

# 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 ([/scarf/dfe-relationships-health/](#)), The PSHE Association's Programmes of Study Learning Opportunities ([/scarf/pshe-association/](#)), the National Curriculum ([/scarf/national-curriculum/](#)), Curriculum for Excellence ([/scarf/curriculum-for-excellence/](#)) and Ofsted's requirements.

## Y1

Learning Outcomes	SCARF lesson plans
Me and My Relationships	
Children will be able to: <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>	Why we have classroom rules ( <a href="#">/scarf/lesson-plans/why-we-have-classroom-rules</a> )
Children will be able to: <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>	Thinking about feelings ( <a href="#">/scarf/lesson-plans/thinking-about-feelings</a> )
Children will be able to: <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>	Our feelings ( <a href="#">/scarf/lesson-plans/our-feelings</a> )

Learning Outcomes	SCARF lesson plans
Children will be able to: <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>	Feelings and bodies (/scarf/lesson-plans/feelings-and-bodies)
Children will be able to: <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>	Our special people balloons (/scarf/lesson-plans/our-special-people-balloons-1)
Children will be able to: <ul style="list-style-type: none"> <li>• Identify simple qualities of friendship;</li> <li>• Suggest simple strategies for making up.</li> </ul>	Good friends (/scarf/lesson-plans/good-friends-)
Children will be able to: <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>	How are you listening? (/scarf/lesson-plans/how-are-you-listening-1)
Valuing Difference	
Children will be able to: <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>	Same or different? (/scarf/lesson-plans/same-or-different-1)
Children will be able to: <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>	Unkind, tease or bully? (/scarf/lesson-plans/unkind-tease-or-bully)

Learning Outcomes	SCARF lesson plans
Children will be able to: <ul style="list-style-type: none"> <li>• Explain some of their school rules and how those rules help to keep everybody safe.</li> </ul>	<a href="/scarf/lesson-plans/harolds-school-rules-1">Harold's school rules (/scarf/lesson-plans/harolds-school-rules-1)</a>
Children will be able to: <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>	<a href="/scarf/lesson-plans/who-are-our-special-people">Who are our special people? (/scarf/lesson-plans/who-are-our-special-people)</a>
Children will be able to: <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>	<a href="/scarf/lesson-plans/its-not-fair">It's not fair! (/scarf/lesson-plans/its-not-fair)</a>
<b>Keeping Myself Safe</b>	
Children will be able to: <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>	<a href="/scarf/lesson-plans/healthy-me">Healthy me (/scarf/lesson-plans/healthy-me)</a>
Children will be able to: <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>	<a href="/scarf/lesson-plans/super-sleep-1">Super sleep (/scarf/lesson-plans/super-sleep-1)</a>
Children will be able to: <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>	<a href="/scarf/lesson-plans/who-can-help-1-1">Who can help? (1) (/scarf/lesson-plans/who-can-help-1-1)</a>

Learning Outcomes	SCARF lesson plans
Children will be able to: <ul style="list-style-type: none"> <li>• Recognise the range of feelings that are associated with loss.</li> </ul>	Harold loses Geoffrey (/scarf/lesson-plans/harold-loses-geoffrey)
Children will be able to: <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>	What could Harold do? (/scarf/lesson-plans/what-could-harold-do--1)
Children will be able to: <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>	Good or bad touches? (/scarf/lesson-plans/good-or-bad-touches)
Rights and Responsibilities	
Children will be able to: <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>	Harold's wash and brush up (/scarf/lesson-plans/harolds-wash-and-brush-up)
Children will be able to: <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>	Around and about the school (/scarf/lesson-plans/around-and-about-the-school)

Learning Outcomes	SCARF lesson plans
Children will be able to: <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>	<a href="/scarf/lesson-plans/taking-care-of-something">Taking care of something (/scarf/lesson-plans/taking-care-of-something)</a>
Children will be able to: <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>	<a href="/scarf/lesson-plans/harolds-money-1">Harold's money (/scarf/lesson-plans/harolds-money-1)</a>
Children will be able to: <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>	<a href="/scarf/lesson-plans/how-should-we-look-after-our-money">How should we look after our money? (/scarf/lesson-plans/how-should-we-look-after-our-money)</a>
Being My Best	
Children will be able to: <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>	<a href="/scarf/lesson-plans/i-can-eat-a-rainbow">I can eat a rainbow (/scarf/lesson-plans/i-can-eat-a-rainbow)</a>
Children will be able to: <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>	<a href="/scarf/lesson-plans/eat-well-">Eat well (/scarf/lesson-plans/eat-well-)</a>

