

Wearing my SCARF: Progression from Year 1 to Year 6

Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and My Relationships	<p>Feelings I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings.</p>	<p>Bullying and teasing I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</p> <p>Our school rules about bullying I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.</p>	<p>Co-operation I can usually accept the views of others and understand that we don't always agree with each other.</p>	<p>Recognising Feelings I can give a lot of examples of how I can tell a person is feeling worried just by their body language.</p>	<p>Feelings I can give a range of examples of our emotional needs and explain why they are important.</p>	<p>Assertiveness I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p>
	<p>Getting Help I know when I need help and who to go to for help.</p>	<p>Being a good friend I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</p>	<p>Friendships I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</p>	<p>Bullying I can say what I could do if someone was upsetting me or if I was being bullied.</p>	<p>Friendship skills, including compromise I can explain why these qualities are important.</p>	<p>Co-operation I can give examples of negotiation and compromise.</p>
	<p>Classroom Rules I can tell you some different classroom rules.</p>	<p>Feelings/self-regulation Most of the time I can express my feelings in a safe, controlled way.</p>		<p>Assertive skills I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p>Assertive skills 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.</p>	<p>Safe/unsafe touches I can explain what inappropriate touch is and give example.</p>

Valuing Difference	<p>Recognising, valuing and celebrating difference I can say ways in which people are similar as well as different.</p>	<p>Being kind and helping others I can say how I could help myself if I was being left out.</p>	<p>Recognising, valuing and celebrating diversity I can give examples of different community groups and what is good about having different groups.</p>	<p>Recognising, valuing and celebrating difference (understanding religious and cultural differences) I can say a lot of ways that people are different, including religious or cultural differences.</p>	<p>Recognising and celebrating difference, including religions and cultural I can give examples of different faiths and cultures and positive things about having these differences.</p>	<p>Recognising and reflecting on prejudice-based bullying I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p>
	<p>Developing Tolerance I can say why things sometimes seem unfair, even if they are not.</p>	<p>Listening Skills I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.</p>	<p>Being respectful and tolerant I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p>	<p>Understanding and challenging stereotypes I can explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p>Influence and pressure of social media 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.</p>	<p>Understanding Bystander behaviour 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.</p>
Keeping Myself safe	<p>How our feelings can keep us safe I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).</p>	<p>Safe and unsafe secrets I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</p>	<p>Managing Risk I can say what I could do to make a situation less risky or not risky at all.</p>	<p>Managing risk I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p>	<p>Managing risk, including staying safe online I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.</p>	<p>Emotional Needs 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.</p>
	<p>Keeping Healthy I can give examples of how I keep myself healthy.</p>	<p>Appropriate touch I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</p>	<p>Drugs and their risks I can say why medicines can be helpful or harmful.</p>	<p>Understanding the norms of drugs use (cigarette and alcohol use) I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p>	<p>Norms around use of legal drugs (tobacco, alcohol) 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.</p>	<p>Staying Safe Online 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.</p>
	<p>Medicine Safety I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</p>	<p>Medicine safety I can explain that they can be helpful or harmful, and say some examples of how they can be used safely</p>	<p>Staying Safe Online I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.</p>	<p>Influences I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</p>		<p>Drugs: norms and risks (including the law) I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p>

Rights and Responsibilities	<p>Looking after things I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money</p>	<p>Cooperation and self-regulation I can give examples of when I've used some of these ideas to help me when I am not settled.</p>	<p>Skills we need to develop as we grow up I can say some ways of checking whether something is a fact or just an opinion</p>	<p>Making a difference (different ways of helping others or the environment) I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.</p>	<p>Rights and Responsibilities 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</p>	<p>Understanding media bias, including social media 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</p>
			<p>Helping and being helped I can say how I can help the people who help me, and how I can do this. I can give an example of this.</p>	<p>Media Influence I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.</p>	<p>Rights and Responsibilities relating to health I can give a few different examples of things that I am responsible for to keep myself healthy.</p>	<p>Caring communities and the environment I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.</p>
				<p>Decisions about spending money I can give examples of these decisions and how they might relate to me.</p>	<p>Decisions about lending, borrowing and spending 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.</p>	<p>Earning and saving money I can explain the advantages and disadvantages of different ways of saving money.</p>
Being my Best	<p>Growth Mindset I can name a few different ideas of what I can do if I find something difficult.</p>	<p>Looking after my body I can name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy.</p>	<p>Keeping Myself Healthy I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.</p>	<p>Having choices and making decisions about my health I can give a few examples of different things that I do already that help to me keep healthy.</p>	<p>Growing independence and taking responsibility I can give an example of when I have had increased independence and how that has also helped me to show responsibility.</p>	<p>Aspirations and goal setting I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p>

	<p>Keeping Healthy I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</p>	<p>Growth Mindset I can explain how setting a goal or goals will help me to achieve what I want to be able to do</p>	<p>Celebrating and developing my skills I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</p>	<p>Taking care of my environment I can give different examples of some of the things that I do already to help look after my environment.</p>	<p>Media awareness and safety I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave</p>	<p>Managing risk I can give examples of an emotional risk and a physical risk</p>
Growing and Changing	<p>Getting Help I can identify an adult I can talk to at both home and school. If I need help</p>	<p>Life cycles I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.</p>	<p>Relationships I can name a few things that make a positive relationship and some things that make a negative relationship.</p>	<p>Body changes during puberty I can label some parts of the body that only boys have and only girls have.</p>	<p>Managing difficult feelings I can explain what resilience is and how it can be developed</p>	<p>Keeping Safe I can give an example of a secret that should be shared with a trusted adult.</p>
	<p>Becoming Independent I can tell you some things I can do now that I couldn't do when I was a toddler.</p>	<p>Dealing with loss I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p>	<p>Menstruation I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</p>	<p>Managing difficult feelings I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</p>	<p>Managing change I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).</p>	<p>Body Image I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p>
	<p>Body Parts I can tell you what some of my body parts do.</p>	<p>Being supportive I can give examples of how to give feedback to someone.</p>	<p>Keeping Safe I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.</p>	<p>Relationships including marriage I can tell you why people got married</p>	<p>Getting Help I am able to identify when I need help and can identify trusted adults in my life who can help me.</p>	<p>Self Esteem I can give examples of others in which the way a person feels about themselves can be affected</p>