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.

This page lists the specific learning outcomes of each SCARF lesson for Years 1 to 6 – P2 to 7 in Scotland.

Remember – SCARF is also mapped to the new [DfE guidance for Relationships Education and Health Education](https://www.coramlifeeducation.org.uk/scarf/dfe-relationships-health/), [The PSHE Association's Programmes of Study Learning Opportunities](https://www.coramlifeeducation.org.uk/scarf/pshe-association/), the [National Curriculum](https://www.coramlifeeducation.org.uk/scarf/national-curriculum/), [Curriculum for Excellence](https://www.coramlifeeducation.org.uk/scarf/curriculum-for-excellence/) and Ofsted's requirements.

Y1

| **Learning Outcomes** | **SCARF lesson plans** |
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| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-special-people-balloons-1) |
| Children will be able to:   * Identify simple qualities of friendship; * Suggest simple strategies for making up. | * [Good friends](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/good-friends-) |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-are-you-listening-1) |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/same-or-different-1) |
| Children will be able to:   * Explain the difference between unkindness, teasing and bullying; * Understand that bullying is usually quite rare. | * [Unkind, tease or bully?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-school-rules-1) |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/its-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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/super-sleep-1) |
| 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)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/who-can-help-1-1) |
| Children will be able to:   * Recognise the range of feelings that are associated with loss. | * [Harold loses Geoffrey](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-could-harold-do--1) |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-money-1) |
| 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; * Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). | * [How should we look after our money?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-should-we-look-after-our-money) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/pass-on-the-praise-1) |
| Children will be able to:   * Recognise how a person's behaviour (including their own) can affect other people. | * [Harold has a bad day](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harold-has-a-bad-day) |
| Growing and Changing |  |
| Children will be able to:   * Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); * Understand and explain the simple bodily processes associated with them. | * [Inside my wonderful body!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/inside-my-wonderful-body-) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/keeping-privates-private) |

Y2

| **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)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-ideal-classroom-1) |
| Children will be able to:   * Take part in creating and agreeing classroom rules. | * [Our ideal classroom (2)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-ideal-classroom-2-1) |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dont-do-that) |
| Children will be able to:   * Explain the difference between bullying and isolated unkind behaviour; * Recognise that 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/being-a-good-friend-1) |
| 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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lets-all-be-happy-1) |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-picnic-) |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-dont-like-that-1) |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/when-i-feel-like-erupting) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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; * Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. | * [My day](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-day) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-bathroom-1) |
| 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...](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-does-my-body-do-1) |
| Growing and Changing |  |
| Children will be able to:   * Demonstrate simple ways of giving positive feedback to others. | * [A helping hand](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/havent-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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-body-your-body) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/respecting-privacy-) |

Y3

| **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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dans-dare) |
| Children will be able to:   * Express opinions and listen to those of others; * Consider others' points of view; * Practise explaining the thinking behind their ideas and opinions. | * [Thunks](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/thunks) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/friends-are-special-1) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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; * Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together. | * [Our friends and neighbours](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lets-celebrate-our-differences) |
| Children will be able to:   * Understand and explain some of the reasons why different people are bullied; * Explore why people have prejudiced views and understand what this is. | * [Zeb](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/zeb) |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/safe-or-unsafe-1) |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/danger-or-risk-1) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/alcohol-and-cigarettes-the-facts-1) |
| Children will be able to:   * Identify risk factors in given situations; * Suggest ways of reducing or managing those risks. | * [The Risk Robot](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/none-of-your-business) |
| Children will be able to:   * Demonstrate strategies for assessing risks; * Understand and explain decision-making skills; * Understand where to get help from when making decisions. | * [Raisin challenge (1)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/raisin-challenge-1) |
| Children will be able to:   * Understand that medicines are drugs and suggest ways that they can be helpful or harmful. | * [Help or harm?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/help-or-harm-1) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/earning-money) |
| 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)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/body-team-work-1) |
| Children will be able to:   * 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. | * [Top talents](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/top-talents-1) |
| Growing and Changing |  |
| Children will be able to:   * Identify different types of relationships; * Recognise who they have positive healthy relationships with. | * [Relationship Tree](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/secret-or-surprise-2) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lets-have-a-tidy-up) |

