

## SCARF Learning Outcomes

SCARF provides a comprehensive spiral curriculum for PSHE education, including mental health and wellbeing.

Using SCARF across all age groups will ensure progression in knowledge, attitudes and values, and skills – including the key skills of social and emotional learning, known to improve outcomes for children.

### YEAR 1

#### Learning Outcomes

#### SCARF lesson plans

##### Me and My Relationships

Children will be able to:

- Understand that classroom rules help everyone to learn and be safe;
- Explain their classroom rules and be able to contribute to making these.

- Why we have classroom rules

Children will be able to:

- Recognise how others might be feeling by reading body language/facial expressions;
- Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)

- Thinking about feelings

Children will be able to:

- Identify a range of feelings;
- Identify how feelings might make us behave;
- Suggest strategies for someone experiencing 'not so good' feelings to manage these.

- Our feelings

Children will be able to:

- Recognise that people's bodies and feelings can be hurt;
- Suggest ways of dealing with different kinds of hurt.

- Feelings and bodies

Children will be able to:

- Recognise that they belong to various groups and communities such as their family;
- Explain how these people help us and we can also help them to help us.

- Our special people balloons

Children will be able to:

- Identify simple qualities of friendship;
- Suggest simple strategies for making up.

- Good friends

## Learning Outcomes

## SCARF lesson plans

Children will be able to:

- Demonstrate attentive listening skills;
- Suggest simple strategies for resolving conflict situations;
- Give and receive positive feedback, and experience how this makes them feel.

- How are you listening?

### Valuing Difference

Children will be able to:

- Identify the differences and similarities between people;
- Empathise with those who are different from them;
- Begin to appreciate the positive aspects of these differences.

- Same or different?

Children will be able to:

- Explain the difference between unkindness, teasing and bullying;
- Understand that bullying is usually quite rare.

- Unkind, tease or bully?

Children will be able to:

- Explain some of their school rules and how those rules help to keep everybody safe.

- Harold's school rules

Children will be able to:

- Identify some of the people who are special to them;
- Recognise and name some of the qualities that make a person special to them.

- Who are our special people?

Children will be able to:

- Recognise and explain what is fair and unfair, kind and unkind;
- Suggest ways they can show kindness to others.

- It's not fair!

### Keeping Myself Safe

Children will be able to:

- Understand that the body gets energy from food, water and air (oxygen);
- Recognise that exercise and sleep are important parts of a healthy lifestyle.

- Healthy me

Children will be able to:

- Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;
- Identify simple bedtime routines that promote healthy sleep.

- Super sleep

Children will be able to:

- Recognise emotions and physical feelings associated with feeling unsafe;
- Identify people who can help them when they feel unsafe.

- Who can help? (1)

## Learning Outcomes

## SCARF lesson plans

Children will be able to:

- Recognise the range of feelings that are associated with loss.

- Harold loses Geoffrey

Children will be able to:

- Understand that medicines can sometimes make people feel better when they're ill;
- Explain simple issues of safety and responsibility about medicines and their use.

- What could Harold do?

Children will be able to:

- Understand and learn the PANTS rules;
- Name and know which parts should be private;
- Explain the difference between appropriate and inappropriate touch;
- Understand that they have the right to say "no" to unwanted touch;
- Start thinking about who they trust and who they can ask for help.

- Good or bad touches?

## Rights and Responsibilities

Children will be able to:

- Recognise the importance of regular hygiene routines;
- Sequence personal hygiene routines into a logical order.

- Harold's wash and brush up

Children will be able to:

- Identify what they like about the school environment;
- Recognise who cares for and looks after the school environment.

- Around and about the school

Children will be able to:

- Demonstrate responsibility in looking after something (e.g. a class pet or plant);
- Explain the importance of looking after things that belong to themselves or to others.

- Taking care of something

Children will be able to:

- Explain where people get money from;
- List some of the things that money may be spent on in a family home.

- Harold's money

Children will be able to:

- Recognise that different notes and coins have different monetary value;
- Explain the importance of keeping money safe;
- Identify safe places to keep money;

- How should we look after our money?

## Learning Outcomes

## SCARF lesson plans

- Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).

### Being My Best

Children will be able to:

- Recognise the importance of fruit and vegetables in their daily diet;
- Know that eating at least five portions of vegetables and fruit a day helps to maintain health.

- I can eat a rainbow

Children will be able to:

- Recognise that they may have different tastes in food to others;
- Select foods from the **Eatwell Guide** (formerly Eatwell Plate) in order to make a healthy lunch;
- Recognise which foods we need to eat more of and which we need to eat less of to be healthy.

- Eat well

Children will be able to:

- Understand how diseases can spread;
- Recognise and use simple strategies for preventing the spread of diseases.

- Catch it! Bin it! Kill it!

Children will be able to:

- Recognise that learning a new skill requires practice and the opportunity to fail, safely;
- Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.

- Harold learns to ride his bike

Children will be able to:

- Demonstrate attentive listening skills;
- Suggest simple strategies for resolving conflict situations;
- Give and receive positive feedback, and experience how this makes them feel.

- Pass on the praise!

Children will be able to:

- Recognise how a person's behaviour (including their own) can affect other people.

- Harold has a bad day

### Growing and Changing

Children will be able to:

- Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);

- Inside my wonderful body!