Learning Outcomes	SCARF lesson plans
Children will be able to: <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>	Catch it! Bin it! Kill it! (/scarf/lesson-plans/catch-it-bin-it-kill-it)
Children will be able to: <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>	Harold learns to ride his bike (/scarf/lesson-plans/harold-learns-to-ride-his-bike)
Children will be able to: <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>	Pass on the praise! (/scarf/lesson-plans/pass-on-the-praise-1)
Children will be able to: <ul style="list-style-type: none"> <li>• Recognise how a person's behaviour (including their own) can affect other people.</li> </ul>	Harold has a bad day (/scarf/lesson-plans/harold-has-a-bad-day)
Growing and Changing	
Children will be able to: <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>	Inside my wonderful body! (/scarf/lesson-plans/inside-my-wonderful-body-)
Children will be able to: <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>	Taking care of a baby (/scarf/lesson-plans/taking-care-of-a-baby)

Learning Outcomes	SCARF lesson plans
Children will be able to: <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>	Then and now (/scarf/lesson-plans/then-and-now)
Children will be able to: <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>	Who can help? (2) (/scarf/lesson-plans/who-can-help-2)
Children will be able to: <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>	Surprises and secrets (/scarf/lesson-plans/surprises-and-secrets)
Children will be able to: <ul style="list-style-type: none"> <li>• Identify parts of the body that are private;</li> <li>• Describe ways in which private parts can be kept private;</li> <li>• Identify people they can talk to about their private parts.</li> </ul>	Keeping privates private (/scarf/lesson-plans/keeping-privates-private)

## Y2

Learning Outcomes	SCARF lesson plans
Me and My Relationships	

Learning Outcomes	SCARF lesson plans
Children will be able to: <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>	Our ideal classroom (1) (/scarf/lesson-plans/our-ideal-classroom-1)
Children will be able to: <ul style="list-style-type: none"> <li>• Take part in creating and agreeing classroom rules.</li> </ul>	Our ideal classroom (2) (/scarf/lesson-plans/our-ideal-classroom-2-1)
Children will be able to: <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>	How are you feeling today? (/scarf/lesson-plans/how-are-you-feeling-today)
Children will be able to: <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>	Bullying or teasing? (/scarf/lesson-plans/bullying-or-teasing)
Children will be able to: <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>	Don't do that! (/scarf/lesson-plans/dont-do-that)
Children will be able to: <ul style="list-style-type: none"> <li>• Explain the difference between bullying and isolated unkind behaviour;</li> <li>• Recognise that 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>	Types of bullying (/scarf/lesson-plans/types-of-bullying-)

Learning Outcomes	SCARF lesson plans
Children will be able to: <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>	Being a good friend (/scarf/lesson-plans/being-a-good-friend-1)
Children will be able to: <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>	Let's all be happy! (/scarf/lesson-plans/lets-all-be-happy-1)
Valuing Difference	
Children will be able to: <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>	What makes us who we are? (/scarf/lesson-plans/what-makes-us-who-we-are)
Children will be able to: <ul style="list-style-type: none"> <li>• Recognise and explain how a person's behaviour can affect other people.</li> </ul>	How do we make others feel? (/scarf/lesson-plans/how-do-we-make-others-feel)
Children will be able to: <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>	My special people (/scarf/lesson-plans/my-special-people)
Children will be able to: <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>	When someone is feeling left out (/scarf/lesson-plans/when-someone-is-feeling-left-out)

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <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>	<p>An act of kindness (<a href="/scarf/lesson-plans/an-act-of-kindness">/scarf/lesson-plans/an-act-of-kindness</a>)</p>
<p>Children will be able to:</p> <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>	<p>Solve the problem (<a href="/scarf/lesson-plans/solve-the-problem">/scarf/lesson-plans/solve-the-problem</a>)</p>
<b>Keeping Myself Safe</b>	
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Understand that medicines can sometimes make people feel better when they're ill;</li> <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>	<p>Harold's picnic (<a href="/scarf/lesson-plans/harolds-picnic-">/scarf/lesson-plans/harolds-picnic-</a>)</p>
<p>Children will be able to:</p> <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>	<p>How safe would you feel? (<a href="/scarf/lesson-plans/how-safe-would-you-feel">/scarf/lesson-plans/how-safe-would-you-feel</a>)</p>

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <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>	<p>What should Harold say? (/scarf/lesson-plans/what-should-harold-say)</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>Identify the types of touch they like and do not like;</li> <li>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul>	<p>I don't like that! (/scarf/lesson-plans/i-dont-like-that-1)</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>Know that they can ask someone to stop touching them;</li> <li>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul>	<p>Fun or not? (/scarf/lesson-plans/fun-or-not)</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Identify safe secrets (including surprises) and unsafe secrets;</li> <li>Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> </ul>	<p>Should I tell? (/scarf/lesson-plans/should-i-tell)</p>

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Identify how inappropriate touch can make someone feel;</li> <li>• Understand that there are unsafe secrets and secrets that are nice surprises;</li> <li>• 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.</li> </ul>	<p>Some secrets should never be kept (/scarf/lesson-plans/some-secrets-should-never-be-kept)</p>
Rights and Responsibilities	
<p>Children will be able to:</p> <p>Describe and record strategies for getting on with others in the classroom.</p>	<p>Getting on with others (/scarf/lesson-plans/getting-on-with-others)</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> </ul>	<p>When I feel like erupting (/scarf/lesson-plans/when-i-feel-like-erupting)</p>
<p>Children will be able to:</p> <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>	<p>Feeling safe (/scarf/lesson-plans/feeling-safe-)</p>
<p>Children will be able to:</p> <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>	<p>How can we look after our environment? (/scarf/lesson-plans/how-can-we-look-after-our-environment)</p>

