
- R Looking after my special people
- Y1 Same or different?
- Y1 Our special people balloons
- Y1 Who are our special people?
- Y2 My special people

5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

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

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.

- R People who help to keep me safe
- R My feelings (2)
- R Who can help me?
- R My feelings
- Y1 Who can help? (1)
- Y1 Good or bad touches?
- Y1 Who can help? (2)
- Y1 Surprises and secrets

Caring friendships

SCARF lesson plans that support the teaching and learning of this

Statutory requirement

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.

- R Who can help me?
- R All about me
- R Me and my special people
- R Same and different
- R I am a friend
- R Looking after my friends
- Y1 Good friends
- Y2 Being a good friend

2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness,

- R I am a friend
- R Same and different
- R My feelings (2)

SCARF lesson plans that support the teaching and learning of this

Statutory requirement

generosity, trust, sharing interests and experiences and support with problems and difficulties.

R I am caring
 R Who can help me?
 R Looking after my friends
 R Yes, I can!
 R Bouncing back when things go wrong
 Y1 Good friends
 Y1 Pass on the praise!
 Y1 Who can help? (1)
 Y1 How are you listening?
 Y1 Harold has a bad day
 Y1 It's not fair!
 Y1 Who can help? (2)
 Y1 Unkind, tease or bully?
 Y2 Being a good friend

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

R Who can help me?
 R I am caring
 R Same and different
 R I am a friend
 R Looking after my friends
 Y1 Good friends
 Y1 Who can help? (1)
 Y1 Unkind, tease or bully?
 Y1 Who can help? (2)
 Y1 It's not fair!
 Y2 When someone is feeling left out
 Y2 Being a good friend
 Y2 A helping hand
 Y2 An act of kindness

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.

Y1 How are you listening?
 Y1 Who can help? (1)
 Y1 It's not fair!
 Y1 Harold has a bad day
 Y1 Surprises and secrets
 Y1 Who can help? (2)
 Y1 Unkind, tease or bully?
 Y2 Solve the problem

SCARF lesson plans that support the teaching and learning of this

Statutory requirement

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.

- R Who can help me?
- R My feelings
- R My feelings (2)
- Y1 How are you listening?
- Y1 Pass on the praise!
- Y2 Solve the problem
- Y2 Getting on with others

Respectful relationships

SCARF lesson plans that support the teaching and learning of this

Statutory requirement

1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

- R Me and my special people
- R What makes me special
- R All about me
- R Same and different
- R I am a friend
- R Same and different families
- R Same and different homes
- R I'm special, you're special
- R Where do babies come from?
- R Looking after my friends
- R Getting bigger
- Y1 Same or different?
- Y1 Pass on the praise!
- Y1 How are you listening?
- Y2 What makes us who we are?

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

- R I am caring
- R I am a friend
- R Bouncing back when things go wrong
- R Being helpful at home and caring for our classroom
- Y1 Same or different?
- Y1 Why we have classroom rules
- Y1 Harold has a bad day
- Y1 It's not fair!
- Y2 Our ideal classroom (1)

SCARF lesson plans that support the teaching and learning of this

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
3. The conventions of courtesy and manners.	<p>Y2 How do we make others feel?</p> <p>Y2 An act of kindness</p> <p>Y2 What makes us who we are?</p> <hr/> <p>R What makes me special</p> <p>R I am a friend</p> <p>R Same and different homes</p> <p>R I am caring</p> <p>R Being helpful at home and caring for our classroom</p> <p>R Caring for our world</p> <p>Y1 Pass on the praise!</p> <p>Y1 Harold's school rules</p> <p>Y1 It's not fair!</p> <p>Y1 Harold has a bad day</p> <p>Y1 Why we have classroom rules</p> <p>Y2 Our ideal classroom (2) (OPTIONAL)</p> <p>Y2 Getting on with others</p> <p>Y2 An act of kindness</p>
4. The importance of self-respect and how this links to their own happiness.	<p>R What makes me special</p> <p>R All about me</p> <p>R I'm special, you're special</p> <p>R Same and different</p>
5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	<p>R Same and different</p> <p>R All about me</p> <p>Y1 Harold's school rules</p> <p>Y1 Pass on the praise!</p> <p>Y1 Who can help? (1)</p> <p>Y1 Taking care of something</p> <p>Y1 Unkind, tease or bully?</p> <p>Y1 Who can help? (2)</p> <p>Y1 Harold has a bad day</p> <p>Y2 Don't do that!</p> <p>Y2 Bullying or teasing? (OPTIONAL)</p> <p>Y2 Types of bullying</p> <p>Y2 Getting on with others</p>

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
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.	Y1 Who can help? (1) Y1 Who can help? (2) Y1 Unkind, tease or bully? Y2 Don't do that! Y2 Bullying or teasing? (OPTIONAL) Y2 Getting on with others Y2 Types of bullying
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.	R Me and my body - girls and boys
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.	R Me and my body - girls and boys R Looking after my friends R Listening to my feelings Y1 Good or bad touches? Y1 Surprises and secrets Y1 Sharing pictures Y2 I don't like that!