## Learning Outcomes

## SCARF lesson plans

- Understand and explain the simple bodily processes associated with them.

Children will be able to:

- Understand some of the tasks required to look after a baby;
- Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.

- Taking care of a baby

Children will be able to:

- Identify things they could do as a baby, a toddler and can do now;
- Identify the people who help/helped them at those different stages.

- Then and now

Children will be able to:

- Explain the difference between teasing and bullying;
- Give examples of what they can do if they experience or witness bullying;
- Say who they could get help from in a bullying situation.

- Who can help? (2)

Children will be able to:

- Explain the difference between a secret and a nice surprise;
- Identify situations as being secrets or surprises;
- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.

- Surprises and secrets

Children will be able to:

- Identify parts of the body that are private;
- Describe ways in which private parts can be kept private;
- Identify people they can talk to about their private parts.

- Keeping privates private

## YEAR 2

### Learning Outcomes

### SCARF lesson plans

#### Me and My Relationships

Children will be able to:

- Suggest actions that will contribute positively to the life of the classroom;
- Make and undertake pledges based on those actions.

- Our ideal classroom (1)

Children will be able to:

- Take part in creating and agreeing classroom rules.

- Our ideal classroom (2)

Children will be able to:

- Use a range of words to describe feelings;
- Recognise that people have different ways of expressing their feelings;
- Identify helpful ways of responding to other's feelings.

- How are you feeling today?

Children will be able to:

- Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;
- Identify situations as to whether they are incidents of teasing or bullying.

- Bullying or teasing?

Children will be able to:

- Understand and describe strategies for dealing with bullying;
- Rehearse and demonstrate some of these strategies.

- Don't do that!

Children will be able to:

- Explain the difference between bullying and isolated unkind behaviour;
- Recognise that there are different types of bullying and unkind behaviour;
- Understand that bullying and unkind behaviour are both unacceptable ways of behaving.

- Types of bullying

Children will be able to:

- Recognise that friendship is a special kind of relationship;
- Identify some of the ways that good friends care for each other.

- Being a good friend

Children will be able to:

- Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);
- Explain where someone could get help if they were being upset by someone else's behaviour.

- Let's all be happy!

## Learning Outcomes

## SCARF lesson plans

### Valuing Difference

Children will be able to:

- Identify some of the physical and non-physical differences and similarities between people;
- Know and use words and phrases that show respect for other people.

- What makes us who we are?

Children will be able to:

- Identify people who are special to them;
- Explain some of the ways those people are special to them.

- My special people

Children will be able to:

- Recognise and explain how a person's behaviour can affect other people.

- How do we make others feel?

Children will be able to:

- Explain how it feels to be part of a group;
- Explain how it feels to be left out from a group;
- Identify groups they are part of;
- Suggest and use strategies for helping someone who is feeling left out.

- When someone is feeling left out

Children will be able to:

- Recognise and describe acts of kindness and unkindness;
- Explain how these impact on other people's feelings;
- Suggest kind words and actions they can show to others;
- Show acts of kindness to others in school.

- An act of kindness

Children will be able to:

- Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);
- Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.

- Solve the problem

### Keeping Myself Safe

Children will be able to:

- Understand that medicines can sometimes make people feel better when they're ill;
- Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;
- Explain simple issues of safety and responsibility about medicines and their use.

- Harold's picnic

## Learning Outcomes

## SCARF lesson plans

Children will be able to:

- Identify situations in which they would feel safe or unsafe;
- Suggest actions for dealing with unsafe situations including who they could ask for help.

- How safe would you feel?

Children will be able to:

- Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.

- What should Harold say?

Children will be able to:

- Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;
- Identify the types of touch they like and do not like;
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.

- I don't like that!

Children will be able to:

- Recognise that some touches are not fun and can hurt or be upsetting;
- Know that they can ask someone to stop touching them;
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.

- Fun or not?

Children will be able to:

- Identify safe secrets (including surprises) and unsafe secrets;
- Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.

- Should I tell?

Children will be able to:

- Identify how inappropriate touch can make someone feel;
- Understand that there are unsafe secrets and secrets that are nice surprises;
- Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

- Some secrets should never be kept

## Rights and Responsibilities

Children will be able to:

Describe and record strategies for getting on with others in the classroom.

- Getting on with others

Children will be able to:

- Explain, and be able to use, strategies for dealing with impulsive behaviour.

- When I feel like erupting



## Learning Outcomes

## SCARF lesson plans

Children will be able to:

- Identify special people in the school and community who can help to keep them safe;
- Know how to ask for help.

- Feeling safe

Children will be able to:

- Identify what they like about the school environment;
- Identify any problems with the school environment (e.g. things needing repair);
- Make suggestions for improving the school environment;
- Recognise that they all have a responsibility for helping to look after the school environment.

- How can we look after our environment?

Children will be able to:

- Understand that people have choices about what they do with their money;
- Know that money can be saved for a use at a future time;
- Explain how they might feel when they spend money on different things.

- Harold saves for something special

Children will be able to:

- Recognise that money can be spent on items which are essential or non-essential;
- Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.

- Harold goes camping

## Being My Best

Children will be able to:

- Explain the stages of the learning line showing an understanding of the learning process;
- Help themselves and others develop a positive attitude that support their wellbeing;
- Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.

- You can do it!