Learning Outcomes	SCARF lesson plans
Children will be able to: <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>	Harold saves for something special (/scarf/lesson-plans/harold-saves-for-something-special)
Children will be able to: <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>	Harold goes camping (/scarf/lesson-plans/harold-goes-camping)
Being My Best	
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>• Help themselves and others develop a positive attitude that support their wellbeing;</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>	You can do it! (/scarf/lesson-plans/you-can-do-it)
Children will be able to: <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>	My day (/scarf/lesson-plans/my-day)

Learning Outcomes	SCARF lesson plans
Children will be able to: <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>	Harold's postcard - helping us to keep clean and healthy (/scarf/lesson-plans/harolds-postcard--helping-us-to-keep-clean-and-healthy)
Children will be able to: <ul style="list-style-type: none"> <li>• Explain the importance of good dental hygiene;</li> <li>• Describe simple dental hygiene routines.</li> </ul>	Harold's bathroom (/scarf/lesson-plans/harolds-bathroom-1)
Children will be able to: <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>	My body needs... (/scarf/lesson-plans/my-body-needs-)
Children will be able to: <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>	What does my body do? (/scarf/lesson-plans/what-does-my-body-do-1)
<b>Growing and Changing</b>	
Children will be able to: <ul style="list-style-type: none"> <li>• Demonstrate simple ways of giving positive feedback to others.</li> </ul>	A helping hand (/scarf/lesson-plans/a-helping-hand)
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>	Sam moves away (/scarf/lesson-plans/sam-moves-away)

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <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>	Haven't you grown! (/scarf/lesson-plans/havent-you-grown)
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Identify which parts of the human body are private;</li> <li>Explain that a person's genitals help them to make babies when they are grown up;</li> <li>Understand that humans mostly have the same body parts but that they can look different from person to person.</li> </ul>	My body, your body (/scarf/lesson-plans/my-body-your-body)
<p>Children will be able to:</p> <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> <li>Give examples of different types of private information.</li> </ul>	Respecting privacy (/scarf/lesson-plans/respecting-privacy-)

## Y3

Learning Outcomes	SCARF lesson plans
Me and My Relationships	
<p>Children will be able to:</p> <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>	As a rule (/scarf/lesson-plans/as-a-rule)

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <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>	<p>My special pet (/scarf/lesson-plans/my-special-pet)</p>
<p>Children will be able to:</p> <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>	<p>Tangram team challenge (/scarf/lesson-plans/tangram-team-challenge)</p>
<p>Children will be able to:</p> <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>	<p>Looking after our special people (/scarf/lesson-plans/looking-after-our-special-people)</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> </ul>	<p>How can we solve this problem? (/scarf/lesson-plans/how-can-we-solve-this-problem)</p>
<p>Children will be able to:</p> <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>	<p>Dan's dare (/scarf/lesson-plans/dans-dare)</p>

Learning Outcomes	SCARF lesson plans
Children will be able to: <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>	Thunks (/scarf/lesson-plans/thunks)
Children will be able to: <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>	Friends are special (/scarf/lesson-plans/friends-are-special-1)
Valuing Difference	
Children will be able to: <ul style="list-style-type: none"> <li>• Recognise that there are many different types of family;</li> <li>• Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</li> </ul>	Family and friends (/scarf/lesson-plans/family-and-friends)
Children will be able to: <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>	My community (/scarf/lesson-plans/my-community)
Children will be able to: <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>	Respect and challenge (/scarf/lesson-plans/respect-and-challenge)

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <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>	<p>Our friends and neighbours (/scarf/lesson-plans/our-friends-and-neighbours)</p>
<p>Children will be able to:</p> <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>	<p>Let's celebrate our differences (/scarf/lesson-plans/lets-celebrate-our-differences)</p>
<p>Children will be able to:</p> <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>	<p>Zeb (/scarf/lesson-plans/zeb)</p>
<p>Keeping Myself Safe</p>	
<p>Children will be able to:</p> <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>	<p>Safe or unsafe? (/scarf/lesson-plans/safe-or-unsafe-1)</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Define the words danger and risk and explain the difference between the two;</li> <li>• Demonstrate strategies for dealing with a risky situation.</li> </ul>	<p>Danger or risk? (/scarf/lesson-plans/danger-or-risk-1)</p>

Learning Outcomes	SCARF lesson plans
Children will be able to: <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>	The Risk robot (/scarf/lesson-plans/the-risk-robot)
Children will be able to: <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>	Alcohol and cigarettes: the facts (/scarf/lesson-plans/alcohol-and-cigarettes-the-facts-1)
Children will be able to: <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>	Super Searcher (/scarf/lesson-plans/super-searcher)
Children will be able to: <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>	None of your business! (/scarf/lesson-plans/none-of-your-business)

