

At Westbourne Primary School and as part of the Priestley Academy Trust, we have followed the Government guidelines and consulted with our parents and all other stakeholders to produce an RSE curriculum to begin from September 2021. We have, following consultation, published our RSE curriculum spine for parents and others to access for information. We use SCARF resources from the Coram Life education charity who run our life caravan and have been used in school for a number of years. The flow of this learning is known to the children and they enjoy learning this way.

For further details please visit <https://www.coramlifeeducation.org.uk/scarf>

This document lays out the statutory RSE curriculum we teach. This document can be used as a guide to support parents and carers with our delivery.

If you have any queries regarding any of the lessons, please do not hesitate to contact your child's Leader of Learning on 01274483138 who would be happy to discuss anything covered and show you resources we will be using.

We trust this helps support you and you can join us in continuing to educate our children to become lifelong inquisitive learners. Let's help them build positive relationships for life.

Robin Cusdin

Head of School

Westbourne Primary School

<b>Year 1</b>	
<b>Learning Outcomes</b>	<b>SCARF lesson plans</b>
<b>Me and My Relationships</b> <b>Children will be able to:</b>	
<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>	<u>Why we have classroom rules</u>
<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>	<u>Thinking about feelings</u>
<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>	<u>Our feelings</u>
<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>	<u>Feelings and bodies</u>
<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>	<u>Our special people balloons</u>
<ul style="list-style-type: none"> <li>Identify simple qualities of friendship;</li> <li>Suggest simple strategies for making up.</li> </ul>	<u>Good friends</u>
<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>	<u>How are you listening?</u>
<b>Valuing Difference</b> <b>Children will be able to:</b>	
<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>	<u>Same or different?</u>
<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>	<u>Unkind, tease or bully?</u>
<ul style="list-style-type: none"> <li>Explain some of their school rules and how those rules help to keep everybody safe.</li> </ul>	<u>Harold's school rules</u>
<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>	<u>Who are our special people?</u>
<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>	<u>It's not fair!</u>
<b>Keeping Myself Safe</b> <b>Children will be able to:</b>	
<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>	<u>Healthy me</u>
<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>	<u>Super sleep</u>
<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>	<u>Who can help? (1)</u>
<ul style="list-style-type: none"> <li>Recognise the range of feelings that are associated with loss.</li> </ul>	<u>Harold loses Geoffrey</u>
<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>	<u>What could Harold do?</u>
<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>	<u>Good or bad touches?</u>

<b>Rights and Responsibilities</b>	
<b>Children will be able to:</b>	
<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>	<u>Harold's wash and brush up</u>
<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>	<u>Around and about the school</u>
<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>	<u>Taking care of something</u>
<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>	<u>Harold's money</u>
<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> <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>	<u>How should we look after our money?</u>
<b>Being My Best</b>	
<b>Children will be able to:</b>	
<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>	<u>I can eat a rainbow</u>
<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>	<u>Eat well</u>
<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>	<u>Catch it! Bin it! Kill it!</u>
<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>	<u>Harold learns to ride his bike</u>
<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>	<u>Harold has a bad day</u>
<ul style="list-style-type: none"> <li>Recognise how a person's behaviour (including their own) can affect other people.</li> </ul>	<u>Pass on the praise!</u>
<b>Growing and Changing</b>	
<b>Children will be able to:</b>	
<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>	<u>Inside my wonderful body!</u>
<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>	<u>Taking care of a baby</u>
<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>	<u>Then and now</u>
<ul style="list-style-type: none"> <li>Explain the difference between teasing and bullying;</li> <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>	<u>Who can help? (2)</u>
<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>	<u>Surprises and secrets</u>

<b>Year 2</b>	
<b>Learning Outcomes</b>	<b>SCARF lesson plans</b>
<b>Me and My Relationships</b>	
<b>Children will be able to Me and My Relationships:</b>	
<ul style="list-style-type: none"> <li>Suggest actions that will contribute positively to the life of the classroom;</li> <li>Make and undertake pledges based on those actions.</li> </ul>	<a href="#"><u>Our ideal classroom (1)</u></a>
<ul style="list-style-type: none"> <li>Take part in creating and agreeing classroom rules</li> </ul>	<a href="#"><u>Our ideal classroom (2)</u></a>
<ul style="list-style-type: none"> <li>Use a range of words to describe feelings;</li> <li>Recognise that people have different ways of expressing their feelings;</li> <li>Identify helpful ways of responding to other's feelings.</li> </ul>	<a href="#"><u>How are you feeling today?</u></a>
<ul style="list-style-type: none"> <li>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two</li> <li>Identify situations as to whether they are incidents of teasing or bullying</li> </ul>	<a href="#"><u>Bullying or teasing?</u></a>
<ul style="list-style-type: none"> <li>Understand and describe strategies for dealing with bullying:</li> <li>Rehearse and demonstrate some of these strategies.</li> </ul>	<a href="#"><u>Don't do that!</u></a>
<ul style="list-style-type: none"> <li>Explain the difference between bullying and isolated unkind behaviour;</li> <li>Recognise that there are different types of bullying and unkind behaviour;</li> <li>Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> </ul>	<a href="#"><u>Types of bullying</u></a> Video on website
<ul style="list-style-type: none"> <li>Recognise that friendship is a special kind of relationship;</li> <li>Identify some of the ways that good friends care for each other.</li> </ul>	<a href="#"><u>Being a good friend</u></a>
<ul style="list-style-type: none"> <li>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul>	<a href="#"><u>Let's all be happy!</u></a> Video and photos on website
<b>Valuing Difference</b>	
<b>Children will be able to:</b>	
<ul style="list-style-type: none"> <li>Identify some of the physical and non-physical differences and similarities between people;</li> <li>Know and use words and phrases that show respect for other people.</li> </ul>	<a href="#"><u>What makes us who we are?</u></a>
<ul style="list-style-type: none"> <li>Identify people who are special to them;</li> <li>Explain some of the ways those people are special to them.</li> </ul>	<a href="#"><u>My special people</u></a>
<ul style="list-style-type: none"> <li>Recognise and explain how a person's behaviour can affect other people.</li> </ul>	<a href="#"><u>How do we make others feel?</u></a>
<ul style="list-style-type: none"> <li>Explain how it feels to be part of a group;</li> <li>Explain how it feels to be left out from a group;</li> <li>Identify groups they are part of;</li> <li>Suggest and use strategies for helping someone who is feeling left out.</li> </ul>	<a href="#"><u>When someone is feeling left out</u></a>
<ul style="list-style-type: none"> <li>Recognise and describe acts of kindness and unkindness;</li> <li>Explain how these impact on other people's feelings;</li> <li>Suggest kind words and actions they can show to others;</li> <li>Show acts of kindness to others in school.</li> </ul>	<a href="#"><u>An act of kindness</u></a>
<ul style="list-style-type: none"> <li>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul>	<a href="#"><u>Solve the problem</u></a>
<b>Keeping Myself safe</b>	SCARF lesson plans
<b>Children will be able to;</b>	
<ul style="list-style-type: none"> <li>Understand that medicines can sometimes make people feel better when they're ill;</li> </ul>	<a href="#"><u>Harold's picnic</u></a>