Children will be able to:

- Understand and give examples of things they can choose themselves and things that others choose for them;
- Explain things that they like and dislike, and understand that they have choices about these things;

- My day

## Learning Outcomes

## SCARF lesson plans

- Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.

Children will be able to:

- Explain how germs can be spread;
- Describe simple hygiene routines such as hand washing;
- Understand that vaccinations can help to prevent certain illnesses.

- [Harold's postcard - helping us to keep clean and healthy](#)

Children will be able to:

- Explain the importance of good dental hygiene;
- Describe simple dental hygiene routines.

- [Harold's bathroom](#)

Children will be able to:

- Understand that the body gets energy from food, water and oxygen;
- Recognise that exercise and sleep are important to health

- [My body needs...](#)

Children will be able to:

- Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);
- Describe how food, water and air get into the body and blood.

- [What does my body do?](#)

## Growing and Changing

Children will be able to:

- Demonstrate simple ways of giving positive feedback to others.

- [A helping hand](#)

Children will be able to:

- Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.

- [Sam moves away](#)

Children will be able to:

- 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.

- [Haven't you grown!](#)

Children will be able to:

- Identify which parts of the human body are private;
- Explain that a person's genitals help them to make babies when they are grown up;
- Understand that humans mostly have the same body parts but that they can look different from person to person.

- [My body, your body](#)

## Learning Outcomes

## SCARF lesson plans

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Children will be able to:

- 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.

- Respecting privacy

## YEAR 3

### Learning Outcomes

### SCARF lesson plans

#### Me and My Relationships

Children will be able to:

- Explain why we have rules;
- Explore why rules are different for different age groups, in particular for internet-based activities;
- Suggest appropriate rules for a range of settings;
- Consider the possible consequences of breaking the rules.

- As a rule

Children will be able to:

- Explain some of the feelings someone might have when they lose something important to them;
- Understand that these feelings are normal and a way of dealing with the situation.

- My special pet

Children will be able to:

- Define and demonstrate cooperation and collaboration;
- Identify the different skills that people can bring to a group task;
- Demonstrate how working together in a collaborative manner can help everyone to achieve success.

- Tangram team challenge

Children will be able to:

- Identify people who they have a special relationship with;
- Suggest strategies for maintaining a positive relationship with their special people.

- Looking after our special people

Children will be able to:

- Rehearse and demonstrate simple strategies for resolving given conflict situations.

- How can we solve this problem?

Children will be able to:

- Explain what a dare is;
- Understand that no-one has the right to force them to do a dare;
- Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.

- Dan's dare

Children will be able to:

- Express opinions and listen to those of others;
- Consider others' points of view;

- Thunks

## Learning Outcomes

## SCARF lesson plans

- Practise explaining the thinking behind their ideas and opinions.

Children will be able to:

- Identify qualities of friendship;
- Suggest reasons why friends sometimes fall out;
- Rehearse and use, now or in the future, skills for making up again.

- Friends are special

## Valuing Difference

Children will be able to:

- Recognise that there are many different types of family;
- Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'

- Family and friends

Children will be able to:

- Define the term 'community';
- Identify the different communities that they belong to;
- Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.

- My community

Children will be able to:

- Reflect on listening skills;
- Give examples of respectful language;
- Give examples of how to challenge another's viewpoint, respectfully.

- Respect and challenge

Children will be able to:

- Explain that people living in the UK have different origins;
- Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;
- Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.

- Our friends and neighbours

Children will be able to:

- Recognise the factors that make people similar to and different from each other;
- Recognise that repeated name calling is a form of bullying;
- Suggest strategies for dealing with name calling (including talking to a trusted adult).

- Let's celebrate our differences

Children will be able to:

- Understand and explain some of the reasons why different people are bullied;

- Zeb

- Explore why people have prejudiced views and understand what this is.

## Keeping Myself Safe

Children will be able to:

- Identify situations which are safe or unsafe;
- Identify people who can help if a situation is unsafe;
- Suggest strategies for keeping safe.

- Safe or unsafe?

Children will be able to:

- Define the words danger and risk and explain the difference between the two;
- Demonstrate strategies for dealing with a risky situation.

- Danger or risk?

Children will be able to:

- Identify some key risks from and effects of cigarettes and alcohol;
- Know that most people choose not to smoke cigarettes; (Social Norms message)
- Define the word 'drug' and understand that nicotine and alcohol are both drugs.

- Alcohol and cigarettes: the facts

Children will be able to:

- Identify risk factors in given situations;
- Suggest ways of reducing or managing those risks.

- The Risk Robot

Children will be able to:

- Evaluate the validity of statements relating to online safety;
- Recognise potential risks associated with browsing online;
- Give examples of strategies for safe browsing online.

- Super Searcher

Children will be able to:

- Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;
- Recognise and describe appropriate behaviour online as well as offline;
- Identify what constitutes personal information and when it is not appropriate or safe to share this;
- Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.

- None of your business!

Children will be able to:

- Demonstrate strategies for assessing risks;
- Understand and explain decision-making skills;

- Raisin challenge (1)

## Learning Outcomes

## SCARF lesson plans

- Understand where to get help from when making decisions.

Children will be able to:

- Understand that medicines are drugs and suggest ways that they can be helpful or harmful.

- Help or harm?

## Rights and Responsibilities

Children will be able to:

- Define what a volunteer is;
- Identify people who are volunteers in the school community;
- Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.