Learning Outcomes	SCARF lesson plans
Children will be able to: <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>	Raisin challenge (1) (/scarf/lesson-plans/raisin-challenge-1)
Children will be able to: <ul style="list-style-type: none"> <li>• Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> </ul>	Help or harm? (/scarf/lesson-plans/help-or-harm-1)
Rights and Responsibilities	
Children will be able to: <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>	Our helpful volunteers (/scarf/lesson-plans/our-helpful-volunteers)
Children will be able to: <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>	Helping each other to stay safe (/scarf/lesson-plans/helping-each-other-to-stay-safe)
Children will be able to: <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>	Recount task (/scarf/lesson-plans/recount-task)

Learning Outcomes	SCARF lesson plans
Children will be able to: <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>	Harold's environment project (/scarf/lesson-plans/harolds-environment-project)
Children will be able to: <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>	Can Harold afford it? (/scarf/lesson-plans/can-harold-afford-it)
Children will be able to: <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>	Earning money (/scarf/lesson-plans/earning-money)
Being My Best	
Children will be able to: <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>	Derek cooks dinner! (healthy eating) (/scarf/lesson-plans/derek-cooks-dinner-healthy-eating)

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <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>	<p>Poorly Harold (/scarf/lesson-plans/poorly-harold)</p>
<p>Children will be able to:</p> <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>	<p>For or against? (/scarf/lesson-plans/for-or-against)</p>
<p>Children will be able to:</p> <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>	<p>I am fantastic! (/scarf/lesson-plans/i-am-fantastic)</p>
<p>Children will be able to:</p> <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>	<p>Getting on with your nerves! (/scarf/lesson-plans/getting-on-with-your-nerves-)</p>

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</li> <li>Describe how food, water and air get into the body and blood.</li> </ul>	<p>Body team work (<a href="/scarf/lesson-plans/body-team-work-1">/scarf/lesson-plans/body-team-work-1</a>)</p>
<p>Children will be able to:</p> <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>	<p>Top talents (<a href="/scarf/lesson-plans/top-talents-1">/scarf/lesson-plans/top-talents-1</a>)</p>
<p>Growing and Changing</p>	
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Identify different types of relationships;</li> <li>Recognise who they have positive healthy relationships with.</li> </ul>	<p>Relationship tree (<a href="/scarf/lesson-plans/relationship-tree">/scarf/lesson-plans/relationship-tree</a>)</p>
<p>Children will be able to:</p> <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>	<p>Body space (<a href="/scarf/lesson-plans/body-space">/scarf/lesson-plans/body-space</a>)</p>
<p>Children will be able to:</p> <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>	<p>Secret or surprise? (<a href="/scarf/lesson-plans/secret-or-surprise-2">/scarf/lesson-plans/secret-or-surprise-2</a>)</p>

Learning Outcomes	SCARF lesson plans
Children will be able to: <ul style="list-style-type: none"> <li>• Recognise that babies come from the joining of an egg and sperm;</li> <li>• Explain what happens when an egg doesn't meet a sperm;</li> <li>• Understand that for girls, periods are a normal part of puberty.</li> </ul>	My changing body (/scarf/lesson-plans/my-changing-body)
Cross-curricular project	
Children will be able to: <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>	Let's have a tidy up! (/scarf/lesson-plans/lets-have-a-tidy-up)

## Y4

Learning Outcomes	SCARF lesson plans
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>	An email from Harold! (/scarf/lesson-plans/an-email-from-harold)
Children will be able to: <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>	Ok or not ok? (part 1) (/scarf/lesson-plans/ok-or-not-ok-part-1)
Children will be able to: <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>	Ok or not ok? (part 2) (/scarf/lesson-plans/ok-or-not-ok-part-2-1)

Learning Outcomes	SCARF lesson plans
Children will be able to: <ul style="list-style-type: none"> <li>• Demonstrate strategies for working on a collaborative task;</li> <li>• Define successful qualities of teamwork and collaboration.</li> </ul>	<a href="/scarf/lesson-plans/human-machines">Human machines (/scarf/lesson-plans/human-machines)</a>
Children will be able to: <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="/scarf/lesson-plans/different-feelings">Different feelings (/scarf/lesson-plans/different-feelings)</a>
Children will be able to: <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="/scarf/lesson-plans/when-feelings-change">When feelings change (/scarf/lesson-plans/when-feelings-change)</a>
Children will be able to: <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="/scarf/lesson-plans/under-pressure">Under pressure (/scarf/lesson-plans/under-pressure)</a>
Valuing Difference	
Children will be able to: <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="/scarf/lesson-plans/can-you-sort-it-">Can you sort it? (/scarf/lesson-plans/can-you-sort-it-)</a>

