

<b>Year 3</b>	
<b>Me and my relationships</b>	
<b>SCARF Lesson</b>	<b>Learning Outcomes – children will be able to;</b>
As a rule	<ul style="list-style-type: none"> <li>• Explain why we have rules;</li> <li>• Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>• Suggest appropriate rules for a range of settings;</li> <li>• Consider the possible consequences of breaking the rules</li> </ul>
Looking after our special people	<ul style="list-style-type: none"> <li>• Identify people who they have a special relationship with;</li> <li>• Suggest strategies for maintaining a positive relationship with their special people.</li> </ul>
How can we solve this problem?	<ul style="list-style-type: none"> <li>• Rehearse and demonstrate simple strategies for resolving given conflict situations</li> </ul>
Friends are special	<ul style="list-style-type: none"> <li>• Identify qualities of friendship;</li> <li>• Suggest reasons why friends sometimes fall out;</li> <li>• Rehearse and use, now or in the future, skills for making up again.</li> </ul>
Thunks	<ul style="list-style-type: none"> <li>• Express opinions and listen to those of others;</li> <li>• Consider others' points of view;</li> <li>• Practise explaining the thinking behind their ideas and opinions.</li> </ul>
Dan's dare	<ul style="list-style-type: none"> <li>• Explain what a dare is;</li> <li>• Understand that no-one has the right to force them to do a dare;</li> <li>• Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> </ul>
Tangram Team challenge (optional)	<ul style="list-style-type: none"> <li>• Define and demonstrate cooperation and collaboration;</li> <li>• Identify the different skills that people can bring to a group task;</li> <li>• Demonstrate how working together in a collaborative manner can help everyone to achieve success.</li> </ul>
My special pet (optional)	<ul style="list-style-type: none"> <li>• Explain some of the feelings someone might have when they lose something important to them;</li> <li>• Understand that these feelings are normal and a way of dealing with the situation.</li> </ul>
<b>Valuing Difference</b>	
<b>SCARF Lesson</b>	<b>Learning Outcomes – children will be able to;</b>
Respect and challenge	<ul style="list-style-type: none"> <li>• Reflect on listening skills;</li> <li>• Give examples of respectful language;</li> <li>• Give examples of how to challenge another's viewpoint, respectfully.</li> </ul>
Family and friends	<ul style="list-style-type: none"> <li>• Recognise that there are many different types of family;</li> <li>• Understand characteristics of a healthy family life.</li> </ul>

My community	<ul style="list-style-type: none"> <li>• Define the term 'community';</li> <li>• Identify the different communities that they belong to;</li> <li>• Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> </ul>
Our friends and neighbours	<ul style="list-style-type: none"> <li>• Explain that people living in the UK have different origins;</li> <li>• Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> <li>• Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together</li> </ul>
Let's celebrate our differences	<ul style="list-style-type: none"> <li>• Recognise the factors that make people similar to and different from each other;</li> <li>• Recognise that repeated name calling is a form of bullying;</li> <li>• Suggest strategies for dealing with name calling (including talking to a trusted adult)</li> </ul>
Zeb	<ul style="list-style-type: none"> <li>• Understand and explain some of the reasons why different people are bullied;</li> <li>• Explore why people have prejudiced views and understand what this is.</li> </ul>
<b>Keeping Safe</b>	
<b>SCARF Lesson</b>	<b>Learning Outcomes – children will be able to;</b>
Safe or unsafe?	<ul style="list-style-type: none"> <li>• Identify situations which are safe or unsafe;</li> <li>• Identify people who can help if a situation is unsafe;</li> <li>• Suggest strategies for keeping safe.</li> </ul>
Danger or risk?	<ul style="list-style-type: none"> <li>• Define the words danger and risk and explain the difference between the two;</li> <li>• Demonstrate strategies for dealing with a risky situation</li> </ul>
The risk Robot	<ul style="list-style-type: none"> <li>• Identify risk factors in given situations;</li> <li>• Suggest ways of reducing or managing those risks.</li> </ul>
Super searcher	<ul style="list-style-type: none"> <li>• Evaluate the validity of statements relating to online safety;</li> <li>• Recognise potential risks associated with browsing online;</li> <li>• Give examples of strategies for safe browsing online.</li> </ul>
Help or harm?	<ul style="list-style-type: none"> <li>• Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> </ul>
Alcohol and cigarettes – the facts	<ul style="list-style-type: none"> <li>• Identify some key risks from and effects of cigarettes and alcohol;</li> <li>• Know that most people choose not to smoke cigarettes; (Social Norms message)</li> <li>• Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> </ul>
Raisin challenge 1 (optional)	<ul style="list-style-type: none"> <li>• Demonstrate strategies for assessing risks;</li> <li>• Understand and explain decision-making skills;</li> <li>• Understand where to get help from when making decisions.</li> </ul>