- Our helpful volunteers

Children will be able to:

- Identify key people who are responsible for them to stay safe and healthy;
- Suggest ways they can help these people.

- Helping each other to stay safe

Children will be able to:

- Understand the difference between 'fact' and 'opinion';
- Understand how an event can be perceived from different viewpoints;
- Plan, draft and publish a recount using the appropriate language.

- Recount task

Children will be able to:

- Define what is meant by the environment;
- Evaluate and explain different methods of looking after the school environment;
- Devise methods of promoting their priority method.

- Harold's environment project

Children will be able to:

- Understand the terms 'income', 'saving' and 'spending';
- Recognise that there are times we can buy items we want and times when we need to save for items;
- Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)

- Can Harold afford it?

Children will be able to:

- Explain that people earn their income through their jobs;
- Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)

- Earning money

## Learning Outcomes

## SCARF lesson plans

### Being My Best

Children will be able to:

- Explain how each of the food groups on the **Eatwell Guide** (formerly Eatwell Plate) benefits the body;
- Explain what is meant by the term 'balanced diet';
- Give examples what foods might make up a healthy balanced meal.

- Derek cooks dinner! (healthy eating)

Children will be able to:

- Explain how some infectious illnesses are spread from one person to another;
- Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;
- Suggest medical and non-medical ways of treating an illness.

- Poorly Harold

Children will be able to:

- Develop skills in discussion and debating an issue;
- Demonstrate their understanding of health and wellbeing issues that are relevant to them;
- Empathise with different view points;
- Make recommendations, based on their research.

- For or against?

Children will be able to:

- Identify their achievements and areas of development;
- Recognise that people may say kind things to help us feel good about ourselves;
- Explain why some groups of people are not represented as much on television/in the media.

- I am fantastic!

Children will be able to:

- Demonstrate how working together in a collaborative manner can help everyone to achieve success;
- Understand and explain how the brain sends and receives messages through the nerves.

- Getting on with your nerves!

Children will be able to:

- Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);
- Describe how food, water and air get into the body and blood.

- Body team work

Children will be able to:

- Top talents



## Learning Outcomes

## SCARF lesson plans

- Explain some of the different talents and skills that people have and how skills are developed;
- Recognise their own skills and those of other children in the class.

### Growing and Changing

Children will be able to:

- Identify different types of relationships;
- Recognise who they have positive healthy relationships with.

- Relationship Tree

Children will be able to:

- Understand what is meant by the term body space (or personal space);
- Identify when it is appropriate or inappropriate to allow someone into their body space;
- Rehearse strategies for when someone is inappropriately in their body space.

- Body space

Children will be able to:

- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.

- Secret or surprise?

Children will be able to:

- Recognise that babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;
- Understand that for girls, periods are a normal part of puberty.

- My changing body

### Cross-curricular project

Children will be able to:

- Explain whose responsibility it is to look after the local environment;
- Plan and carry out an event which will benefit the local environment.

- Let's have a tidy up!

## YEAR 4

### Learning Outcomes

### SCARF lesson plans

#### Me and My Relationships

Children will be able to:

- Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;
- Explain how different words can express the intensity of feelings.

- An email from Harold!

Children will be able to:

- Explain what we mean by a 'positive, healthy relationship';
- Describe some of the qualities that they admire in others.

- Ok or not ok? (part 1)

Children will be able to:

- Recognise that there are times when they might need to say 'no' to a friend;
- Describe appropriate assertive strategies for saying 'no' to a friend.

- Ok or not ok? (part 2)

Children will be able to:

- Demonstrate strategies for working on a collaborative task;
- Define successful qualities of teamwork and collaboration.

- Human machines

Children will be able to:

- Identify a wide range of feelings;
- Recognise that different people can have different feelings in the same situation;
- Explain how feelings can be linked to physical state.

- Different feelings

Children will be able to:

- Demonstrate a range of feelings through their facial expressions and body language;
- Recognise that their feelings might change towards someone or something once they have further information.

- When feelings change

Children will be able to:

- Give examples of strategies to respond to being bullied, including what people can do and say;
- Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.

- Under pressure

#### Valuing Difference

Children will be able to:

- Can you sort it?

## Learning Outcomes

## SCARF lesson plans

- Define the terms 'negotiation' and 'compromise';
- Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.

Children will be able to:

- Understand that they have the right to protect their personal body space;
- Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;
- Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.

- Islands

Children will be able to:

- Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);
- Give examples of features of these different types of relationships, including how they influence what is shared.

- Friend or acquaintance?

Children will be able to:

- List some of the ways that people are different to each other (including differences of race, gender, religion);
- Recognise potential consequences of aggressive behaviour;
- Suggest strategies for dealing with someone who is behaving aggressively.

- What would I do?

Children will be able to:

- List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);
- Define the word *respect* and demonstrate ways of showing respect to others' differences.

- The people we share our world with

Children will be able to:

- Understand and identify stereotypes, including those promoted in the media.

- That is such a stereotype!

## Keeping Myself Safe

Children will be able to:

- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;
- Identify situations which are either dangerous, risky or hazardous;
- Suggest simple strategies for managing risk.

- Danger, risk or hazard?

Children will be able to:

- Picture Wise

## Learning Outcomes

## SCARF lesson plans

- Identify images that are safe/unsafe to share online;
- Know and explain strategies for safe online sharing;
- Understand and explain the implications of sharing images online without consent.