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <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>	<p>Islands (/scarf/lesson-plans/islands)</p>
<p>Children will be able to:</p> <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>	<p>Friend or acquaintance? (/scarf/lesson-plans/friend-or-acquaintance)</p>
<p>Children will be able to:</p> <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>	<p>What would I do? (/scarf/lesson-plans/what-would-i-do-)</p>
<p>Children will be able to:</p> <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>	<p>The people we share our world with (/scarf/lesson-plans/the-people-we-share-our-world-with)</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Understand and identify stereotypes, including those promoted in the media.</li> </ul>	<p>That is such a stereotype! (/scarf/lesson-plans/that-is-such-a-stereotype)</p>

Learning Outcomes	SCARF lesson plans
<b>Keeping Myself Safe</b>	
Children will be able to: <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>	Danger, risk or hazard? (/scarf/lesson-plans/danger-risk-or-hazard)
Children will be able to: <ul style="list-style-type: none"> <li>• Identify images that are safe/unsafe to share online;</li> <li>• Know and explain strategies for safe online sharing;</li> <li>• Understand and explain the implications of sharing images online without consent.</li> </ul>	Picture wise (/scarf/lesson-plans/picture-wise)
Children will be able to: <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>	How dare you! (/scarf/lesson-plans/how-dare-you)
Children will be able to: <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>	Medicines: check the label (/scarf/lesson-plans/medicines-check-the-label-1)
Children will be able to: <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>	Know the norms (/scarf/lesson-plans/know-the-norms)

Learning Outcomes	SCARF lesson plans
Children will be able to: <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>	Keeping ourselves safe (/scarf/lesson-plans/keeping-ourselves-safe)
Children will be able to: <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>	Raisin challenge (2) (/scarf/lesson-plans/raisin-challenge-2)
Rights and Responsibilities	
Children will be able to: <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>	Who helps us stay healthy and safe? (/scarf/lesson-plans/who-helps-us-stay-healthy-and-safe)
Children will be able to: <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>	It's your right (/scarf/lesson-plans/its-your-right)
Children will be able to: <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>	How do we make a difference? (/scarf/lesson-plans/how-do-we-make-a-difference-1)

Learning Outcomes	SCARF lesson plans
Children will be able to: <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 a 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>	In the news! (/scarf/lesson-plans/in-the-news)
Children will be able to: <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>	Safety in numbers (/scarf/lesson-plans/safety-in-numbers)
Children will be able to: <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>	Logo quiz (/scarf/lesson-plans/logo-quiz)
Children will be able to: <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>	Harold's expenses (/scarf/lesson-plans/harolds-expenses)
Children will be able to: <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>	Why pay taxes? (/scarf/lesson-plans/why-pay-taxes-1)
Being My Best	

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <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>	<p>What makes me ME! (/scarf/lesson-plans/what-makes-me-me-)</p>
<p>Children will be able to:</p> <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>	<p>Making choices (/scarf/lesson-plans/making-choices)</p>
<p>Children will be able to:</p> <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>	<p>SCARF hotel (/scarf/lesson-plans/scarf-hotel)</p>
<p>Children will be able to:</p> <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>	<p>Harold's Seven Rs (/scarf/lesson-plans/harolds-seven-rs)</p>
<p>Children will be able to:</p> <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>	<p>My school community (1) (/scarf/lesson-plans/my-school-community-1)</p>
<p>Growing and Changing</p>	

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <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>	<p>Moving house (/scarf/lesson-plans/moving-house-1)</p>
<p>Children will be able to:</p> <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>	<p>My feelings are all over the place! (/scarf/lesson-plans/my-feelings-are-all-over-the-place)</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Identify parts of the body that males and females have in common and those that are different;</li> <li>• Know the correct terminology for their genitalia;</li> <li>• Understand and explain why puberty happens.</li> </ul>	<p>All change! (/scarf/lesson-plans/all-change)</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Know the key facts of the menstrual cycle;</li> <li>• Understand that periods are a normal part of puberty for girls;</li> <li>• Identify some of the ways to cope better with periods.</li> </ul>	<p>Preparing for changes at puberty (formerly Period positive/preparing for periods) (/scarf/lesson-plans/period-positive)</p>

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <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>	<p>Secret or surprise? (/scarf/lesson-plans/secret-or-surprise-1)</p>
<p>Children will be able to:</p> <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>	<p>Together (/scarf/lesson-plans/together)</p>
<p>Cross-curricular project</p>	
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Define what a volunteer is;</li> <li>• Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.</li> </ul>	<p>Volunteering is cool (/scarf/lesson-plans/volunteering-is-cool)</p>

## Y5

Learning Outcomes	SCARF lesson plans
<p>Me and My Relationships</p>	

Learning Outcomes	SCARF lesson plans
Children will be able to: <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>	Collaboration Challenge! (/scarf/lesson-plans/collaboration-challenge)
Children will be able to: <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>	Give and take (/scarf/lesson-plans/give-and-take-1)
Children will be able to: <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>	How good a friend are you? (/scarf/lesson-plans/how-good-a-friend-are-you)
Children will be able to: <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>	Relationship cake recipe (/scarf/lesson-plans/relationship-cake-recipe)
Children will be able to: <ul style="list-style-type: none"> <li>• Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>• Understand and rehearse assertiveness skills.</li> </ul>	Being assertive (/scarf/lesson-plans/being-assertive-1)
Children will be able to: <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>	Our emotional needs (/scarf/lesson-plans/our-emotional-needs-)

