

Supporting great learning every day

Programme Overview

2017/18

Synopsis and learning outcomes for each of Coram Life Education's primary-age programmes (3 to 11 year-olds).

This information can be used in conjunction with our SCARF online Curriculum Mapping page, and Subjects and Issues page. These online navigation tools, designed by teachers, help you to decide the best way to organise wellbeing and PSHE education and show how it can be covered across different National Curriculum subjects as well as within discrete PSHE lesson time. Visit www.coramlifeeducation.org.uk/scarf/getting-started for details.

SCARF provides an online, whole-school approach to **children's health, wellbeing and achievement**. SCARF (Safety, Caring, Achievement, Resilience and Friendship) consists of curriculum-wide wellbeing and PSHE programmes of study, online planning and assessment tools to support teachers in delivering effective wellbeing and PSHE programmes throughout the school.

Visit <https://www.coramlifeeducation.org.uk/> to find out more



3 to 4 year-olds:

Taking Care of Myself

Children meet Harold the Giraffe who is preparing to attend Nursery. They help him to get ready by showing him how to use the items in his wash-bag. Using a 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 gets up to at Nursery before he returns home for a nap while the children have a sleep under the star-lit ceiling. Harold sings them a song about how special they all are before they each have a chance to say goodbye to him.

Children:

- Na** Understand that the body gets energy from food, water and air and that exercise and sleep are important to our health.
- Nb** Name major internal body parts – heart, blood, lungs, stomach (tummy).
- Nc** Understand the importance of basic personal hygiene (e.g. washing, cleaning teeth and brushing hair).

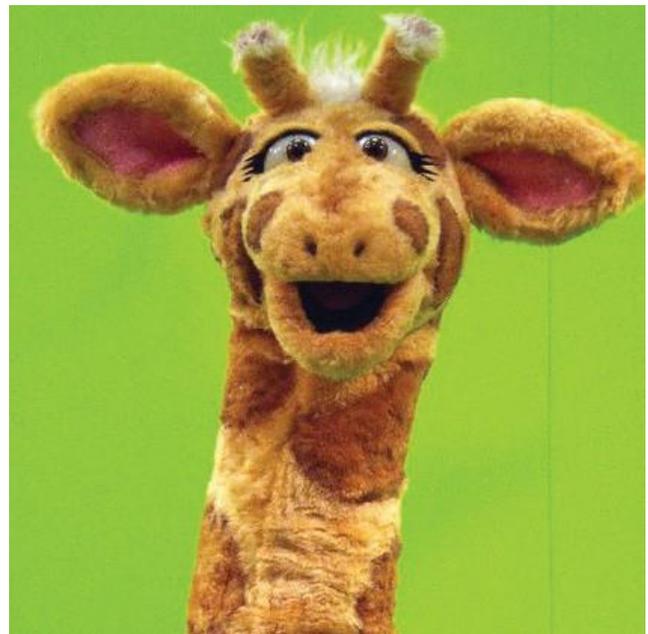
4 to 5 year-olds:

All About Me

The children meet Harold the Giraffe who is very excited about going to his grandparents' house and they help him check he has everything in his bag including the items in his wash-bag. Using a 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. Back at his grandparents' house Harold is feeling fed up and calls the Life Education Centre for ideas to cheer him up. Everyone feels a lot better after a sleep under the star-lit ceiling and Harold comes out to thank everyone for their help before singing one of his favourite songs about being happy and healthy.

Children:

- Ra** Understand that the body gets energy from food, water and air and that exercise and sleep are important to our health.
- Rb** Name major internal body parts – heart, blood, lungs, stomach (tummy), brain.
- Rc** Understand the importance of basic personal hygiene (e.g. washing, cleaning teeth and brushing hair).
- Rd** Understand that medicines can sometimes make people feel better when they're ill and understand issues of safety and responsibility.
- Re** Know some strategies for dealing with sadness (what to do or who to talk to for help).





5 to 6 year-olds:

My Wonderful Body

The children learn about the major food groups before looking at TAM (the interactive body model) to learn how food, water and oxygen get into the body to give it energy. 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 work out what he needs to have a balanced meal in his lunchbox before setting off to the school garden which gives them all plenty of exercise. At the school garden Harold's friend Kiki the Kangaroo tries to help Harold find some fruit for his lunchbox but upsets their friend Derek the Penguin by mistake. The children help to sort everything out before Harold returns to sing them his special song about different foods.