<b>Rights and respect</b>	
<b>SCARF Lesson</b>	<b>Learning Outcomes – children will be able to;</b>
Helping each other to stay safe	<ul style="list-style-type: none"> <li>Identify key people who are responsible for them to stay safe and healthy;</li> <li>Suggest ways they can help these people.</li> </ul>
Recount task	<ul style="list-style-type: none"> <li>Understand the difference between 'fact' and 'opinion';</li> <li>Understand how an event can be perceived from different viewpoints;</li> <li>Plan, draft and publish a recount using the appropriate language</li> </ul>
Our helpful volunteers	<ul style="list-style-type: none"> <li>Define what a volunteer is;</li> <li>Identify people who are volunteers in the school community;</li> <li>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> </ul>
Can Harold afford it?	<ul style="list-style-type: none"> <li>Understand the terms 'income', 'saving' and 'spending';</li> <li>Recognise that there are times we can buy items we want and times when we need to save for items;</li> <li>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</li> </ul>
Earning Money	<ul style="list-style-type: none"> <li>Explain that people earn their income through their jobs;</li> <li>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</li> </ul>
Harold's environment project	<ul style="list-style-type: none"> <li>Define what is meant by the environment;</li> <li>Evaluate and explain different methods of looking after the school environment;</li> <li>Devise methods of promoting their priority method</li> </ul>
Lets have a tidy up (optional)	<ul style="list-style-type: none"> <li>Explain whose responsibility it is to look after the local environment;</li> <li>Plan and carry out an event which will benefit the local environment</li> </ul>
<b>Being my best</b>	
<b>SCARF Lesson</b>	<b>Learning Outcomes – children will be able to;</b>
Derek cooks dinner	<ul style="list-style-type: none"> <li>Explain how each of the food groups on the <b>Eatwell Guide</b> (formerly Eatwell Plate) benefits the body;</li> <li>Explain what is meant by the term 'balanced diet';</li> <li>Give examples what foods might make up a healthy balanced meal.</li> </ul>
Poorly Harold	<ul style="list-style-type: none"> <li>Explain how some infectious illnesses are spread from one person to another;</li> <li>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li> <li>Suggest medical and non-medical ways of treating an illness.</li> </ul>
Body team work	<ul style="list-style-type: none"> <li>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</li> <li>Describe how food, water and air get into the body and blood.</li> </ul>
For or against?	<ul style="list-style-type: none"> <li>Develop skills in discussion and debating an issue;</li> <li>Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> </ul>

	<ul style="list-style-type: none"> <li>• Empathise with different view points;</li> <li>• Make recommendations, based on their research.</li> </ul>
I am fantastic!	<ul style="list-style-type: none"> <li>• Identify their achievements and areas of development;</li> <li>• Recognise that people may say kind things to help us feel good about ourselves;</li> <li>• Explain why some groups of people are not represented as much on television/in the media.</li> </ul>
Top talents	<ul style="list-style-type: none"> <li>• Explain some of the different talents and skills that people have and how skills are developed;</li> <li>• Recognise their own skills and those of other children in the class.</li> </ul>
Getting on with your nerves (optional)	<ul style="list-style-type: none"> <li>• Demonstrate how working together in a collaborative manner can help everyone to achieve success;</li> <li>• Understand and explain how the brain sends and receives messages through the nerves.</li> </ul>
<b>Growing and changing</b>	
<b>SCARF Lesson</b>	<b>Learning Outcomes – children will be able to;</b>
Relationship tree	<ul style="list-style-type: none"> <li>• Identify different types of relationships;</li> <li>• Recognise who they have positive healthy relationships with.</li> </ul>
Body space	<ul style="list-style-type: none"> <li>• Understand what is meant by the term body space (or personal space);</li> <li>• Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>• Rehearse strategies for when someone is inappropriately in their body space.</li> </ul>
None of your business	<ul style="list-style-type: none"> <li>• Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</li> <li>• Recognise and describe appropriate behaviour online as well as offline;</li> <li>• Identify what constitutes personal information and when it is not appropriate or safe to share this;</li> <li>• Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li> </ul>
Secret or surprise?	<ul style="list-style-type: none"> <li>• Define the terms secret and surprise and know the difference between a safe and unsafe secret;</li> <li>• Recognise how different surprises and secrets might make them feel;</li> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>
Basic First Aid- St Johns ambulance – Bites & Stings	<ul style="list-style-type: none"> <li>• Identify when a casualty is having an allergic reaction to a bite or sting</li> <li>• Provide first aid treatment for a casualty who has been bitten or stung</li> <li>• Comfort and reassure a casualty who has been bitten or stung</li> <li>• Seek medical help if required</li> </ul>
Basic First Aid- St Johns ambulance – Head Injuries	<ul style="list-style-type: none"> <li>• Identify a minor or major head injury</li> <li>• Give first aid to a casualty who has a head injury</li> <li>• Call for help for a casualty who has a head injury</li> </ul>