Y4

| **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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/ok-or-not-ok-part-2-1) |
| Children will be able to:   * Demonstrate strategies for working on a collaborative task; * Define successful qualities of teamwork and collaboration. | * [Human machines](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/under-pressure) |
| Valuing Difference |  |
| Children will be able to:   * Define the terms 'negotiation' and 'compromise'; * Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. | * [Can you sort it?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/can-you-sort-it-) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/danger-risk-or-hazard) |
| Children will be able to:   * 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. | * [Picture Wise](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/picture-wise) |
| 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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/medicines-check-the-label-1) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/who-helps-us-stay-healthy-and-safe) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/its-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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-do-we-make-a-difference-1) |
| 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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/why-pay-taxes-1) |
| 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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-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)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/moving-house-1) |
| Children will be able to:   * Name some positive and negative feelings; * 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. | * [My feelings are all over the place!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-feelings-are-all-over-the-place) |
| 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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/secret-or-surprise-1) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/volunteering-is-cool) |

Y5

| **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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/give-and-take-1) |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationship-cake-recipe) |
| Children will be able to:   * Identify characteristics of passive, aggressive and assertive behaviours; * Understand and rehearse assertiveness skills. | * [Being assertive](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/being-assertive-1) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/communication-1) |
| Valuing Difference |  |
| Children will be able to:   * Define some key qualities of friendship; * Describe ways of making a friendship last; * Explain why friendships sometimes end. | * [Qualities of friendship](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/qualities-of-friendship) |
| Children will be able to:   * Rehearse active listening skills: * Demonstrate respectfulness in responding to others; * Respond appropriately to others. | * [Kind conversations](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/kind-conversations-1) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/happy-being-me-1) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/it-could-happen-to-anyone) |
| Keeping Myself Safe |  |
| Children will be able to:   * Explain what a habit is, giving examples; * Describe why and how a habit can be hard to change. | * ['Thunking' about habits](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/thunking-about-habits) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/jays-dilemma-1) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/ellas-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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/play-like-share-1) |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/drugs-true-or-false-2) |
| Children will be able to:   * Understand the actual norms around smoking and the reasons for common misperceptions of these. | * [Smoking: what is normal?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/smoking-what-is-normal-) |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/would-you-risk-it-1) |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/whats-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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lend-us-a-fiver) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/star-qualities-1) |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-are-they-feeling-1) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dear-hetty-1) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/growing-up-and-changing-bodies-1) |
| 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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/help-im-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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/it-could-happen-to-anyone) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dear-ash-1) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/stop-start-stereotypes) |

Y6

| **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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lets-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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/behave-yourself-2) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dans-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; * Understand that everyone has the right to be free to choose who and whether to marry. | * [Don't force me](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dont-force-me) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/its-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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/tolerance-and-respect-for-others) |
| Children will be able to:   * 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). | * [Advertising friendships!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/advertising-friendships) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/boys-will-be-boys--challenging-gender-stereotypes-1) |
| 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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/rat-park-1) |
| Children will be able to:   * Explain how drugs can be categorised into different groups depending on their medical and legal context; * 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. | * [What sort of drug is...?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-sort-of-drug-is-1) |
| 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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/drugs-its-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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/joes-story-part-1-1) |
| 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)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/joes-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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/fakebook-friends) |
| Children will be able to:   * Explain some benefits of saving money; * 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*. | * [What's it worth?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/whats-it-worth) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-recommendations) |
| 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)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/whats-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)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/whats-the-risk-2-1) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/pressure-online) |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/making-babies-1) |
| 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 themself from HIV. | * [What is HIV?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/captain-coram-2--thomas-coram-and-the-foundling-hospital-1) |
| Children will be able to:   * Understand the role of artists and musicians in raising both the profile and funds for the Coram Foundling Hospital; * Have the skills to design, run and evaluate a fundraising project of their own choosing. | * [Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/captain-coram-3--funds-for-foundlings-18th-century-artists-raise-money-for-the-1st-childrens-charity) |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/captain-coram-4--hetty-feather-fictional-foundling-childrens-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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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. |  |