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <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>	<p>Communication (/scarf/lesson-plans/communication-1)</p>
Valuing Difference	
<p>Children will be able to:</p> <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>	<p>Qualities of friendship (/scarf/lesson-plans/qualities-of-friendship)</p>
<p>Children will be able to:</p> <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>	<p>Kind conversations (/scarf/lesson-plans/kind-conversations-1)</p>
<p>Children will be able to:</p> <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>	<p>Happy being me (/scarf/lesson-plans/happy-being-me-1)</p>
<p>Children will be able to:</p> <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>	<p>The land of the Red People (/scarf/lesson-plans/the-land-of-the-red-people)</p>

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Understand that the information we see online, either text or images, is not always true or accurate;</li> <li>• Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</li> <li>• Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</li> </ul>	<p>Is it true? (/scarf/lesson-plans/is-it-true)</p>
<p>Children will be able to:</p> <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>	<p>It could happen to anyone (/scarf/lesson-plans/it-could-happen-to-anyone)</p>
<p>Keeping Myself Safe</p>	
<p>Children will be able to:</p> <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>	<p>'Thinking' about habits (/scarf/lesson-plans/thinking-about-habits)</p>
<p>Children will be able to:</p> <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>	<p>Jay's dilemma (/scarf/lesson-plans/jays-dilemma-1)</p>

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate strategies to deal with both face-to-face and online bullying;</li> <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>	<p>Spot bullying (<a href="/scarf/lesson-plans/spot-bullying">/scarf/lesson-plans/spot-bullying</a>)</p>
<p>Children will be able to:</p> <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>	<p>Ella's diary dilemma (<a href="/scarf/lesson-plans/ellas-diary-dilemma">/scarf/lesson-plans/ellas-diary-dilemma</a>)</p>
<p>Children will be able to:</p> <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>	<p>Decision dilemmas (<a href="/scarf/lesson-plans/decision-dilemmas">/scarf/lesson-plans/decision-dilemmas</a>)</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;</li> <li>• 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;</li> <li>• Know how to protect personal information online;</li> <li>• Recognise disrespectful behaviour online and know how to respond to it.</li> </ul>	<p>Play, like, share (<a href="/scarf/lesson-plans/play-like-share-1">/scarf/lesson-plans/play-like-share-1</a>)</p>

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <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>	<p>Drugs: true or false? (/scarf/lesson-plans/drugs-true-or-false-2)</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> </ul>	<p>Smoking: what is normal? (/scarf/lesson-plans/smoking-what-is-normal-)</p>
<p>Children will be able to:</p> <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>	<p>Would you risk it? (/scarf/lesson-plans/would-you-risk-it-1)</p>
Rights and Responsibilities	
<p>Children will be able to:</p> <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>	<p>What's the story? (/scarf/lesson-plans/whats-the-story)</p>
<p>Children will be able to:</p> <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>	<p>Fact or opinion? (/scarf/lesson-plans/fact-or-opinion)</p>

Learning Outcomes	SCARF lesson plans
Children will be able to: <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>	Rights, responsibilities and duties (/scarf/lesson-plans/rights-responsibilities-and-duties)
Children will be able to: <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>	Mo makes a difference (/scarf/lesson-plans/mo-makes-a-difference)
Children will be able to: <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>	Spending wisely (/scarf/lesson-plans/spending-wisely)
Children will be able to: <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>	Lend us a fiver! (/scarf/lesson-plans/lend-us-a-fiver)
Children will be able to: <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>	Local councils (/scarf/lesson-plans/local-councils)
Being My Best	

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <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>	<p>Getting fit (/scarf/lesson-plans/getting-fit-)</p>
<p>Children will be able to:</p> <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>	<p>It all adds up! (/scarf/lesson-plans/it-all-adds-up-)</p>
<p>Children will be able to:</p> <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>	<p>Different skills (/scarf/lesson-plans/different-skills)</p>
<p>Children will be able to:</p> <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> <li>• Suggest ways of improving the school community.</li> </ul>	<p>My school community (2) (/scarf/lesson-plans/my-school-community-2)</p>
<p>Children will be able to:</p> <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>	<p>Independence and responsibility (/scarf/lesson-plans/independence-and-responsibility)</p>

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <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>	<p>Star qualities? (/scarf/lesson-plans/star-qualities-1)</p>
Growing and Changing	
<p>Children will be able to:</p> <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>	<p>How are they feeling? (/scarf/lesson-plans/how-are-they-feeling-1)</p>
<p>Children will be able to:</p> <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>	<p>Taking notice of our feelings (/scarf/lesson-plans/taking-notice-of-our-feelings)</p>
<p>Children will be able to:</p> <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>	<p>Dear Hetty (/scarf/lesson-plans/dear-hetty-1)</p>