<ul style="list-style-type: none"> <li>Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>Explain simple issues of safety and responsibility about medicines and their use.</li> </ul>	
<ul style="list-style-type: none"> <li>Identify situations in which they would feel safe or unsafe;</li> <li>Suggest actions for dealing with unsafe situations including who they could ask for help.</li> </ul>	<u>How safe would you feel?</u>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<u>What should Harold say?</u>
<b>Rights and Responsibilities</b>	SCARF lesson plans
Children will be able to:	
<ul style="list-style-type: none"> <li>Describe and record strategies for getting on with others in the classroom.</li> </ul>	<u>Getting on with others</u>
<ul style="list-style-type: none"> <li>Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> </ul>	<u>When I feel like erupting</u>
<ul style="list-style-type: none"> <li>Identify special people in the school and community who can help to keep them safe;</li> <li>Know how to ask for help</li> </ul>	<u>Feeling safe</u>
<ul style="list-style-type: none"> <li>Identify what they like about the school environment;</li> <li>Identify any problems with the school environment (e.g. things needing repair);</li> <li>Make suggestions for improving the school environment;</li> <li>Recognise that they all have a responsibility for helping to look after the school environment.</li> </ul>	<u>How can we look after our environment?</u>
<ul style="list-style-type: none"> <li>Understand that people have choices about what they do with their money;</li> <li>Know that money can be saved for a use at a future time;</li> <li>Explain how they might feel when they spend money on different things.</li> </ul>	<u>Harold saves for something special</u>
<ul style="list-style-type: none"> <li>Recognise that money can be spent on items which are essential or non-essential;</li> <li>Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</li> </ul>	<u>Harold goes camping</u>
<b>Being My Best</b>	Scarf Lesson Plans
Children will be able to:	
<ul style="list-style-type: none"> <li>Explain the stages of the learning line showing an understanding of the learning process;</li> <li>Suggest phrases and words of encouragement to give someone who is learning something new;</li> <li>Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> </ul>	<u>You can do it!</u>
<ul style="list-style-type: none"> <li>Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> </ul>	<u>My day</u>
<ul style="list-style-type: none"> <li>Explain how germs can be spread;</li> <li>Describe simple hygiene routines such as hand washing;</li> <li>Understand that vaccinations can help to prevent certain illnesses.</li> </ul>	<u>Harold's postcard - helping us to keep clean and healthy</u>
<ul style="list-style-type: none"> <li>Explain the importance of good dental hygiene;</li> <li>Describe simple dental hygiene routines.</li> </ul>	<u>Harold's bathroom</u>
<ul style="list-style-type: none"> <li>Understand that the body gets energy from food, water and oxygen;</li> <li>Recognise that exercise and sleep are important to health</li> </ul>	<u>My body needs...</u>
<ul style="list-style-type: none"> <li>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>Describe how food, water and air get into the body and blood.</li> </ul>	<u>What does my body do?</u>
<b>Growing and Changing</b>	SCARF lesson plans
Children will be able to:	
<ul style="list-style-type: none"> <li>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> </ul>	<u>Sam moves house</u>
<ul style="list-style-type: none"> <li>Explain what privacy means;</li> <li>Know that you are not allowed to touch someone's private belongings without their permission;</li> </ul>	REVISED LESSON PLAN

<ul style="list-style-type: none"><li>• Give examples of different types of private information.</li><li>• Recap PANTS NSPCC Rules and lesson online</li></ul>	
<ul style="list-style-type: none"><li>• Demonstrate simple ways of giving positive feedback to others.</li></ul>	<u>A helping hand</u>
<ul style="list-style-type: none"><li>• Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li><li>• Understand and describe some of the things that people are capable of at these different stages.</li></ul>	<u>Haven't you grown!</u>