Online relationships

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. That people sometimes behave differently online, including by pretending to be someone they are not.	Y1 Sharing pictures Y2 Playing games
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.	Y1 Sharing pictures Y2 Playing games
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	R Keeping safe online Y1 Sharing pictures Y2 Playing games

SCARF lesson plans that support the teaching and learning of this

Statutory requirement

4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Y1 Sharing pictures

Y2 Playing games

5. How information and data is shared and used online.

Y1 Sharing pictures

Y2 Playing games

Being safe

SCARF lesson plans that support the teaching and learning of this

Statutory requirement

1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

Y1 Sharing pictures

Y1 Harold's school rules

Y1 Surprises and secrets

Y1 Good or bad touches?

Y2 How safe would you feel?

Y2 Should I tell?

Y2 What should Harold say?

Y2 Fun or not?

Y2 Some secrets should never be kept

Y2 Playing games

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.

R Me and my body - girls and boys

R Keeping safe online

Y1 Good or bad touches?

Y1 Surprises and secrets

Y1 Sharing pictures

Y2 Playing games

Y2 Should I tell?

Y2 Some secrets should never be kept

Y2 My body, your body

Y2 Respecting privacy

3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

R Listening to my feelings

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

R Me and my body - girls and boys

SCARF lesson plans that support the teaching and learning of this

Statutory requirement

Y1 Keeping privates private
 Y2 Fun or not?
 Y2 Some secrets should never be kept
 Y2 Should I tell?
 Y2 How safe would you feel?
 Y2 What should Harold say?
 Y2 I don't like that!

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

R People who help to keep me safe
 Y1 Surprises and secrets
 Y2 I don't like that!
 Y2 What should Harold say?
 Y2 Some secrets should never be kept

5. How to recognise and report feelings of being unsafe or feeling bad about any adult.

R Who can help me?
 R People who help to keep me safe
 R Safe indoors and outdoors
 R Listening to my feelings
 R Keeping safe online
 R What's safe to go onto my body
 Y1 Who can help? (1)
 Y1 Surprises and secrets
 Y1 Thinking about feelings
 Y1 Our feelings
 Y1 Good or bad touches?
 Y1 Who can help? (2)
 Y2 How safe would you feel?
 Y2 Should I tell?
 Y2 Fun or not?

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

R Same and different
 R Keeping safe online
 R Listening to my feelings
 R People who help to keep me safe
 R Looking after my friends
 Y1 Sharing pictures
 Y1 Surprises and secrets
 Y2 Feeling safe
 Y2 Playing games

SCARF lesson plans that support the teaching and learning of this

Statutory requirement

7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.

R Me and my body - girls and boys
 R Listening to my feelings
 Y1 Keeping privates private
 Y1 Surprises and secrets
 Y1 Good or bad touches?
 Y2 Feeling safe

8. Where to get advice e.g. family, school and/or other sources.

R Who can help me?
 R People who help to keep me safe
 Y1 Good or bad touches?
 Y1 Surprises and secrets
 Y2 Feeling safe

Physical Health and Mental Wellbeing (Health Education)

Mental wellbeing

SCARF lesson plans that support the teaching and learning of this

Statutory requirement

1. That mental wellbeing is a normal part of daily life, in the same way as physical health.

Y1 Our feelings

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.

R My feelings
 R My feelings (2)
 R Bouncing back when things go wrong
 R Yes, I can!
 Y1 Our feelings
 Y1 Harold loses Geoffrey
 Y1 Thinking about feelings
 Y1 Feelings and bodies
 Y2 How are you feeling today?
 Y2 Sam moves away
 Y2 I don't like that!
 Y2 Let's all be happy!
 Y2 Some secrets should never be kept

SCARF lesson plans that support the teaching and learning of this

Statutory requirement

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.