Learning Outcomes	SCARF lesson plans
Children will be able to: <ul style="list-style-type: none"> <li>• Know the correct words for the external sexual organs;</li> <li>• Discuss some of the myths associated with puberty.</li> </ul>	Changing bodies and feelings (/scarf/lesson-plans/changing-bodies-and-feelings)
Children will be able to: <ul style="list-style-type: none"> <li>• Identify some products that they may need during puberty and why;</li> <li>• Know what menstruation is and why it happens.</li> </ul>	Growing up and changing bodies (/scarf/lesson-plans/growing-up-and-changing-bodies-1)
Children will be able to: <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>	It could happen to anyone (/scarf/lesson-plans/it-could-happen-to-anyone)
Children will be able to: <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>	Help! I'm a teenager - get me out of here! (/scarf/lesson-plans/help-im-a-teenager--get-me-out-of-here)
Children will be able to: <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>	Stop, start, stereotypes (/scarf/lesson-plans/stop-start-stereotypes)

Learning Outcomes	SCARF lesson plans
Children will be able to: <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>	Dear Ash (/scarf/lesson-plans/dear-ash-1)

## Y6

Learning Outcomes	SCARF lesson plans
Me and My Relationships	
Children will be able to: <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>	Working together (/scarf/lesson-plans/working-together)
Children will be able to: <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>	Let's negotiate (/scarf/lesson-plans/lets-negotiate)
Children will be able to: <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>	Solve the friendship problem (/scarf/lesson-plans/solve-the-friendship-problem)

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <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>	<p>Assertiveness skills (formerly Behave yourself - 2) (/scarf/lesson-plans/assertiveness-skills-formerly-behave-yourself--2)</p>
<p>Children will be able to:</p> <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>	<p>Behave yourself (/scarf/lesson-plans/behave-yourself-2)</p>
<p>Children will be able to:</p> <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>	<p>Dan's day (/scarf/lesson-plans/dans-day)</p>
<p>Children will be able to:</p> <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>	<p>Don't force me (/scarf/lesson-plans/dont-force-me)</p>
<p>Children will be able to:</p> <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>	<p>Acting appropriately (/scarf/lesson-plans/acting-appropriately)</p>

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <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>	<p>It's a puzzle (/scarf/lesson-plans/its-a-puzzle)</p>
Valuing Difference	
<p>Children will be able to:</p> <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>	<p>OK to be different (/scarf/lesson-plans/ok-to-be-different)</p>
<p>Children will be able to:</p> <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>	<p>We have more in common than not (/scarf/lesson-plans/we-have-more-in-common-than-not)</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> </ul>	<p>Respecting differences (/scarf/lesson-plans/respecting-differences)</p>

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <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>	<p>Tolerance and respect for others (/scarf/lesson-plans/tolerance-and-respect-for-others)</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the difference between a friend and an acquaintance;</li> <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>	<p>Advertising friendships! (/scarf/lesson-plans/advertising-friendships)</p>
<p>Children will be able to:</p> <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>	<p>Boys will be boys? - challenging gender stereotypes (/scarf/lesson-plans/boys-will-be-boys--challenging-gender-stereotypes-1)</p>
<p>Keeping Myself Safe</p>	
<p>Children will be able to:</p> <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>	<p>Think before you click! (/scarf/lesson-plans/think-before-you-click)</p>

Learning Outcomes	SCARF lesson plans
Children will be able to: <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>	Traffic lights (/scarf/lesson-plans/traffic-lights)
Children will be able to: <ul style="list-style-type: none"> <li>• Know that it is illegal to create and share sexual images of children under 18 years old;</li> <li>• Explore the risks of sharing photos and films of themselves with other people directly or online;</li> <li>• Know how to keep their information private online.</li> </ul>	To share or not to share? (/scarf/lesson-plans/to-share-or-not-to-share)
Children will be able to: <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>	Rat Park (/scarf/lesson-plans/rat-park-1)
Children will be able to: <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>	What sort of drug is...? (/scarf/lesson-plans/what-sort-of-drug-is-1)
Children will be able to: <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>	Drugs: it's the law! (/scarf/lesson-plans/drugs-its-the-law-)

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <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>	<p>Alcohol: what is normal? (/scarf/lesson-plans/alcohol-what-is-normal-)</p>
<p>Children will be able to:</p> <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>	<p>Joe's story (part 1) (/scarf/lesson-plans/joes-story-part-1-1)</p>
<p>Children will be able to:</p> <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>	<p>Joe's story (part 2) (/scarf/lesson-plans/joes-story-part-2)</p>
Rights and Responsibilities	
<p>Children will be able to:</p> <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>	<p>Two sides to every story (/scarf/lesson-plans/two-sides-to-every-story)</p>

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <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>	<p>Fakebook friends (/scarf/lesson-plans/fakebook-friends)</p>
<p>Children will be able to:</p> <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>	<p>What's it worth? (/scarf/lesson-plans/whats-it-worth)</p>
<p>Children will be able to:</p> <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>	<p>Jobs and taxes (/scarf/lesson-plans/jobs-and-taxes)</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>• Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</li> </ul>	<p>Action stations! (/scarf/lesson-plans/action-stations)</p>