Year 3	
Learning Outcomes	SCARF lesson plans
<ul style="list-style-type: none"> <li>Explain why we have rules;</li> <li>Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>Suggest appropriate rules for a range of settings;</li> <li>Consider the possible consequences of breaking the rules</li> </ul>	<a href="#"><u>As a rule,</u></a>
<ul style="list-style-type: none"> <li>Explain some of the feelings someone might have when they lose something important to them;</li> <li>Understand that these feelings are normal and a way of dealing with the situation.</li> </ul>	<a href="#"><u>My special pet</u></a>
<ul style="list-style-type: none"> <li>Define and demonstrate cooperation and collaboration;</li> <li>Identify the different skills that people can bring to a group task;</li> <li>Demonstrate how working together in a collaborative manner can help everyone to achieve success.</li> </ul>	<a href="#"><u>Tangram team challenge</u></a>
<ul style="list-style-type: none"> <li>Identify people who they have a special relationship with;</li> <li>Suggest strategies for maintaining a positive relationship with their special people.</li> </ul>	<a href="#"><u>Looking after our special people</u></a>
<ul style="list-style-type: none"> <li>Rehearse and demonstrate simple strategies for resolving given conflict situations</li> </ul>	<a href="#"><u>How can we solve this problem?</u></a>
<ul style="list-style-type: none"> <li>Explain what a dare is;</li> <li>Understand that no-one has the right to force them to do a dare;</li> <li>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> </ul>	<a href="#"><u>Dan's dare</u></a>
<ul style="list-style-type: none"> <li>Express opinions and listen to those of others;</li> <li>Consider others' points of view;</li> <li>Practise explaining the thinking behind their ideas and opinions.</li> </ul>	<a href="#"><u>Thanks</u></a>
<ul style="list-style-type: none"> <li>Identify qualities of friendship;</li> <li>Suggest reasons why friends sometimes fall out;</li> <li>Rehearse and use, now or in the future, skills for making up again.</li> </ul>	<a href="#"><u>Friends are special</u></a> Video on website
<b>Valuing Differences</b> Children will be able to:	<b>SCARF Lesson Plans</b>
<ul style="list-style-type: none"> <li>Recognise that there are many different types of family;</li> <li>Understand characteristics of a healthy family life.</li> </ul>	<a href="#"><u>Family and friends</u></a>
<ul style="list-style-type: none"> <li>Define the term 'community';</li> <li>Identify the different communities that they belong to;</li> <li>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> </ul>	<a href="#"><u>My community</u></a>
<ul style="list-style-type: none"> <li>Reflect on listening skills;</li> <li>Give examples of respectful language;</li> <li>Give examples of how to challenge another's viewpoint, respectfully.</li> </ul>	<a href="#"><u>Respect and challenge</u></a>
<ul style="list-style-type: none"> <li>Explain that people living in the UK have different origins;</li> <li>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> <li>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together</li> </ul>	<a href="#"><u>Our friends and neighbours</u></a>
<ul style="list-style-type: none"> <li>Recognise the factors that make people similar to and different from each other;</li> <li>Recognise that repeated name calling is a form of bullying;</li> <li>Suggest strategies for dealing with name calling (including talking to a trusted adult)</li> </ul>	<a href="#"><u>Let's celebrate our differences</u></a>
<ul style="list-style-type: none"> <li>Understand and explain some of the reasons why different people are bullied;</li> <li>Explore why people have prejudiced views and understand what this is.</li> </ul>	<a href="#"><u>Zeb</u></a>
<b>Keeping Myself Safe</b> Children will be able to:	<b>SCARF Lesson Plans</b>
<ul style="list-style-type: none"> <li>Identify situations which are safe or unsafe;</li> <li>Identify people who can help if a situation is unsafe;</li> <li>Suggest strategies for keeping safe.</li> </ul>	<a href="#"><u>Safe or unsafe?</u></a>
<ul style="list-style-type: none"> <li>Define the words danger and risk and explain the difference between the two;</li> </ul>	<a href="#"><u>Danger or risk?</u></a>

<ul style="list-style-type: none"> <li>Demonstrate strategies for dealing with a risky situation</li> </ul>	
<ul style="list-style-type: none"> <li>Identify some key risks from and effects of cigarettes and alcohol;</li> <li>Know that most people choose not to smoke cigarettes; (Social Norms message)</li> <li>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> </ul>	<u>Alcohol and cigarettes: the facts</u>
<ul style="list-style-type: none"> <li>Identify risk factors in given situations;</li> <li>Suggest ways of reducing or managing those risks.</li> </ul>	<u>The Risk Robot</u>
<ul style="list-style-type: none"> <li>Evaluate the validity of statements relating to online safety;</li> <li>Recognise potential risks associated with browsing online;</li> <li>Give examples of strategies for safe browsing online.</li> </ul>	<u>Super Searcher</u>
<ul style="list-style-type: none"> <li>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;</li> <li>Recognise and describe appropriate behaviour online as well as offline;</li> <li>Identify what constitutes personal information and when it is not appropriate or safe to share this;</li> <li>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li> </ul>	<u>None of your business!</u>  CEOP FILM Clip on website
<ul style="list-style-type: none"> <li>Demonstrate strategies for assessing risks;</li> <li>Understand and explain decision-making skills;</li> <li>Understand where to get help from when making decisions.</li> </ul>	<u>Raisin challenge (1)</u>
<ul style="list-style-type: none"> <li>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> </ul>	<u>Help or harm?</u>
<b>Rights and Responsibilities</b> Children will be able to:	<b>SCARF Lesson Plans</b>
<ul style="list-style-type: none"> <li>Define what a volunteer is;</li> <li>Identify people who are volunteers in the school community;</li> <li>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> </ul>	<u>Our helpful volunteers</u>
<ul style="list-style-type: none"> <li>Identify key people who are responsible for them to stay safe and healthy;</li> <li>Suggest ways they can help these people.</li> </ul>	<u>Helping each other to stay safe</u>
<ul style="list-style-type: none"> <li>Understand the difference between 'fact' and 'opinion';</li> <li>Understand how an event can be perceived from different viewpoints;</li> <li>Plan, draft and publish a recount using the appropriate language</li> </ul>	<u>Recount task</u>
<ul style="list-style-type: none"> <li>Define what is meant by the environment;</li> <li>Evaluate and explain different methods of looking after the school environment;</li> <li>Devise methods of promoting their priority method</li> </ul>	<u>Harold's environment project</u>
<ul style="list-style-type: none"> <li>Understand the terms 'income', 'saving' and 'spending';</li> <li>Recognise that there are times we can buy items we want and times when we need to save for items;</li> <li>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</li> </ul>	<u>Can Harold afford it?</u>
<ul style="list-style-type: none"> <li>Explain that people earn their income through their jobs;</li> <li>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</li> </ul>	<u>Can Harold afford it?</u>  <u>Earning money</u>
<b>Being my best</b> Children will be able to:	<b>SCARF Lesson Plans</b>
<ul style="list-style-type: none"> <li>Explain how each of the food groups on the <b>Eatwell Guide</b> (formerly Eatwell Plate) benefits the body;</li> <li>Explain what is meant by the term 'balanced diet';</li> <li>Give examples what foods might make up a healthy balanced meal.</li> </ul>	<u>Derek cooks dinner! (healthy eating)</u>
<ul style="list-style-type: none"> <li>Explain how some infectious illnesses are spread from one person to another;</li> <li>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li> <li>Suggest medical and non-medical ways of treating an illness.</li> </ul>	<u>Poorly Harold</u>

