

<b>Year 1</b>	
<b>Me and my relationships</b>	
<b>SCARF Lesson</b>	<b>Learning Outcomes – children will be able to;</b>
Why we have classroom rules	<ul style="list-style-type: none"> <li>• Understand that classroom rules help everyone to learn and be safe;</li> <li>• Explain their classroom rules and be able to contribute to making these.</li> </ul>
How are you listening?	<ul style="list-style-type: none"> <li>• Demonstrate attentive listening skills;</li> <li>• Suggest simple strategies for resolving conflict situations;</li> <li>• Give and receive positive feedback, and experience how this makes them feel.</li> </ul>
Thinking about feelings	<ul style="list-style-type: none"> <li>• Recognise how others might be feeling by reading body language/facial expressions;</li> <li>• Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</li> </ul>
Our Feelings	<ul style="list-style-type: none"> <li>• Identify a range of feelings;</li> <li>• Identify how feelings might make us behave:</li> <li>• Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> </ul>
Feelings and bodies	<ul style="list-style-type: none"> <li>• Recognise that people's bodies and feelings can be hurt;</li> <li>• Suggest ways of dealing with different kinds of hurt.</li> </ul>
Good friends	<ul style="list-style-type: none"> <li>• Identify simple qualities of friendship;</li> <li>• Suggest simple strategies for making up.</li> </ul>
<b>Valuing Difference</b>	
<b>SCARF Lesson</b>	<b>Learning Outcomes – children will be able to;</b>
Same or Different?	<ul style="list-style-type: none"> <li>• Identify the differences and similarities between people;</li> <li>• Empathise with those who are different from them;</li> <li>• Begin to appreciate the positive aspects of these differences.</li> </ul>
Unkind, tease or bully?	<ul style="list-style-type: none"> <li>• Explain the difference between unkindness, teasing and bullying;</li> <li>• Understand that bullying is usually quite rare.</li> </ul>
Harolds School rules	<ul style="list-style-type: none"> <li>• Explain some of their school rules and how those rules help to keep everybody safe.</li> </ul>
Its not fair!	<ul style="list-style-type: none"> <li>• Recognise and explain what is fair and unfair, kind and unkind;</li> <li>• Suggest ways they can show kindness to others.</li> </ul>
Who are our special people?	<ul style="list-style-type: none"> <li>• Identify some of the people who are special to them;</li> <li>• Recognise and name some of the qualities that make a person special to them.</li> </ul>
Special people balloons	<ul style="list-style-type: none"> <li>• Recognise that they belong to various groups and communities such as their family;</li> <li>• Explain how these people help us and we can also help them to help us.</li> </ul>

<b>Keeping Safe</b>	
<b>SCARF Lesson</b>	<b>Learning Outcomes – children will be able to;</b>
Super sleep	<ul style="list-style-type: none"> <li>• Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>• Identify simple bedtime routines that promote healthy sleep.</li> </ul>
Who can help?	<ul style="list-style-type: none"> <li>• Recognise emotions and physical feelings associated with feeling unsafe;</li> <li>• Identify people who can help them when they feel unsafe.</li> </ul>
Good or bad touches	<ul style="list-style-type: none"> <li>• Understand and learn the PANTS rules;</li> <li>• Name and know which parts should be private;</li> <li>• Explain the difference between appropriate and inappropriate touch;</li> <li>• Understand that they have the right to say “no” to unwanted touch;</li> <li>• Start thinking about who they trust and who they can ask for help.</li> </ul>
Sharing Pictures	<ul style="list-style-type: none"> <li>• Thinkuknow – watching videos &amp; Sharing pictures – link</li> <li>• “watching videos” - Sometimes there are things on the internet can be upsetting or scary and you should tell an adult.</li> <li>• “Sharing pictures” - Understand how to keep safe online and that one risk is to sharing pictures without permission.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
What could Harold do?	<ul style="list-style-type: none"> <li>• Understand that medicines can sometimes make people feel better when they’re ill;</li> <li>• Explain simple issues of safety and responsibility about medicines and their use.</li> </ul>
Harold loses Geoffrey	<ul style="list-style-type: none"> <li>• Recognise the range of feelings that are associated with loss.</li> </ul>
<b>Rights and respect</b>	
<b>SCARF Lesson</b>	<b>Learning Outcomes – children will be able to;</b>
Harold has a bad day	<ul style="list-style-type: none"> <li>• Recognise how a person's behaviour (including their own) can affect other people</li> </ul>
Around and about the school	<ul style="list-style-type: none"> <li>• Identify what they like about the school environment;</li> <li>• Recognise who cares for and looks after the school environment.</li> </ul>
Taking care of something	<ul style="list-style-type: none"> <li>• Demonstrate responsibility in looking after something (e.g. a class pet or plant);</li> <li>• Explain the importance of looking after things that belong to themselves or to others.</li> </ul>
Harold's Money	<ul style="list-style-type: none"> <li>• Explain where people get money from;</li> <li>• List some of the things that money may be spent on in a family home.</li> </ul>
How should we look after our money?	<ul style="list-style-type: none"> <li>• Recognise that different notes and coins have different monetary value;</li> <li>• Explain the importance of keeping money safe;</li> </ul>