Children will be able to:

- Define what is meant by the word 'dare';
- Identify from given scenarios which are dares and which are not;
- Suggest strategies for managing dares.

- How dare you!

Children will be able to:

- Understand that medicines are drugs;
- Explain safety issues for medicine use;
- Suggest alternatives to taking a medicine when unwell;
- Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).

- Medicines: check the label

Children will be able to:

- Understand some of the key risks and effects of smoking and drinking alcohol;
- Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).

- Know the norms

Children will be able to:

- Describe stages of identifying and managing risk;
- Suggest people they can ask for help in managing risk.

- Keeping ourselves safe

Children will be able to:

- Understand that we can be influenced both positively and negatively;
- Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.

- Raisin challenge (2)

## Rights and Responsibilities

Children will be able to:

- Explain how different people in the school and local community help them stay healthy and safe;
- Define what is meant by 'being responsible';
- Describe the various responsibilities of those who help them stay healthy and safe;
- Suggest ways they can help the people who keep them healthy and safe.

- Who helps us stay healthy and safe?

## Learning Outcomes

## SCARF lesson plans

Children will be able to:

- Understand that humans have rights and also responsibilities;
- Identify some rights and also responsibilities that come with these.

- It's your right

Children will be able to:

- Understand the reason we have rules;
- Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);
- Recognise that everyone can make a difference within a democratic process.

- How do we make a difference?

Children will be able to:

- Define the word *influence*;
- Recognise that reports in the media can influence the way they think about a topic;
- Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.

- In the news!

Children will be able to:

- Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;
- Recognise that they can play a role in influencing outcomes of situations by their actions.

- Safety in numbers

Children will be able to:

- Understand some of the ways that various national and international environmental organisations work to help take care of the environment;
- Understand and explain the value of this work.

- Logo quiz

Children will be able to:

- Define the terms 'income' and 'expenditure';
- List some of the items and services of expenditure in the school and in the home;
- Prioritise items of expenditure in the home from most essential to least essential.

- Harold's expenses

Children will be able to:

- Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';
- Understand how a payslip is laid out showing both pay and deductions;
- Prioritise public services from most essential to least essential.

- Why pay taxes?

## Learning Outcomes

## SCARF lesson plans

### Being My Best

Children will be able to:

- Identify ways in which everyone is unique;
- Appreciate their own uniqueness;
- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.

- What makes me ME!

Children will be able to:

- Give examples of choices they make for themselves and choices others make for them;
- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.

- Making choices

Children will be able to:

- Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;
- Plan a menu which gives a healthy balanced of foods from across the food groups on the **Eatwell Guide** (formerly Eatwell Plate).

- SCARF Hotel

Children will be able to:

- Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);
- Suggest ways the Seven Rs recycling methods can be applied to different scenarios.

- Harold's Seven Rs

Children will be able to:

- Define what is meant by the word 'community';
- Suggest ways in which different people support the school community;
- Identify qualities and attributes of people who support the school community.

- My school community (1)

### Growing and Changing

Children will be able to:

- Describe some of the changes that happen to people during their lives;
- Explain how the Learning Line can be used as a tool to help them manage change more easily;
- Suggest people who may be able to help them deal with change.

- Moving house

Children will be able to:

- Name some positive and negative feelings;

- My feelings are all over the place!

## Learning Outcomes

## SCARF lesson plans

- Understand how the onset of puberty can have emotional as well as physical impact
- Suggest reasons why young people sometimes fall out with their parents;
- Take part in a role play practising how to compromise.

Children will be able to:

- Identify parts of the body that males and females have in common and those that are different;
- Know the correct terminology for their genitalia;
- Understand and explain why puberty happens.

- All change!

Children will be able to:

- Know the key facts of the menstrual cycle;
- Understand that periods are a normal part of puberty for girls;
- Identify some of the ways to cope better with periods.

- Preparing for periods (formerly Period positive)

Children will be able to:

- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.

- Secret or surprise?

Children will be able to:

- Understand that marriage is a commitment to be entered into freely and not against someone's will;
- Recognise that marriage includes same sex and opposite sex partners;
- Know the legal age for marriage in England or Scotland;
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

- Together

## Cross-curricular project

Children will be able to:

- Define what a volunteer is;
- Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.

- Volunteering is cool

## YEAR 5

### Learning Outcomes

### SCARF lesson plans

#### Me and My Relationships

Children will be able to:

- Explain what collaboration means;
- Give examples of how they have worked collaboratively;
- Describe the attributes needed to work collaboratively.

- Collaboration Challenge!

Children will be able to:

- Explain what is meant by the terms negotiation and compromise;
- Describe strategies for resolving difficult issues or situations.

- Give and take

Children will be able to:

- Demonstrate how to respond to a wide range of feelings in others;
- Give examples of some key qualities of friendship;
- Reflect on their own friendship qualities.

- How good a friend are you?

Children will be able to:

- Identify what things make a relationship unhealthy;
- Identify who they could talk to if they needed help.

- Relationship cake recipe

Children will be able to:

- Identify characteristics of passive, aggressive and assertive behaviours;
- Understand and rehearse assertiveness skills.

- Being assertive

Children will be able to:

- Recognise basic emotional needs, understand that they change according to circumstance;
- Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.

- Our emotional needs

Children will be able to:

- Understand that online communication can be misinterpreted;
- Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.