<ul style="list-style-type: none"> <li>• Develop skills in discussion and debating an issue;</li> <li>• Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>• Empathise with different view points;</li> <li>• Make recommendations, based on their research.</li> </ul>	<u>For or against?</u>
<ul style="list-style-type: none"> <li>• Identify their achievements and areas of development;</li> <li>• Recognise that people may say kind things to help us feel good about ourselves;</li> <li>• Explain why some groups of people are not represented as much on television/in the media.</li> </ul>	<u>I am fantastic!</u>
<ul style="list-style-type: none"> <li>• Demonstrate how working together in a collaborative manner can help everyone to achieve success;</li> <li>• Understand and explain how the brain sends and receives messages through the nerves.</li> </ul>	<u>Getting on with your nerves!</u>
<ul style="list-style-type: none"> <li>• Explain some of the different talents and skills that people have and how skills are developed;</li> <li>• Recognise their own skills and those of other children in the class.</li> </ul>	<u>Top talents</u>
<ul style="list-style-type: none"> <li>• Identify different types of relationships;</li> <li>• Recognise who they have positive healthy relationships with.</li> </ul>	<u>Relationship Tree</u>
<ul style="list-style-type: none"> <li>• Understand what is meant by the term body space (or personal space);</li> <li>• Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>• Rehearse strategies for when someone is inappropriately in their body space.</li> </ul>	<u>Body space</u>
<ul style="list-style-type: none"> <li>• Define the terms secret and surprise and know the difference between a safe and unsafe secret;</li> <li>• Recognise how different surprises and secrets might make them feel;</li> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>	<u>Secret or surprise?</u>
<ul style="list-style-type: none"> <li>• Explain whose responsibility it is to look after the local environment;</li> <li>• Plan and carry out an event which will benefit the local environment.</li> </ul>	<u>Let's have a tidy up!</u>

<b>Year 4</b>	
<b>Learning Outcomes</b>	<b>SCARF Lesson Plans</b>
Me and My Relationships Children will be able to:	
<ul style="list-style-type: none"> <li>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>Explain how different words can express the intensity of feelings.</li> </ul>	<a href="#"><u>An email from Harold!</u></a>
<ul style="list-style-type: none"> <li>Explain what we mean by a 'positive, healthy relationship';</li> <li>Describe some of the qualities that they admire in others.</li> </ul>	<a href="#"><u>Ok or not ok? (part 1)</u></a>
<ul style="list-style-type: none"> <li>Recognise that there are times when they might need to say 'no' to a friend;</li> <li>Describe appropriate assertive strategies for saying 'no' to a friend.</li> </ul>	<a href="#"><u>Ok or not ok? (part 2)</u></a>
<ul style="list-style-type: none"> <li>Identify a wide range of feelings;</li> <li>Recognise that different people can have different feelings in the same situation;</li> <li>Explain how feelings can be linked to physical state</li> </ul>	<a href="#"><u>Different feelings</u></a>  Slide show with different places on website
<ul style="list-style-type: none"> <li>Demonstrate a range of feelings through their facial expressions and body language;</li> <li>Recognise that their feelings might change towards someone or something once they have further information.</li> </ul>	<a href="#"><u>When feelings change</u></a>  Film trailer on website
<ul style="list-style-type: none"> <li>Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul>	<a href="#"><u>Under pressure</u></a>
Valuing Difference Children will be able to;	SCARF lesson Plans
<ul style="list-style-type: none"> <li>Define the terms 'negotiation' and 'compromise';</li> <li>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise</li> </ul>	<a href="#"><u>Can you sort it?</u></a>
<ul style="list-style-type: none"> <li>Understand that they have the right to protect their personal body space;</li> <li>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> </ul>	<a href="#"><u>Islands</u></a>  Slide show on website
<ul style="list-style-type: none"> <li>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>Give examples of features of these different types of relationships, including how they influence what is shared.</li> </ul>	<a href="#"><u>Friend or acquaintance?</u></a>
<ul style="list-style-type: none"> <li>List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>Recognise potential consequences of aggressive behaviour;</li> <li>Suggest strategies for dealing with someone who is behaving aggressively.</li> </ul>	<a href="#"><u>What would I do?</u></a>
<ul style="list-style-type: none"> <li>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li> <li>Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.</li> </ul>	<a href="#"><u>The people we share our world with</u></a>
<ul style="list-style-type: none"> <li>Understand and identify stereotypes, including those promoted in the media.</li> </ul>	<a href="#"><u>That is such a stereotype!</u></a>
Keeping Myself Safe Children will be able to:	SCARF Lesson Plans
<ul style="list-style-type: none"> <li>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>Identify situations which are either dangerous, risky or hazardous;</li> <li>Suggest simple strategies for managing risk.</li> </ul>	<a href="#"><u>Danger, risk or hazard?</u></a>
<ul style="list-style-type: none"> <li>Identify images that are safe/unsafe to share online;</li> </ul>	<a href="#"><u>Picture Wise</u></a>

