

Year 6	
Me and my relationships	
SCARF Lesson	Learning Outcomes – children will be able to;
Working together	<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>
Lets negotiate (optional)	<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>
Solve the friendship Problem	<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>
Dans Day (optional)	<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>
Behave yourself	<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>
Assertiveness skills	<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>
Don't force me	<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>
Acting appropriately	<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>
Valuing Difference	
SCARF Lesson	Learning Outcomes – children will be able to;
Its OK to be different	<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>
We have more in common than not	<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>
Respecting difference	<ul style="list-style-type: none"> <li>• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> </ul>

Tolerance and respect for others	<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>
Advertising Friendships!	<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>
Boys will be boys? Challenging gender stereotypes	<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>
<b>Keeping Safe</b>	
<b>SCARF Lesson</b>	<b>Learning Outcomes – children will be able to;</b>
Think before you click	<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>
To share or not to share	<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>
Rat park	<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>
What sort of drug is...?	<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>
Drugs: it's the law!	<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>
Alcohol; what is normal?	<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>
Joes story part 1 (optional)	<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>
Joes story part 2 (optional)	<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>
<b>Rights and respect</b>	
<b>SCARF Lesson</b>	<b>Learning Outcomes – children will be able to;</b>

Two sides to every story	<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>
Fakebook friends	<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>
What's it worth?	<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>
Jobs and taxes (optional)	<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>
Happy shoppers – caring for the environment	<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>
Action stations (optional)	<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>
Democracy in Britain 1 - elections	STAND ALONE LESSONS – LINK to SCHOOL/ECO COUNCIL ELECTIONS <ul style="list-style-type: none"> <li>elections</li> </ul>
Democracy in Britain 2 – How laws are made	STAND ALONE LESSONS – LINK to SCHOOL/ECO COUNCIL ELECTIONS <ul style="list-style-type: none"> <li>democracy &amp; laws</li> </ul>
Project Pitch (optional)	<ul style="list-style-type: none"> <li>duties we have to the environment and the respect we should show it. The previous year's lesson plan focused on the '<i>rights, respect and duties at home, at school and in the community</i>' element.</li> </ul>
<b>Being my best</b>	
<b>SCARF Lesson</b>	<b>Learning Outcomes – children will be able to;</b>
This will be your life!	<ul style="list-style-type: none"> <li>Identify aspirational goals;</li> <li>Describe the actions needed to set and achieve these.</li> </ul>
Our recommendations	<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>
What's the risk?	<ul style="list-style-type: none"> <li>Identify risk factors in a given situation (involving alcohol);</li> <li>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these</li> </ul>
Whats the risk 2?	<ul style="list-style-type: none"> <li>Recognise what risk is;</li> </ul>

	<ul style="list-style-type: none"> <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>
Basic First aid	<ul style="list-style-type: none"> <li>• Basic first aid 5</li> </ul>
Five ways to wellbeing project	<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>
<b>Growing and changing</b>	
<b>SCARF Lesson</b>	<b>Learning Outcomes – children will be able to;</b>
I look great	<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>
Media Manipulation	<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>
Pressure online	<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>
Helpful or unhelpful? Managing change	<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>
Individual school based resources	<ul style="list-style-type: none"> <li>• Puberty - Pupils will continue to learn about puberty, menstruation and body changes at puberty as part of the science curriculum, from school staff and/or health professionals. These sessions will be in gender groups in Years 5 and 6.</li> </ul>