- Communication

#### Valuing Difference

Children will be able to:

- Define some key qualities of friendship;

- Qualities of friendship



## Learning Outcomes

## SCARF lesson plans

- Describe ways of making a friendship last;
- Explain why friendships sometimes end.

Children will be able to:

- Rehearse active listening skills;
- Demonstrate respectfulness in responding to others;
- Respond appropriately to others.

- Kind conversations

Children will be able to:

- Develop an understanding of discrimination and its injustice, and describe this using examples;
- Empathise with people who have been, and currently are, subjected to injustice, including through racism;
- Consider how discriminatory behaviour can be challenged.

- Happy being me

Children will be able to:

- Identify and describe the different groups that make up their school/wider community/other parts of the UK;
- Describe the benefits of living in a diverse society;
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.

- The land of the Red People

Children will be able to:

- Understand that the information we see online, either text or images, is not always true or accurate;
- Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;
- Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.

- Is it true?

Children will be able to:

- Identify the consequences of positive and negative behaviour on themselves and others;
- Give examples of how individual/group actions can impact on others in a positive or negative way.

- It could happen to anyone

## Keeping Myself Safe

Children will be able to:

- Explain what a habit is, giving examples;

- 'Thinking' about habits

## Learning Outcomes

## SCARF lesson plans

- Describe why and how a habit can be hard to change.

Children will be able to:

- Recognise that there are positive and negative risks;
- Explain how to weigh up risk factors when making a decision;
- Describe some of the possible outcomes of taking a risk.

- Jay's dilemma

Children will be able to:

- Demonstrate strategies to deal with both face-to-face and online bullying;
- Demonstrate strategies and skills for supporting others who are bullied;
- Recognise and describe the difference between online and face-to-face bullying.

- Spot bullying

Children will be able to:

- Define what is meant by a dare;
- Explain why someone might give a dare;
- Suggest ways of standing up to someone who gives a dare.

- Ella's diary dilemma

Children will be able to:

- Recognise which situations are risky;
- Explore and share their views about decision making when faced with a risky situation;
- Suggest what someone should do when faced with a risky situation.

- Decision dilemmas

Children will be able to:

- Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;
- Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;
- Know how to protect personal information online;
- Recognise disrespectful behaviour online and know how to respond to it.

- Play, like, share

Children will be able to:

- Understand some of the complexities of categorising drugs;
- Know that all medicines are drugs but not all drugs are medicines;
- Understand ways in which medicines can be helpful or harmful and used safely or unsafely.

- Drugs: true or false?

Children will be able to:

- Smoking: what is normal?

## Learning Outcomes

## SCARF lesson plans

- Understand the actual norms around smoking and the reasons for common misperceptions of these.

Children will be able to:

- Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;
- Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.

- Would you risk it?

## Rights and Responsibilities

Children will be able to:

- Identify, write and discuss issues currently in the media concerning health and wellbeing;
- Express their opinions on an issue concerning health and wellbeing;
- Make recommendations on an issue concerning health and wellbeing.

- What's the story?

Children will be able to:

- Understand the difference between a fact and an opinion;
- Understand what biased reporting is and the need to think critically about things we read.

- Fact or opinion?

Children will be able to:

- Define the differences between responsibilities, rights and duties;
- Discuss what can make them difficult to follow;
- Identify the impact on individuals and the wider community if responsibilities are not carried out.

- Rights, responsibilities and duties

Children will be able to:

- Explain what we mean by the terms voluntary, community and pressure (action) group;
- Give examples of voluntary groups, the kind of work they do and its value.

- Mo makes a difference

Children will be able to:

- State the costs involved in producing and selling an item;
- Suggest questions a consumer should ask before buying a product.

- Spending wisely

Children will be able to:

- Define the terms loan, credit, debt and interest;
- Suggest advice for a range of situations involving personal finance.

- Lend us a fiver!

## Learning Outcomes

## SCARF lesson plans

Children will be able to:

- Explain some of the areas that local councils have responsibility for;
- Understand that local councillors are elected to represent their local community.

- Local councils

### Being My Best

Children will be able to:

- Know two harmful effects each of smoking/drinking alcohol.
- Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.
- Understand the actual norms around smoking and the reasons for common misperceptions of these.

- Getting fit

Children will be able to:

- Know the basic functions of the four systems covered and know they are inter-related.
- Explain the function of at least one internal organ.
- Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.

- It all adds up!

Children will be able to:

- Identify their own strengths and talents;
- Identify areas that need improvement and describe strategies for achieving those improvements.

- Different skills

Children will be able to:

- State what is meant by community;
- Explain what being part of a school community means to them;
- Suggest ways of improving the school community.

- My school community (2)

Children will be able to:

- Identify people who are responsible for helping them stay healthy and safe;
- Identify ways that they can help these people.

- Independence and responsibility

Children will be able to:

- Describe 'star' qualities of celebrities as portrayed by the media;
- Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;
- Describe 'star' qualities that 'ordinary' people have.

- Star qualities?

## Learning Outcomes

## SCARF lesson plans

### Growing and Changing

Children will be able to:

- Use a range of words and phrases to describe the intensity of different feelings
- Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
- Explain strategies they can use to build resilience.

- How are they feeling?

Children will be able to:

- Identify people who can be trusted;
- Understand what kinds of touch are acceptable or unacceptable;
- Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.