<ul style="list-style-type: none"> <li>Know and explain strategies for safe online sharing;</li> <li>Understand and explain the implications of sharing images online without consent.</li> </ul>	
<ul style="list-style-type: none"> <li>Define what is meant by the word 'dare';</li> <li>Identify from given scenarios which are dares and which are not;</li> <li>Suggest strategies for managing dares.</li> </ul>	<u>How dare you!</u>
<ul style="list-style-type: none"> <li>Understand that medicines are drugs;</li> <li>Explain safety issues for medicine use;</li> <li>Suggest alternatives to taking a medicine when unwell;</li> <li>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li> </ul>	<u>Medicines: check the label</u>
<ul style="list-style-type: none"> <li>Understand some of the key risks and effects of smoking and drinking alcohol;</li> <li>Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</li> </ul>	<u>Know the norms (formerly Tell Mark II)</u>
<ul style="list-style-type: none"> <li>Describe stages of identifying and managing risk;</li> <li>Suggest people they can ask for help in managing risk.</li> </ul>	<u>Keeping ourselves safe</u>
<ul style="list-style-type: none"> <li>Understand that we can be influenced both positively and negatively;</li> <li>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> </ul>	<u>Raisin challenge (2)</u>
Rights and Responsibilities Children will be able to:	SCARF Lesson Plans
<ul style="list-style-type: none"> <li>Explain how different people in the school and local community help them stay healthy and safe;</li> <li>Define what is meant by 'being responsible';</li> <li>Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>Suggest ways they can help the people who keep them healthy and safe.</li> </ul>	<u>Who helps us stay healthy and safe?</u>
<ul style="list-style-type: none"> <li>Understand that humans have rights and also responsibilities;</li> <li>Identify some rights and also responsibilities that come with these.</li> </ul>	<u>It's your right</u>
<ul style="list-style-type: none"> <li>Understand the reason we have rules;</li> <li>Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);</li> <li>Recognise that everyone can make a difference within a democratic process.</li> </ul>	<u>How do we make a difference?</u>
<ul style="list-style-type: none"> <li>Define the word <i>influence</i>;</li> <li>Recognise that reports in the media can influence the way they think about an topic;</li> <li>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> </ul>	<u>In the news!</u>
<ul style="list-style-type: none"> <li>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> <li>Recognise that they can play a role in influencing outcomes of situations by their actions.</li> </ul>	<u>Safety in numbers</u>
<ul style="list-style-type: none"> <li>Understand some of the ways that various national and international environmental organisations work to help take care of the environment;</li> <li>Understand and explain the value of this work.</li> </ul>	<u>Logo quiz</u>
<ul style="list-style-type: none"> <li>Define the terms 'income' and 'expenditure';</li> <li>List some of the items and services of expenditure in the school and in the home;</li> <li>Prioritise items of expenditure in the home from most essential to least essential</li> </ul>	<u>Harold's expenses</u>
<ul style="list-style-type: none"> <li>Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</li> <li>Understand how a payslip is laid out showing both pay and deductions;</li> <li>Prioritise public services from most essential to least essential.</li> </ul>	<u>Why pay taxes?</u>
Being My Best Children will be able to:	SCARF Lesson Plans
<ul style="list-style-type: none"> <li>Identify ways in which everyone is unique;</li> <li>Appreciate their own uniqueness;</li> <li>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul>	<u>What makes me ME!</u> <u>(formerly Diversity World)</u>  Videos on website

<ul style="list-style-type: none"> <li>• Give examples of choices they make for themselves and choices others make for them;</li> <li>• Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul>	<u>Making choices (formerly Conformatron control)</u>
<ul style="list-style-type: none"> <li>• Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li> <li>• Plan a menu which gives a healthy balanced of foods from across the food groups on the <b>Eatwell Guide</b> (formerly Eatwell Plate).</li> </ul>	<u>SCARF Hotel (formerly Diversity World Hotel)</u>
<ul style="list-style-type: none"> <li>• Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>• Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> </ul>	<u>Harold's Seven Rs</u>
<ul style="list-style-type: none"> <li>• Define what is meant by the word 'community';</li> <li>• Suggest ways in which different people support the school community;</li> <li>• Identify qualities and attributes of people who support the school community.</li> </ul>	<u>My school community (1)</u>
<b>Growing and Changing</b> Children will be able to:	<b>SCARF Lesson Plans</b>
<ul style="list-style-type: none"> <li>• Describe some of the changes that happen to people during their lives;</li> <li>• Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>• Suggest people who may be able to help them deal with change</li> </ul>	<u>Moving house</u>
<ul style="list-style-type: none"> <li>• Name some positive and negative feelings;</li> <li>• Understand how the onset of puberty can have emotional as well as physical impact</li> <li>• Suggest reasons why young people sometimes fall out with their parents;</li> <li>• Take part in a role play practising how to compromise.</li> </ul>	<u>My feelings are all over the place!</u>
<ul style="list-style-type: none"> <li>• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>• Recognise how different surprises and secrets might make them feel;</li> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>	<u>Secret or surprise?</u>