Children:

- 1a Know that foods can be divided into different groups and that a healthy diet is made up of a balanced mixture of these foods.
- 1b Understand that a person's behaviour can hurt others' feelings and think up strategies for making up when friends fall out.
- 1c Understand that the body gets energy from food, water and air (oxygen) and that exercise and sleep are important to our health.
- 1d Name major internal body parts – heart, blood, lungs, stomach, intestines, brain.
- 1e Understand that medicines can sometimes make people feel better when they're ill and understand issues of safety and responsibility.
- 1f Understand the importance of basic personal hygiene (e.g. washing, cleaning teeth).



6 to 7 year-olds:

Feelings

Harold is 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 by looking at TAM. 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 special party song!

Children:

- 2a Recognise, name and understand how to deal with feelings (e.g. anger, loneliness).
- 2b Understand the difference between bullying and isolated unkind behaviour.
- 2c Understand that there are different types of bullying and unkind behaviour.
- 2d 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.
- 2e Know where someone could get help if they were being upset by someone else's behaviour.
- 2f Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.
- 2g Name major internal body parts – heart, blood, lungs, stomach, small and large intestines, brain and know how food, water and air get into the body and blood.
- 2h Understand that medicines can sometimes make people feel better when they're ill and understand issues of safety and responsibility.



9 to 10 year-olds:

Friends

(NB Specific content may change due to teacher choice of learning outcomes).

The two aliens, Veebo and Frobi, explain how four of 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 that increasingly most young people do not take those 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 programme.

Children:

- 5a Recognise basic emotional needs, understand that they change according to circumstance.
- 5b Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
- 5c Identify characteristics of passive, aggressive and assertive behaviours and rehearse assertiveness skills.
- 5d Understand the actual norms around smoking and the reasons for common misperceptions of these.
- 5e Understand some of the complexities of categorising drugs.

5f Know the basic functions of the four systems covered and know they are inter-related.

5g Explain the function of at least one organ.

5h Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.

5i Know that all medicines are drugs but not all drugs are medicines.

5j Understand ways in which medicine can be helpful or harmful and used safely or unsafely.

5k Know two harmful effects each of smoking/ drinking alcohol.



10 to 11 year-olds: Decisions

(NB Specific content may change due to teacher choice of learning outcomes).

Children review what they have learnt about the body and its major systems. Children are asked to list drugs they have heard of and then consider how these drugs have medical and/or non-medical uses. Tobacco, alcohol, cannabis and solvents are all touched on in this programme. They learn about the basic laws on drugs and how a drugs criminal record can affect a young person's future aspirations. Through the use of audio visual material and role-play the children explore aspects of peer dynamics and risk taking in relation to alcohol and work out strategies for managing risk. Children consider the types of activities most young people enjoy doing which do not present the same risks as using recreational drugs.

Children:

- 6a Identify risk factors in a given situation (involving alcohol) and consider outcomes of risk taking in this situation, including emotional risks.
- 6b Understand the law in relation to illegal drugs and that all drugs (legal or illegal) can cause harm.
- 6c Understand the actual norms around alcohol and the reasons for common misperceptions of these.
- 6d Recognise / empathise with patterns of behaviour in peer-group dynamics.

6e Identify popular recreational activities that most young people enjoy OR identify aspirational goals and actions.

6f Recognise basic emotional needs and understand that they change according to circumstance.

6g Know the basic functions of the four systems covered and know they are inter-related.

6h Explain the function of at least one organ.

6i Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.

6j Know that all medicines are drugs but not all drugs are medicines.

6k Understand ways in which medicine can be helpful or harmful and used safely or unsafely.

6l Understand some of the complexities of categorising drugs.

Find out more

If you'd like to discuss how our work could support your school

Call: 020 7520 0364

Email: cle@coram.org.uk

Or visit www.coramlifeeducation.org.uk

Coram Life Education

41, Brunswick Square

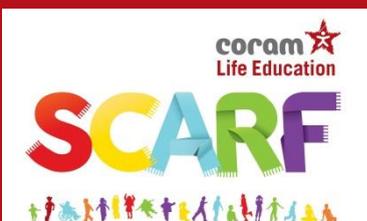
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