- Taking notice of our feelings

Children will be able to:

- Explain how someone might feel when they are separated from someone or something they like;
- Suggest ways to help someone who is separated from someone or something they like.

- Dear Hetty

Children will be able to:

- Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty.

- Changing bodies and feelings

Children will be able to:

- Identify some products that they may need during puberty and why;
- Know what menstruation is and why it happens.

- Growing up and changing bodies

Children will be able to:

- Recognise how our body feels when we're relaxed;
- List some of the ways our body feels when it is nervous or sad;
- Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.

- Help! I'm a teenager - get me out of here!

Children will be able to:

- Identify the consequences of positive and negative behaviour on themselves and others;
- Give examples of how individual/group actions can impact on others in a positive or negative way.

- It could happen to anyone

Children will be able to:

- Dear Ash

## Learning Outcomes

## SCARF lesson plans

- 
- Explain the difference between a safe and an unsafe secret;
  - Identify situations where someone might need to break a confidence in order to keep someone safe.
- 

Children will be able to:

- Recognise that some people can get bullied because of the way they express their gender;
- Give examples of how bullying behaviours can be stopped.

- Stop, start, stereotypes

## YEAR 6

### Learning Outcomes

### SCARF lesson plans

#### Me and My Relationships

Children will be able to:

- Demonstrate a collaborative approach to a task;
- Describe and implement the skills needed to do this.

- Working together

Children will be able to:

- Explain what is meant by the terms 'negotiation' and 'compromise';
- Suggest positive strategies for negotiating and compromising within a collaborative task;
- Demonstrate positive strategies for negotiating and compromising within a collaborative task.

- Let's negotiate

Children will be able to:

- Recognise some of the challenges that arise from friendships;
- Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.

- Solve the friendship problem

Children will be able to:

- List some assertive behaviours;
- Recognise peer influence and pressure;
- Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.

- Assertiveness skills (formerly Behave yourself - 2)

Children will be able to:

- Recognise and empathise with patterns of behaviour in peer-group dynamics;
- Recognise basic emotional needs and understand that they change according to circumstance;
- Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.

- Behave yourself

Children will be able to:

- Describe the consequences of reacting to others in a positive or negative way;
- Suggest ways that people can respond more positively to others.

- Dan's day

Children will be able to:

- Describe ways in which people show their commitment to each other;
- Know the ages at which a person can marry, depending on whether their parents agree;

- Don't force me

## Learning Outcomes

## SCARF lesson plans

- Understand that everyone has the right to be free to choose who and whether to marry.

Children will be able to:

- Recognise that some types of physical contact can produce strong negative feelings;
- Know that some inappropriate touch is also illegal.

- Acting appropriately

Children will be able to:

- Identify strategies for keeping personal information safe online;
- Describe safe and respectful behaviours when using communication technology.

- It's a puzzle

## Valuing Difference

Children will be able to:

- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;
- Suggest strategies for dealing with bullying, as a bystander;
- Describe positive attributes of their peers.

- OK to be different

Children will be able to:

- Know that all people are unique but that we have far more in common with each other than what is different about us;
- Consider how a bystander can respond to someone being rude, offensive or bullying someone else;
- Demonstrate ways of offering support to someone who has been bullied .

- We have more in common than not

Children will be able to:

- Demonstrate ways of showing respect to others, using verbal and non-verbal communication.

- Respecting differences

Children will be able to:

- Understand and explain the term prejudice;
- Identify and describe the different groups that make up their school/wider community/other parts of the UK;
- Describe the benefits of living in a diverse society;
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.

- Tolerance and respect for others

Children will be able to:

- Advertising friendships!



## Learning Outcomes

## SCARF lesson plans

- Explain the difference between a friend and an acquaintance;
- Describe qualities of a strong, positive friendship;
- Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).

Children will be able to:

- Define what is meant by the term stereotype;
- Recognise how the media can sometimes reinforce gender stereotypes;
- Recognise that people fall into a wide range of what is seen as normal;
- Challenge stereotypical gender portrayals of people.

- Boys will be boys? - challenging gender stereotypes

## Keeping Myself Safe

Children will be able to:

- Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;
- Understand and describe the ease with which something posted online can spread.

- Think before you click!

Children will be able to:

- Identify strategies for keeping personal information safe online;
- Describe safe behaviours when using communication technology.

- Traffic lights

Children will be able to:

- Know that it is illegal to create and share sexual images of children under 18 years old;
- Explore the risks of sharing photos and films of themselves with other people directly or online;
- Know how to keep their information private online.

- To share or not to share?

Children will be able to:

- Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;
- Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.

- Rat Park

Children will be able to:

- Explain how drugs can be categorised into different groups depending on their medical and legal context;

- What sort of drug is...?

## Learning Outcomes

## SCARF lesson plans

- Demonstrate an understanding that drugs can have both medical and non-medical uses;
- Explain in simple terms some of the laws that control drugs in this country.

Children will be able to:

- Understand some of the basic laws in relation to drugs;
- Explain why there are laws relating to drugs in this country.

- **Drugs: it's the law!**

Children will be able to:

- Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;
- Describe some of the effects and risks of drinking alcohol.

- **Alcohol: what is normal?**

Children will be able to:

- Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;
- Explain how these emotional needs impact on people's behaviour;
- Suggest positive ways that people can get their emotional need met.