<b>Year 5</b>	
<b>Learning Outcomes</b>	<b>SCARF Lesson Plans</b>
<b>Children will be able to:</b>	
<b>Me and My Relationships</b>	
<ul style="list-style-type: none"> <li>Explain what collaboration means;</li> <li>Give examples of how they have worked collaboratively;</li> <li>Describe the attributes needed to work collaboratively.</li> </ul>	<a href="#"><u>Collaboration Challenge!</u></a>
<ul style="list-style-type: none"> <li>Explain what is meant by the terms negotiation and compromise;</li> <li>Describe strategies for resolving difficult issues or situations.</li> </ul>	<a href="#"><u>Give and take</u></a>
<ul style="list-style-type: none"> <li>Demonstrate how to respond to a wide range of feelings in others;</li> <li>Give examples of some key qualities of friendship;</li> <li>Reflect on their own friendship qualities.</li> </ul>	<a href="#"><u>How good a friend are you?</u></a>
<ul style="list-style-type: none"> <li>Identify what things make a relationship unhealthy;</li> <li>Identify who they could talk to if they needed help.</li> </ul>	<a href="#"><u>Relationship cake recipe</u></a>
<ul style="list-style-type: none"> <li>Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>Understand and rehearse assertiveness skills.</li> </ul>	<a href="#"><u>Being assertive</u></a>
<ul style="list-style-type: none"> <li>Recognise basic emotional needs, understand that they change according to circumstance;</li> <li>Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> </ul>	<a href="#"><u>Our emotional needs</u></a>
<ul style="list-style-type: none"> <li>Understand that online communication can be misinterpreted;</li> <li>Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li> </ul>	<a href="#"><u>Communication</u></a>
<b>Valuing Difference</b>	<b>SCARF Lesson Plans</b>
<b>Children will be able to:</b>	
<ul style="list-style-type: none"> <li>Define some key qualities of friendship;</li> <li>Describe ways of making a friendship last;</li> <li>Explain why friendships sometimes end.</li> </ul>	<a href="#"><u>Qualities of friendship</u></a>
<ul style="list-style-type: none"> <li>Rehearse active listening skills;</li> <li>Demonstrate respectfulness in responding to others;</li> <li>Respond appropriately to others.</li> </ul>	<a href="#"><u>Kind conversations</u></a>
<ul style="list-style-type: none"> <li>Develop an understanding of discrimination and its injustice, and describe this using examples;</li> <li>Empathise with people who have been, and currently are, subjected to injustice, including through racism;</li> <li>Consider how discriminatory behaviour can be challenged.</li> </ul>	<a href="#"><u>Happy being me</u></a>  Video clip on website
<ul style="list-style-type: none"> <li>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>Describe the benefits of living in a diverse society;</li> <li>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this</li> </ul>	<a href="#"><u>The land of the Red People</u></a>
<ul style="list-style-type: none"> <li>Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>Give examples of how individual/group actions can impact on others in a positive or negative way.</li> </ul>	<a href="#"><u>It could happen to anyone</u></a>
<b>Keeping myself Safe</b>	<b>SCARF Lesson Plans</b>
<b>Children will be able to;</b>	
<ul style="list-style-type: none"> <li>Explain what a habit is, giving examples;</li> <li>Describe why and how a habit can be hard to change.</li> </ul>	<a href="#"><u>'Thinking' about habits</u></a>
<ul style="list-style-type: none"> <li>Recognise that there are positive and negative risks;</li> <li>Explain how to weigh up risk factors when making a decision;</li> <li>Describe some of the possible outcomes of taking a risk.</li> </ul>	<a href="#"><u>Jay's dilemma</u></a>
<ul style="list-style-type: none"> <li>Demonstrate strategies to deal with both face-to-face and online bullying;</li> </ul>	<a href="#"><u>Spot bullying</u></a>

<ul style="list-style-type: none"> <li>• Demonstrate strategies and skills for supporting others who are bullied;</li> <li>• Recognise and describe the difference between online and face-to-face bullying.</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognise which situations are risky;</li> <li>• Explore and share their views about decision making when faced with a risky situation;</li> <li>• Suggest what someone should do when faced with a risky situation.</li> </ul>	<u>Decision dilemmas</u>
<ul style="list-style-type: none"> <li>• Define what is meant by a dare;</li> <li>• Explain why someone might give a dare;</li> <li>• Suggest ways of standing up to someone who gives a dare.</li> </ul>	<u>Ella's diary dilemma</u>
<ul style="list-style-type: none"> <li>• Reflect on what information they share offline and online;</li> <li>• Recognise that people aren't always who they say they are online;</li> <li>• Know how to protect personal information online.</li> </ul>	<u>Would you...?</u>
<ul style="list-style-type: none"> <li>• Understand some of the complexities of categorising drugs;</li> <li>• Know that all medicines are drugs but not all drugs are medicines;</li> <li>• Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</li> </ul>	<u>Drugs: true or false?</u>
<ul style="list-style-type: none"> <li>• Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> </ul>	<u>Smoking: what is normal?</u>
<ul style="list-style-type: none"> <li>• Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;</li> <li>• Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these</li> </ul>	<u>Would you risk it?</u>
<b>Rights and responsibilities</b> Children will be able to	<b>SCARF Lesson Plans</b>
<ul style="list-style-type: none"> <li>• Identify, write and discuss issues currently in the media concerning health and wellbeing;</li> <li>• Express their opinions on an issue concerning health and wellbeing;</li> <li>• Make recommendations on an issue concerning health and wellbeing.</li> </ul>	<u>What's the story?</u>
<ul style="list-style-type: none"> <li>• Understand the difference between a fact and an opinion;</li> <li>• Understand what biased reporting is and the need to think critically about things we read.</li> </ul>	<u>Fact or opinion?</u>
<ul style="list-style-type: none"> <li>• Define the differences between responsibilities, rights and duties;</li> <li>• Discuss what can make them difficult to follow;</li> <li>• Identify the impact on individuals and the wider community if responsibilities are not carried out.</li> </ul>	<u>Rights, responsibilities and duties</u>
<ul style="list-style-type: none"> <li>• Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>• Give examples of voluntary groups, the kind of work they do and its value.</li> </ul>	<u>Mo makes a difference</u>
<ul style="list-style-type: none"> <li>• State the costs involved in producing and selling an item;</li> <li>• Suggest questions a consumer should ask before buying a product.</li> </ul>	<u>Spending wisely</u>
<ul style="list-style-type: none"> <li>• Define the terms loan, credit, debt and interest;</li> <li>• Suggest advice for a range of situations involving personal finance.</li> </ul>	<u>Lend us a fiver!</u>
<ul style="list-style-type: none"> <li>• Explain some of the areas that local councils have responsibility for;</li> <li>• Understand that local councillors are elected to represent their local community.</li> </ul>	<u>Local councils</u>
<b>Being My Best</b> Children will be able to;	<b>SCARF Lesson Plans</b>
<ul style="list-style-type: none"> <li>• Know two harmful effects each of smoking/drinking alcohol.</li> <li>• Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> <li>• Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> </ul>	<u>Getting fit</u>
<ul style="list-style-type: none"> <li>• Know the basic functions of the four systems covered and know they are inter-related.</li> <li>• Explain the function of at least one internal organ.</li> <li>• Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> </ul>	<u>It all adds up!</u>
<ul style="list-style-type: none"> <li>• Identify their own strengths and talents;</li> <li>• Identify areas that need improvement and describe strategies for achieving those improvements.</li> </ul>	<u>Different skills</u>
<ul style="list-style-type: none"> <li>• State what is meant by community;</li> <li>• Explain what being part of a school community means to them;</li> </ul>	<u>My school community (2)</u>

