

# Wearing my SCARF: End of Unit Assessment – Year 5



Child's name \_\_\_\_\_

Unit	Assessment element	Just Below	On Track	Above	Teacher and child's record of progress (Date)
Me and my Relationships	<b>Feelings</b>	I can give examples of our emotional needs.	I can give a range of examples of our emotional needs and explain why they are important.	I can name many of our emotional needs, explain their importance and give examples of how understanding them can help me.	
	<b>Friendship skills, including compromise</b>	I can give some examples of how to be a good friend.	I can explain why these qualities are important.	I can give examples of these qualities in action and the difference they make.	
	<b>Assertive skills</b>	I can give an example of how to stand up for myself (be assertive).	I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.	I can explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive responses).	
Valuing Difference	<b>Recognising and celebrating difference, including religions and cultural</b>	I can give examples of how having different groups of people is something to celebrate.	I can give examples of different faiths and cultures and positive things about having these differences.	I can describe how religious and cultural differences can be a source of conflict and explain some of the reasons for this (fear, ignorance, misunderstanding etc.)	
	<b>Influence and pressure of social media</b>	I can explain that what people post about themselves online doesn't always give the full picture about them.	I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.	I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)	
Keeping Myself Safe	<b>Managing risk, including staying safe online</b>	I can give examples of risky situations that happen online (e.g. on a phone) and what I can do to make them less risky.	I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.	I can give an example of a risk that I've experienced relating to this and how I've managed to reduce or remove the risk (applying skills and knowledge).	
	<b>Norms around use of legal drugs (tobacco, alcohol)</b>	I can explain that fewer young people smoke than people usually think.	I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.	I can explain how knowing the real norms about smoking can influence people to choose not to smoke. I can express how this might be the case for other drugs, including alcohol and illegal drugs.	

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<b>Rights and Responsibilities</b>	<b>Rights and responsibilities</b>	I can explain that people have rights and responsibilities and give examples of these two different things.	I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.	I can explain some of the wider rights and responsibilities that we have, such as to the community or the environment.	
	<b>Rights and responsibilities relating to my health</b>	I can give an example of something that I can be responsible for to keep myself healthy (e.g. doing some exercise, cleaning my teeth).	I can give a few different examples of things that I am responsible for to keep myself healthy.	I can explain why sometimes people find it hard to stick to their responsibilities for keeping healthy and things that might help them to overcome the blockers.	
	<b>Decisions about lending, borrowing and spending</b>	I can explain that local councils spend money on services where I live. I can give an example of one of these services.	I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.	I can give an example of how this spending might be popular or unpopular with different people in the community.	
<b>Being my Best</b>	<b>Growing independence and taking responsibility</b>	I can explain why increasing independence brings with it increasing responsibility and give an example of this to help explain it.	I can give an example of when I have had increased independence and how that has also helped me to show responsibility.	I can predict the increasing levels of independence and responsibilities I will have as I grow older, by giving some examples of this, from teenage to adult years.	
	<b>Media awareness and safety</b>	I can explain that the images for celebrities I see of people on TV, online doesn't always give a true picture of what they are really like (in looks and personality).	I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	I can also explain why media images of celebrities (and sometimes of friends) can make some people feel.	
<b>Growing and Changing</b>	<b>Managing difficult feelings</b>	I can explain why people have good and not so good feelings.	I can explain what resilience is and how it can be developed.	I can list a range of good and not so good feelings people have, how having resilience can help and give a few examples of how I can develop my confidence/resilience.	
	<b>Managing change</b>	I can list some of the ways in which we can experience change (puberty, moving, family breakup or bereavement).	I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).	I can suggest ways to cope with strong emotions in response to change.	
	<b>Getting help</b>	I can list some of the ways my body responds when I may need help.	I am able to identify when I need help and can identify trusted adults in my life who can help me.	I can recognise when others may need to get help and can advise them to talk to a trusted adult.	