R My feelings
 R My feelings (2)
 R Same and different
 R What's safe to go onto my body
 R Yes, I can!
 R Bouncing back when things go wrong
 Y1 Feelings and bodies
 Y1 Thinking about feelings
 Y1 Our feelings
 Y2 My day
 Y2 When I feel like erupting
 Y2 How are you feeling today?
 Y2 How do we make others feel?
 Y2 Harold's picnic
 Y2 An act of kindness

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

Y1 Our feelings
 Y1 Thinking about feelings
 Y2 When I feel like erupting

5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

Y2 Harold's picnic

6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

R My feelings
 R My feelings (2)
 Y1 Feelings and bodies
 Y1 Who are our special people?

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.

R My feelings (2)
 R My feelings
 Y1 Feelings and bodies
 Y1 Thinking about feelings
 Y1 Our feelings
 Y2 When someone is feeling left out

8. That bullying (including cyberbullying) has a negative and often lasting impact on

Y1 Who can help? (1)
 Y1 Unkind, tease or bully?

SCARF lesson plans that support the teaching and learning of this

Statutory requirement

mental wellbeing.

Y1 Who can help? (2)

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).

R My feelings
R Who can help me?
R My feelings (2)
Y2 Let's all be happy!

Internet safety and harms

SCARF lesson plans that support the teaching and learning of this

Statutory requirement

1. That for most people the internet is an integral part of life and has many benefits.

Y1 Sharing pictures
Y2 Playing games

2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

Y2 Playing games

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.

Y1 Sharing pictures
Y2 Playing games

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.

Y1 Sharing pictures
Y2 Playing games

7. Where and how to report concerns and get support with issues online.

Y1 Sharing pictures
Y2 Playing games

Physical health and fitness

SCARF lesson plans that support the teaching and learning of this

Statutory requirement

1. The characteristics and mental and physical benefits of an active lifestyle.	Y1 Healthy me Y2 My body needs... (OPTIONAL)
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.	R Move your body Y2 My day
3. The risks associated with an inactive lifestyle (including obesity).	Y1 Healthy me
4. How and when to seek support including which adults to speak to in school if they are worried about their health.	R Keeping Myself Safe - What's safe to go into my body (including medicines) Y1 Inside my wonderful body! (OPTIONAL)

Healthy eating

SCARF lesson plans that support the teaching and learning of this

Statutory requirement

1. What constitutes a healthy diet (including understanding calories and other nutritional content).	R Move your body R Healthy eating R Getting bigger Y1 I can eat a rainbow Y1 Eat well Y2 My day Y2 My body needs... (OPTIONAL)
2. The principles of planning and preparing a range of healthy meals.	R Healthy eating Y1 Eat well Y1 I can eat a rainbow
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).	R Keeping Myself Safe - What's safe to go into my body (including medicines) R Getting bigger Y1 I can eat a rainbow Y1 Eat well

Drugs, alcohol and tobacco

Statutory requirement

1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

SCARF lesson plans that support the teaching and learning of this

R Keeping Myself Safe - What's safe to go into my body (including medicines)

Y1 What could Harold do?

Y2 Harold's picnic

Health and prevention

Statutory requirement

2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

SCARF lesson plans that support the teaching and learning of this

NA Staying safe in the sun

3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

R A good night's sleep

R Getting bigger

R Move your body

R Keeping Myself Safe - What's safe to go into my body (including medicines)

Y1 Healthy me

Y1 Super sleep

Y2 My body needs... (OPTIONAL)

4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

R What's safe to go onto my body

R Move your body

R A good night's sleep

Y1 Healthy me

Y1 Harold's wash and brush up

Y2 Harold's bathroom

5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

R What's safe to go onto my body

R A good night's sleep

R Move your body

Y1 Harold's wash and brush up

Y1 Catch it! Bin it! Kill it!

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
6. The facts and science relating to allergies, immunisation and vaccination.	<p>Y2 Harold's postcard - helping us to keep clean and healthy</p> <p>Y2 Harold's postcard - helping us to keep clean and healthy</p> <p>NA Additional resources library</p>

Basic first-aid

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. How to make a clear and efficient call to emergency services if necessary.	<p>Y1 Basic first aid</p> <p>Y2 Basic first aid</p> <p>Y2 Feeling safe</p>
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	<p>Y1 Basic first aid</p> <p>Y2 Basic first aid</p>

Changing adolescent body

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	<p>R Getting bigger</p> <p>R Seasons</p> <p>R Life stages - plants, animals, humans</p> <p>R Life Stages: Human life stage - who will I be?</p> <p>R Where do babies come from?</p> <p>Y1 Taking care of a baby</p> <p>Y1 Then and now</p> <p>Y2 Haven't you grown!</p> <p>Y2 My body, your body</p>