<ul style="list-style-type: none"> <li>Suggest ways of improving the school community.</li> </ul>	
<ul style="list-style-type: none"> <li>Identify people who are responsible for helping them stay healthy and safe;</li> <li>Identify ways that they can help these people.</li> </ul>	<u>Independence and responsibility</u>
<ul style="list-style-type: none"> <li>Describe 'star' qualities of celebrities as portrayed by the media;</li> <li>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</li> <li>Describe 'star' qualities that 'ordinary' people have.</li> </ul>	<u>Star qualities?</u>
Growing and Changing Children will be able to:	SCARF Lesson Plans
<ul style="list-style-type: none"> <li>Use a range of words and phrases to describe the intensity of different feelings</li> <li>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</li> <li>Explain strategies they can use to build resilience.</li> </ul>	<u>How are they feeling?</u>
<ul style="list-style-type: none"> <li>Identify people who can be trusted;</li> <li>Understand what kinds of touch are acceptable or unacceptable;</li> <li>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</li> </ul>	<u>Taking notice of our feelings</u>
<ul style="list-style-type: none"> <li>Explain how someone might feel when they are separated from someone or something they like;</li> <li>Suggest ways to help someone who is separated from someone or something they like.</li> </ul>	<u>Dear Hetty</u>
(From Y4) <ul style="list-style-type: none"> <li>Understand that marriage is a commitment to be entered into freely and not against someone's will;</li> <li>Recognise that marriage includes same sex and opposite sex partners;</li> <li>Know the legal age for marriage in England or Scotland;</li> <li>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>	<u>Together</u>
<ul style="list-style-type: none"> <li>Recognise how our body feels when we're relaxed;</li> <li>List some of the ways our body feels when it is nervous or sad;</li> <li>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> </ul>	<u>Help! I'm a teenager - get me out of here!</u>
<ul style="list-style-type: none"> <li>Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>Give examples of how individual/group actions can impact on others in a positive or negative way.</li> </ul>	<u>It could happen to anyone</u>
<ul style="list-style-type: none"> <li>Explain the difference between a safe and an unsafe secret;</li> <li>Identify situations where someone might need to break a confidence in order to keep someone safe.</li> </ul>	<u>Dear Ash</u>
<ul style="list-style-type: none"> <li>Recognise that some people can get bullied because of the way they express their gender;</li> <li>Give examples of how bullying behaviours can be stopped.</li> </ul>	REVISED LESSON PLAN FROM Y4
Pupils will continue to learn about puberty, as part of the science curriculum, from school staff and/or health professionals. These sessions will be in gender groups in Years 5 and 6.	

Year 6	
<b>Learning Outcomes</b>	
<b>Me and my relationships</b> <b>Children will be able to:</b>	<b>SCARF lesson plans</b>
<ul style="list-style-type: none"> <li>• Demonstrate a collaborative approach to a task;</li> <li>• Describe and implement the skills needed to do this.</li> </ul>	<u>Working together</u>
<ul style="list-style-type: none"> <li>• Explain what is meant by the terms 'negotiation' and 'compromise';</li> <li>• Suggest positive strategies for negotiating and compromising within a collaborative task;</li> <li>• Demonstrate positive strategies for negotiating and compromising within a collaborative task.</li> </ul>	<u>Let's negotiate</u>
<ul style="list-style-type: none"> <li>• Recognise some of the challenges that arise from friendships;</li> <li>• Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach</li> </ul>	<u>Solve the friendship problem</u>
<ul style="list-style-type: none"> <li>• List some assertive behaviours;</li> <li>• Recognise peer influence and pressure;</li> <li>• Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure</li> </ul>	<u>Assertiveness skills (formerly Behave yourself - 2)</u>
<ul style="list-style-type: none"> <li>• Recognise and empathise with patterns of behaviour in peer-group dynamics;</li> <li>• Recognise basic emotional needs and understand that they change according to circumstance;</li> <li>• Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</li> </ul>	<u>Behave yourself</u>
<ul style="list-style-type: none"> <li>• Describe the consequences of reacting to others in a positive or negative way;</li> <li>• Suggest ways that people can respond more positively to others.</li> </ul>	<u>Dan's day</u>
<ul style="list-style-type: none"> <li>• Describe ways in which people show their commitment to each other;</li> <li>• Know the ages at which a person can marry, depending on whether their parents agree;</li> <li>• Understand that everyone has the right to be free to choose who and whether to marry</li> </ul>	<u>Don't force me</u>
<ul style="list-style-type: none"> <li>• Recognise that some types of physical contact can produce strong negative feelings;</li> <li>• Know that some inappropriate touch is also illegal.</li> </ul>	<u>Acting appropriately</u>
Continue PANTS	
<ul style="list-style-type: none"> <li>• Identify strategies for keeping personal information safe online;</li> <li>• Describe safe and respectful behaviours when using communication technology.</li> </ul>	<u>It's a puzzle</u>
<b>Valuing Difference</b> <b>Children will be able to:</b>	<b>SCARF lesson plans</b>
<ul style="list-style-type: none"> <li>• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> <li>• Suggest strategies for dealing with bullying, as a bystander;</li> <li>• Describe positive attributes of their peers.</li> </ul>	<u>OK to be different</u>  Slideshow on website
<ul style="list-style-type: none"> <li>• Know that all people are unique but that we have far more in common with each other than what is different about us;</li> <li>• Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> <li>• Demonstrate ways of offering support to someone who has been bullied.</li> </ul>	<u>We have more in common than not</u>
<ul style="list-style-type: none"> <li>• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> </ul>	<u>Respecting differences</u>
<ul style="list-style-type: none"> <li>• Understand and explain the term prejudice;</li> <li>• Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>• Describe the benefits of living in a diverse society;</li> <li>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul>	<u>Tolerance and respect for others</u>
<ul style="list-style-type: none"> <li>• Explain the difference between a friend and an acquaintance;</li> </ul>	<u>Advertising friendships!</u>