Learning Outcomes	SCARF lesson plans
Children will be able to: <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="/scarf/lesson-plans/happy-shoppers">Happy shoppers (/scarf/lesson-plans/happy-shoppers)</a>
<hr/> Being My Best <hr/>	
Children will be able to: <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="/scarf/lesson-plans/this-will-be-your-life-">This will be your life! (/scarf/lesson-plans/this-will-be-your-life-)</a>
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="/scarf/lesson-plans/five-ways-to-wellbeing-project">Five Ways to Wellbeing project (/scarf/lesson-plans/five-ways-to-wellbeing-project)</a>
Children will be able to: <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="/scarf/lesson-plans/our-recommendations">Our recommendations (/scarf/lesson-plans/our-recommendations)</a>
Children will be able to: <ul style="list-style-type: none"> <li>• Identify risk factors in a given situation;</li> <li>• Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</li> </ul>	<a href="/scarf/lesson-plans/whats-the-risk-1">What's the risk? (1) (/scarf/lesson-plans/whats-the-risk-1)</a>
Children will be able to: <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="/scarf/lesson-plans/whats-the-risk-2-1">What's the risk? (2) (/scarf/lesson-plans/whats-the-risk-2-1)</a>

Learning Outcomes	SCARF lesson plans
Growing and Changing	
<p>Children will be able to:</p> <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>	<p>Helpful or unhelpful? Managing change (<a href="/scarf/lesson-plans/helpful-or-unhelpful-managing-change">/scarf/lesson-plans/helpful-or-unhelpful-managing-change</a>)</p>
<p>Children will be able to:</p> <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>	<p>I look great! (<a href="/scarf/lesson-plans/i-look-great">/scarf/lesson-plans/i-look-great</a>)</p>
<p>Children will be able to:</p> <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>	<p>Media manipulation (<a href="/scarf/lesson-plans/media-manipulation">/scarf/lesson-plans/media-manipulation</a>)</p>
<p>Children will be able to:</p> <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>	<p>Pressure online (<a href="/scarf/lesson-plans/pressure-online">/scarf/lesson-plans/pressure-online</a>)</p>

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>• Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>• Understand what FGM is and that it is an illegal practice in this country;</li> <li>• Know where someone could get support if they were concerned about their own or another person's safety.</li> </ul>	<p>Is this normal? (/scarf/lesson-plans/is-this-normal)</p>
<p>Children will be able to:</p> <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>	<p>Dear Ash (/scarf/lesson-plans/dear-ash-)</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>• Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li> <li>• Know the legal age of consent and what it means.</li> </ul>	<p>Making babies (/scarf/lesson-plans/making-babies-1)</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how HIV affects the body's immune system;</li> <li>• Understand that HIV is difficult to transmit;</li> <li>• Know how a person can protect themselves from HIV.</li> </ul>	<p>What is HIV? (/scarf/lesson-plans/what-is-hiv)</p>
<p>Cross-curricular project</p>	

Learning Outcomes	SCARF lesson plans
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Determine some of the characteristics of Thomas Coram through studying his portrait;</li> <li>• Know some of the conditions of life of children in poverty in the 18th Century and relate these to their rights.</li> <li>• Demonstrate their understanding of the aims of Thomas Coram and his proposed Foundling Hospital.</li> </ul>	<p>Captain Coram 2 - Thomas Coram and the Foundling Hospital (/scarf/lesson-plans/captain-coram-2--thomas-coram-and-the-foundling-hospital-1)</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the role of artists and musicians in raising both the profile and funds for the Coram Foundling Hospital;</li> <li>• Have the skills to design, run and evaluate a fundraising project of their own choosing.</li> </ul>	<p>Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity (/scarf/lesson-plans/captain-coram-3--funds-for-foundlings-18th-century-artists-raise-money-for-the-1st-childrens-charity)</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Consider and analyse images of paintings from the Foundling Museum to understand some of the aspects of life in the Foundling Hospital;</li> <li>• Use extracts from 'Hetty Feather' to understand some of the aspects of life in the Foundling Hospital;</li> <li>• Relate Hetty Feather's experiences to the rights of the child.</li> </ul>	<p>Captain Coram 4 - Hetty Feather, fictional foundling: children's rights in the 19th century (/scarf/lesson-plans/captain-coram-4--hetty-feather-fictional-foundling-childrens-rights-in-the-19th-century)</p>
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Use audio and photograph sources to understand some of the aspects of life in the Foundling Hospital in the 20th Century;</li> <li>• Demonstrate their understanding of life in the Foundling Hospital by writing a fictional diary entry.</li> </ul>	<p>Captain Coram 5 - Life for Foundlings in the 20th century (/scarf/lesson-plans/captain-coram-5--life-for-foundlings-in-the-20th-century)</p>

**Learning Outcomes****SCARF lesson plans**

Children will be able to:

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

Captain Coram 6 - Coram today: children's rights in the 21st century (/scarf/lesson-plans/captain-coram-6--coram-today-childrens-rights-in-the-21st-century-1)