

Year 6	
Me and my relationships	
SCARF Lesson	Learning Outcomes – children will be able to;
Working together	<ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this.
Lets negotiate (optional)	<ul style="list-style-type: none"> • Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task.
Solve the friendship Problem	<ul style="list-style-type: none"> • Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach
Dans Day (optional)	<ul style="list-style-type: none"> • Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others.
Behave yourself	<ul style="list-style-type: none"> • Recognise and empathise with patterns of behaviour in peer-group dynamics; • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
Assertiveness skills	<ul style="list-style-type: none"> • List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure
Don't force me	<ul style="list-style-type: none"> • Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry, depending on whether their parents agree; • Understand that everyone has the right to be free to choose who and whether to marry
Acting appropriately	<ul style="list-style-type: none"> • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal
Valuing Difference	
SCARF Lesson	Learning Outcomes – children will be able to;
Its OK to be different	<ul style="list-style-type: none"> • Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers.
We have more in common than not	<ul style="list-style-type: none"> • Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering support to someone who has been bullied.
Respecting difference	<ul style="list-style-type: none"> • Demonstrate ways of showing respect to others, using verbal and non-verbal communication.

Tolerance and respect for others	<ul style="list-style-type: none"> • Understand and explain the term prejudice; • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
Advertising Friendships!	<ul style="list-style-type: none"> • Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
Boys will be boys? Challenging gender stereotypes	<ul style="list-style-type: none"> • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people.
Keeping Safe	
SCARF Lesson	Learning Outcomes – children will be able to;
Think before you click	<ul style="list-style-type: none"> • Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Understand and describe the ease with which something posted online can spread.
To share or not to share	<ul style="list-style-type: none"> • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online.
Rat park	<ul style="list-style-type: none"> • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
What sort of drug is...?	<ul style="list-style-type: none"> • Explain how drugs can be categorised into different groups depending on their medical and legal context; • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country.
Drugs: it's the law!	<ul style="list-style-type: none"> • Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country.
Alcohol; what is normal?	<ul style="list-style-type: none"> • Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; • Describe some of the effects and risks of drinking alcohol.
Joes story part 1 (optional)	<ul style="list-style-type: none"> • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; • Explain how these emotional needs impact on people's behaviour; • Suggest positive ways that people can get their emotional need met.
Joes story part 2 (optional)	<ul style="list-style-type: none"> • Understand and give examples of conflicting emotions; • Understand and reflect on how independence and responsibility go together.
Rights and respect	
SCARF Lesson	Learning Outcomes – children will be able to;

Two sides to every story	<ul style="list-style-type: none"> Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it.
Fakebook friends	<ul style="list-style-type: none"> Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives.
What's it worth?	<ul style="list-style-type: none"> Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term <i>interest</i>.
Jobs and taxes (optional)	<ul style="list-style-type: none"> Recognise and explain that different jobs have different levels of pay and the factors that influence this; Explain the different types of tax (income tax and VAT) which help to fund public services; Evaluate the different public services and compare their value.
Happy shoppers – caring for the environment	<ul style="list-style-type: none"> Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way.
Action stations (optional)	<ul style="list-style-type: none"> Explain what we mean by the terms voluntary, community and pressure (action) group; Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.
Democracy in Britain 1 - elections	STAND ALONE LESSONS – LINK to SCHOOL/ECO COUNCIL ELECTIONS <ul style="list-style-type: none"> elections
Democracy in Britain 2 – How laws are made	STAND ALONE LESSONS – LINK to SCHOOL/ECO COUNCIL ELECTIONS <ul style="list-style-type: none"> democracy & laws
Project Pitch (optional)	<ul style="list-style-type: none"> 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.
Being my best	
SCARF Lesson	Learning Outcomes – children will be able to;
This will be your life!	<ul style="list-style-type: none"> Identify aspirational goals; Describe the actions needed to set and achieve these.
Our recommendations	<ul style="list-style-type: none"> Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.
What's the risk?	<ul style="list-style-type: none"> Identify risk factors in a given situation (involving alcohol); Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these
Whats the risk 2?	<ul style="list-style-type: none"> Recognise what risk is;

	<ul style="list-style-type: none"> • Explain how a risk can be reduced; • Understand risks related to growing up and explain the need to be aware of these; • Assess a risk to help keep themselves safe.
Basic First aid	<ul style="list-style-type: none"> • Basic first aid 5
Five ways to wellbeing project	<ul style="list-style-type: none"> • Explain what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
Growing and changing	
SCARF Lesson	Learning Outcomes – children will be able to;
I look great	<ul style="list-style-type: none"> • Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks.
Media Manipulation	<ul style="list-style-type: none"> • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people.
Pressure online	<ul style="list-style-type: none"> • Understand the risks of sharing images online and how these are hard to control, once shared; • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
Helpful or unhelpful? Managing change	<ul style="list-style-type: none"> • Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; • Identify people who can support someone who is dealing with a challenging time of change.
Individual school based resources	<ul style="list-style-type: none"> • 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.