

Wearing my SCARF: End of Unit Assessment – Year 6



Unit	Assessment element	Just Below	On Track	Above	Teacher and child's record of progress (Date)
Me and My Relationships	Assertiveness	I can tell you some assertive behaviours.	I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.	I know the difference between an active and passive bystander and I can give examples of how these two different behaviours have an impact on a situation where someone is being bullied.	
	Cooperation	I can explain what is meant by compromise.	I can give examples of negotiation and compromise.	I can explain how I can help other people to use negotiation and compromise skills, and give positive feedback during tasks needing these skills.	
	Safe/unsafe touches	I can explain what appropriate touch is and give examples.	I can explain what inappropriate touch is and give example.	I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.	
Valuing Difference	Recognising and reflecting on prejudice-based bullying	I can give examples of prejudice-based bullying	I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.	I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.	
	Understanding Bystander behaviour	I can explain what a 'bystander' is in a bullying situation.	I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.	I can give some different examples of what bystanders might do and how their behaviour affects a bullying situation. I can give examples of when it might be safe or unsafe to be an active bystander.	
Keeping Myself Safe	Emotional needs	I can explain that I have emotional needs as well as physical needs, and give an example of each.	I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.	I can give an example of how I have been able to get one (or more) of my emotional needs met.	
	Staying safe online	I can give some examples of how mobile (smart) phones can be positive (good) or negative (not so good)	I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.	I can give an example of the law relating to mobile phone use (sharing inappropriate images) and explain why the law has been made.	
	Drugs: norms and risks (including the law)	I can explain the norms about young people's use of alcohol – that it is steadily decreasing.	I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).	I can explain that if young people know the actual norms they are less likely to take part in the risky behaviour (e.g. drinking alcohol).	

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Rights and Responsibilities	Understanding media bias, including social media	I can explain how people's social media profiles often give a biased view of them	I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.	I can give examples of some of the ways that a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use.	
	Caring: communities and the environment	I can give some different things that have an impact on the environment. I can explain how groups of people in the community help to do this.	I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.	I can give examples of some things I do to help the environment and sustainability, and some of the organisations that work to improve this.	
	Earning and saving money	I can say different ways of saving money.	I can explain the advantages and disadvantages of different ways of saving money.	I can explain what the term 'interest' means in relation to money and give examples of advantages and disadvantages of long-term saving (e.g. an ISA).	
Being My Best	Aspirations and goal setting	I can tell you about an aspiration and goal I have and one (or more) of the steps I will need to achieve my goal.	I can tell you how I can overcome problems and challenges on the way to achieving my goals.	I can give examples of ways that I've overcome challenges and barriers to achieving my goals.	
	Managing risk	I can tell you that risks can be physical or emotional.	I can give examples of an emotional risk and a physical risk.	I can tell you about the things I (and others) can do to reduce or remove risk in different situations.	
Growing and Changing	Keeping safe	I can give an example of a secret that can be kept private (confidential).	I can give an example of a secret that should be shared with a trusted adult.	I can offer advice about whether a secret should be kept or shared, and who it should be shared with.	
	Body Image	I can tell you what the word 'puberty' means and give some examples of some of the physical changes associated with it.	I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.	I can suggest ways in which a person can feel better about their body changing and see it in a positive way.	
	Self esteem	I can give an example of something that someone can do or say that can make a person feel good about themselves and something that may make a person feel not so good.	I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).	I can give examples of things that I can do or say to myself that can help me feel good about myself.	