<ul style="list-style-type: none"> <li>Describe qualities of a strong, positive friendship;</li> <li>Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</li> </ul>	
<ul style="list-style-type: none"> <li>Define what is meant by the term stereotype;</li> <li>Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>Recognise that people fall into a wide range of what is seen as normal;</li> <li>Challenge stereotypical gender portrayals of people.</li> </ul>	<u>Boys will be boys? - challenging gender stereotypes</u>  Slideshow on website
<b>CHECK TITLE</b> <b>Children will be able to;</b>	<b>SCARF Lesson Plans</b>
<ul style="list-style-type: none"> <li>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</li> <li>Understand and describe the ease with which something posted online can spread.</li> </ul>	<u>Think before you click!</u>
<ul style="list-style-type: none"> <li>Identify strategies for keeping personal information safe online;</li> <li>Describe safe behaviours when using communication technology.</li> </ul>	<u>Traffic lights</u>
<ul style="list-style-type: none"> <li>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</li> <li>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</li> </ul>	<u>Rat Park</u>
<ul style="list-style-type: none"> <li>Explain how drugs can be categorised into different groups depending on their medical and legal context;</li> <li>Demonstrate an understanding that drugs can have both medical and non-medical uses;</li> <li>Explain in simple terms some of the laws that control drugs in this country.</li> </ul>	<u>What sort of drug is...?</u>
<ul style="list-style-type: none"> <li>Understand some of the basic laws in relation to drugs;</li> <li>Explain why there are laws relating to drugs in this country.</li> </ul>	<u>Drugs: it's the law!</u>
<ul style="list-style-type: none"> <li>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</li> <li>Describe some of the effects and risks of drinking alcohol.</li> </ul>	<u>Alcohol: what is normal?</u>
<ul style="list-style-type: none"> <li>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</li> <li>Explain how these emotional needs impact on people's behaviour;</li> <li>Suggest positive ways that people can get their emotional need met.</li> </ul>	<u>Joe's story (part 1)</u>
<ul style="list-style-type: none"> <li>Understand and give examples of conflicting emotions;</li> <li>Understand and reflect on how independence and responsibility go together.</li> </ul>	<u>Joe's story (part 2)</u>
<b>Rights and Responsibilities</b> <b>Children will be able to;</b>	<b>SCARF Lesson Plans</b>
<ul style="list-style-type: none"> <li>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</li> <li>Describe the language and techniques that make up a biased report;</li> <li>Analyse a report also extract the facts from it.</li> </ul>	<u>Two sides to every story</u>
<ul style="list-style-type: none"> <li>Know the legal age (and reason behind these) for having a social media account;</li> <li>Understand why people don't tell the truth and often post only the good bits about themselves, online;</li> <li>Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> </ul>	<u>Fakebook friends</u>
<ul style="list-style-type: none"> <li>Explain some benefits of saving money;</li> <li>Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>Describe the costs that go into producing an item;</li> <li>Suggest sale prices for a variety of items, taking into account a range of factors;</li> <li>Explain what is meant by the term <i>interest</i>.</li> </ul>	<u>What's it worth?</u>
<ul style="list-style-type: none"> <li>Recognise and explain that different jobs have different levels of pay and the factors that influence this;</li> <li>Explain the different types of tax (income tax and VAT) which help to fund public services;</li> <li>Evaluate the different public services and compare their value.</li> </ul>	<u>Jobs and taxes</u>
<ul style="list-style-type: none"> <li>Explain what we mean by the terms voluntary, community and pressure (action) group;</li> </ul>	<u>Action stations!</u>

<ul style="list-style-type: none"> <li>Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</li> </ul>	
<ul style="list-style-type: none"> <li>Explain what is meant by living in an environmentally sustainable way;</li> <li>Suggest actions that could be taken to live in a more environmentally sustainable way.</li> </ul>	<a href="#">Happy shoppers</a>
<b>Being my Best</b>	SCARF Lesson Plans
Children will be able to;	
<ul style="list-style-type: none"> <li>Explain what the five ways to wellbeing are;</li> <li>Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</li> </ul>	<a href="#">Five Ways to Wellbeing project</a>
<ul style="list-style-type: none"> <li>Identify aspirational goals;</li> <li>Describe the actions needed to set and achieve these.</li> </ul>	<a href="#">This will be your life! This will be your life!</a>
<ul style="list-style-type: none"> <li>Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</li> </ul>	<a href="#">Our recommendations</a>
<ul style="list-style-type: none"> <li>Identify risk factors in a given situation (involving alcohol);</li> <li>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> </ul>	<a href="#">What's the risk? (1)</a>
<ul style="list-style-type: none"> <li>Recognise what risk is;</li> <li>Explain how a risk can be reduced;</li> <li>Understand risks related to growing up and explain the need to be aware of these;</li> <li>Assess a risk to help keep themselves safe.</li> </ul>	<a href="#">What's the risk? (2)</a>
<b>Growing and Changing</b>	SCARF Lesson Plans
Children will be able to:	
<ul style="list-style-type: none"> <li>Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>Suggest positive strategies for dealing with change;</li> <li>Identify people who can support someone who is dealing with a challenging time of change.</li> </ul>	<a href="#">Helpful or unhelpful? Managing change</a>
<ul style="list-style-type: none"> <li>Understand that fame can be short-lived;</li> <li>Recognise that photos can be changed to match society's view of perfect;</li> <li>Identify qualities that people have, as well as their looks.</li> </ul>	<a href="#">I look great!</a>
<ul style="list-style-type: none"> <li>Define what is meant by the term stereotype;</li> <li>Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>Recognise that people fall into a wide range of what is seen as normal;</li> <li>Challenge stereotypical gender portrayals of people.</li> </ul>	<a href="#">Media manipulation</a>
<ul style="list-style-type: none"> <li>Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> </ul>	<a href="#">Pressure online</a>
<ul style="list-style-type: none"> <li>Explain the difference between a safe and an unsafe secret;</li> <li>Identify situations where someone might need to break a confidence in order to keep someone safe.</li> </ul>	<a href="#">Dear Ash</a>
<p>Pupils will continue to learn about puberty, as part of the science curriculum, from school staff and/or health professionals. These sessions will be in gender groups in Years 5 and 6.</p>	