	<ul style="list-style-type: none"> <li>Identify safe places to keep money;</li> <li>Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</li> </ul>
Basic First Aid	<ul style="list-style-type: none"> <li>Links to British red Cross - First Aid Champions</li> </ul>
<b>Being my best</b>	
<b>SCARF Lesson</b>	<b>Learning Outcomes – children will be able to;</b>
I can eat a rainbow	<ul style="list-style-type: none"> <li>Recognise the importance of fruit and vegetables in their daily diet;</li> <li>Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</li> </ul>
Eat well	<ul style="list-style-type: none"> <li>Recognise that they may have different tastes in food to others;</li> <li>Select foods from the <b>Eatwell Guide</b> (formerly Eatwell Plate) in order to make a healthy lunch;</li> <li>Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</li> </ul>
Harolds wash and brush up	<ul style="list-style-type: none"> <li>Recognise the importance of regular hygiene routines;</li> <li>Sequence personal hygiene routines into a logical order.</li> </ul>
Catch it! Bin it! Kill it!	<ul style="list-style-type: none"> <li>Understand how diseases can spread;</li> <li>Recognise and use simple strategies for preventing the spread of diseases.</li> </ul>
Harold learns to ride his bike	<ul style="list-style-type: none"> <li>Recognise that learning a new skill requires practice and the opportunity to fail, safely;</li> <li>Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges</li> </ul>
Pass on the praise!	<ul style="list-style-type: none"> <li>Demonstrate attentive listening skills;</li> <li>Suggest simple strategies for resolving conflict situations;</li> <li>Give and receive positive feedback, and experience how this makes them feel.</li> </ul>
Inside my wonderful body! (optional)	<ul style="list-style-type: none"> <li>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</li> <li>Understand and explain the simple bodily processes associated with them.</li> </ul>
<b>Growing and changing</b>	
<b>SCARF Lesson</b>	<b>Learning Outcomes – children will be able to;</b>
Healthy me	<ul style="list-style-type: none"> <li>Understand that the body gets energy from food, water and air (oxygen);</li> <li>Recognise that exercise and sleep are important parts of a healthy lifestyle</li> </ul>
Then and Now	<ul style="list-style-type: none"> <li>Identify things they could do as a baby, a toddler and can do now;</li> <li>Identify the people who help/helped them at those different stages.</li> </ul>
Taking care of baby	<ul style="list-style-type: none"> <li>Understand some of the tasks required to look after a baby;</li> <li>Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding</li> </ul>
Who can help? 2	<ul style="list-style-type: none"> <li>Explain the difference between teasing and bullying;</li> </ul>

	<ul style="list-style-type: none"><li>• Give examples of what they can do if they experience or witness bullying;</li><li>• Say who they could get help from in a bullying situation.</li></ul>
Surprises and secrets	<ul style="list-style-type: none"><li>• Explain the difference between a secret and a nice surprise;</li><li>• Identify situations as being secrets or surprises;</li><li>• Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep</li></ul>
Keeping Privates Private	<ul style="list-style-type: none"><li>• Identify parts of the body that are private;</li><li>• Describe ways in which private parts can be kept private;</li><li>• Identify people they can talk to about their private parts.</li></ul>