- **Joe's story (part 1)**

Children will be able to:

- Understand and give examples of conflicting emotions;
- Understand and reflect on how independence and responsibility go together.

- **Joe's story (part 2)**

## Rights and Responsibilities

Children will be able to:

- Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;
- Describe the language and techniques that make up a biased report;
- Analyse a report also extract the facts from it.

- **Two sides to every story**

Children will be able to:

- Know the legal age (and reason behind these) for having a social media account;
- Understand why people don't tell the truth and often post only the good bits about themselves, online;
- Recognise that people's lives are much more balanced in real life, with positives and negatives.

- **Fakebook friends**

Children will be able to:

- Explain some benefits of saving money;

- **What's it worth?**

## Learning Outcomes

## SCARF lesson plans

- Describe the different ways money can be saved, outlining the pros and cons of each method;
- Describe the costs that go into producing an item;
- Suggest sale prices for a variety of items, taking into account a range of factors;
- Explain what is meant by the term *interest*.

Children will be able to:

- Recognise and explain that different jobs have different levels of pay and the factors that influence this;
- Explain the different types of tax (income tax and VAT) which help to fund public services;
- Evaluate the different public services and compare their value.

- **Jobs and taxes**

Children will be able to:

- Explain what we mean by the terms voluntary, community and pressure (action) group;
- Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.

- **Action stations!**

Children will be able to:

- Explain what is meant by living in an environmentally sustainable way;
- Suggest actions that could be taken to live in a more environmentally sustainable way.

- **Happy shoppers**

## Being My Best

Children will be able to:

- Identify aspirational goals;
- Describe the actions needed to set and achieve these.

- **This will be your life!**

Children will be able to:

- Explain what the five ways to wellbeing are;
- Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.

- **Five Ways to Wellbeing project**

Children will be able to:

- Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.

- **Our recommendations**

## Learning Outcomes

## SCARF lesson plans

Children will be able to:

- Identify risk factors in a given situation;
- Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.

- What's the risk? (1)

Children will be able to:

- Recognise what risk is;
- Explain how a risk can be reduced;
- Understand risks related to growing up and explain the need to be aware of these;
- Assess a risk to help keep themselves safe.

- What's the risk? (2)

## Growing and Changing

Children will be able to:

- Recognise some of the changes they have experienced and their emotional responses to those changes;
- Suggest positive strategies for dealing with change;
- Identify people who can support someone who is dealing with a challenging time of change.

- Helpful or unhelpful? Managing change

Children will be able to:

- Understand that fame can be short-lived;
- Recognise that photos can be changed to match society's view of perfect;
- Identify qualities that people have, as well as their looks.

- I look great!

Children will be able to:

- Define what is meant by the term stereotype;
- Recognise how the media can sometimes reinforce gender stereotypes;
- Recognise that people fall into a wide range of what is seen as normal;
- Challenge stereotypical gender portrayals of people.

- Media manipulation

Children will be able to:

- Understand the risks of sharing images online and how these are hard to control, once shared;
- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
- Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.

- Pressure online

## Learning Outcomes

## SCARF lesson plans

Children will be able to:

- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
- Suggest strategies that would help someone who felt challenged by the changes in puberty;
- Understand what FGM is and that it is an illegal practice in this country;
- Know where someone could get support if they were concerned about their own or another person's safety.

- [Is this normal?](#)

Children will be able to:

- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe.

- [Dear Ash](#)

Children will be able to:

- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.

- [Making babies](#)

Children will be able to:

- Explain how HIV affects the body's immune system;
- Understand that HIV is difficult to transmit;
- Know how a person can protect themselves from HIV.

- [What is HIV?](#)

## Cross-curricular project

Children will be able to:

- Determine some of the characteristics of Thomas Coram through studying his portrait;
- Know some of the conditions of life of children in poverty in the 18th Century and relate these to their rights.
- Demonstrate their understanding of the aims of Thomas Coram and his proposed Foundling Hospital.

- [Captain Coram 2 - Thomas Coram and the Foundling Hospital](#)

Children will be able to:

- Understand the role of artists and musicians in raising both the profile and funds for the Coram Foundling Hospital;

- [Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity](#)

## Learning Outcomes

## SCARF lesson plans

- Have the skills to design, run and evaluate a fundraising project of their own choosing.

Children will be able to:

- Consider and analyse images of paintings from the Foundling Museum to understand some of the aspects of life in the Foundling Hospital;
- Use extracts from 'Hetty Feather' to understand some of the aspects of life in the Foundling Hospital;
- Relate Hetty Feather's experiences to the rights of the child.

- Captain Coram 4 - Hetty Feather, fictional foundling: children's rights in the 19th century

Children will be able to:

- Use audio and photograph sources to understand some of the aspects of life in the Foundling Hospital in the 20th Century;
- Demonstrate their understanding of life in the Foundling Hospital by writing a fictional diary entry.

- Captain Coram 5 - Life for Foundlings in the 20th century

Children will be able to:

- Demonstrate an understanding of the work of the Thomas Coram Foundation (Coram) in the present day;
- Determine ways in which Coram's work continues to uphold children's rights;
- Demonstrate their knowledge and understanding of aspects of the work of his foundation from the 18th century through to the present day through writing a fictional letter to Thomas Coram.

- Captain Coram 6 - Coram today: children's rights in the 21st century