

# Y3

## Learning Outcomes

## SCARF lesson plans

### Me and My Relationships

Children will be able to:

- Explain why we have rules;
- Explore why rules are different for different age groups, in particular for internet-based activities;
- Suggest appropriate rules for a range of settings;
- Consider the possible consequences of breaking the rules.

- [As a rule](#)

Children will be able to:

- Explain some of the feelings someone might have when they lose something important to them;
- Understand that these feelings are normal and a way of dealing with the situation.

- [My special pet](#)

Children will be able to:

- Define and demonstrate cooperation and collaboration;
- Identify the different skills that people can bring to a group task;
- Demonstrate how working together in a collaborative manner can help everyone to achieve success.

- [Tangram team challenge](#)

Children will be able to:

- [Looking after our special people](#)

## Learning Outcomes

## SCARF lesson plans

- Identify people who they have a special relationship with;
- Suggest strategies for maintaining a positive relationship with their special people.

Children will be able to:

- Rehearse and demonstrate simple strategies for resolving given conflict situations.

- [How can we solve this problem?](#)

Children will be able to:

- Explain what a dare is;
- Understand that no-one has the right to force them to do a dare;
- Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.

- [Dan's dare](#)

Children will be able to:

- Express opinions and listen to those of others;
- Consider others' points of view;
- Practise explaining the thinking behind their ideas and opinions.

- [Thunks](#)

Children will be able to:

- Identify qualities of friendship;
- Suggest reasons why friends sometimes fall out;
- Rehearse and use, now or in the future, skills for making up again.

- [Friends are special](#)

## Learning Outcomes

## SCARF lesson plans

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Children will be able to:

- Recognise that there are many different types of family;
- Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'

- [Family and friends](#)

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Children will be able to:

- Define the term 'community';
- Identify the different communities that they belong to;
- Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.

- [My community](#)

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Children will be able to:

- Reflect on listening skills;
- Give examples of respectful language;
- Give examples of how to challenge another's viewpoint, respectfully.

- [Respect and challenge](#)

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Children will be able to:

- Explain that people living in the UK have different origins;
- Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;
- Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.

- [Our friends and neighbours](#)

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Children will be able to:

- Recognise the factors that make people similar to and different from each other;

- [Let's celebrate our differences](#)

## Learning Outcomes

## SCARF lesson plans

- Recognise that repeated name calling is a form of bullying;
- Suggest strategies for dealing with name calling (including talking to a trusted adult).

Children will be able to:

- Understand and explain some of the reasons why different people are bullied;
- Explore why people have prejudiced views and understand what this is.

- [Zeb](#)

### Keeping Myself Safe

Children will be able to:

- Identify situations which are safe or unsafe;
- Identify people who can help if a situation is unsafe;
- Suggest strategies for keeping safe.

- [Safe or unsafe?](#)

Children will be able to:

- Define the words danger and risk and explain the difference between the two;
- Demonstrate strategies for dealing with a risky situation.

- [Danger or risk?](#)

Children will be able to:

- Identify risk factors in given situations;
- Suggest ways of reducing or managing those risks.

- [The Risk Robot](#)

## Learning Outcomes

## SCARF lesson plans

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Children will be able to:

- Identify some key risks from and effects of cigarettes and alcohol;
- Know that most people choose not to smoke cigarettes; (Social Norms message)
- Define the word 'drug' and understand that nicotine and alcohol are both drugs.

- [Alcohol and cigarettes: the facts](#)

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Children will be able to:

- Evaluate the validity of statements relating to online safety;
- Recognise potential risks associated with browsing online;
- Give examples of strategies for safe browsing online.

- [Super Searcher](#)

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Children will be able to:

- 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;
- Recognise and describe appropriate behaviour online as well as offline;
- Identify what constitutes personal information and when it is not appropriate or safe to share this;
- Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.

- [None of your business!](#)

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Children will be able to:

- Demonstrate strategies for assessing risks;
- Understand and explain decision-making skills;
- Understand where to get help from when making decisions.

- [Raisin challenge \(1\)](#)

## Learning Outcomes

## SCARF lesson plans

Children will be able to:

- Understand that medicines are drugs and suggest ways that they can be helpful or harmful.

- [Help or harm?](#)

## Rights and Responsibilities

Children will be able to:

- Define what a volunteer is;
- Identify people who are volunteers in the school community;
- Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.

- [Our helpful volunteers](#)

Children will be able to:

- Identify key people who are responsible for them to stay safe and healthy;
- Suggest ways they can help these people.

- [Helping each other to stay safe](#)

Children will be able to:

- Understand the difference between 'fact' and 'opinion';
- Understand how an event can be perceived from different viewpoints;
- Plan, draft and publish a recount using the appropriate language.

- [Recount task](#)

Children will be able to:

- Define what is meant by the environment;
- Evaluate and explain different methods of looking after the school environment;

- [Harold's environment project](#)

## Learning Outcomes

## SCARF lesson plans

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- Devise methods of promoting their priority method.

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Children will be able to:

- Understand the terms 'income', 'saving' and 'spending';
- Recognise that there are times we can buy items we want and times when we need to save for items;
- Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)

- [Can Harold afford it?](#)

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Children will be able to:

- Explain that people earn their income through their jobs;
- Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)

- [Earning money](#)

## Being My Best

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Children will be able to:

- Explain how each of the food groups on the **Eatwell Guide** (formerly Eatwell Plate) benefits the body;
- Explain what is meant by the term 'balanced diet';
- Give examples what foods might make up a healthy balanced meal.

- [Derek cooks dinner! \(healthy eating\)](#)

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Children will be able to:

- Explain how some infectious illnesses are spread from one person to another;

- [Poorly Harold](#)

## Learning Outcomes

## SCARF lesson plans

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- Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;
  - Suggest medical and non-medical ways of treating an illness.

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Children will be able to:

- Develop skills in discussion and debating an issue;
- Demonstrate their understanding of health and wellbeing issues that are relevant to them;
- Empathise with different view points;
- Make recommendations, based on their research.

- [For or against?](#)

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Children will be able to:

- Identify their achievements and areas of development;
- Recognise that people may say kind things to help us feel good about ourselves;
- Explain why some groups of people are not represented as much on television/in the media.

- [I am fantastic!](#)

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Children will be able to:

- Demonstrate how working together in a collaborative manner can help everyone to achieve success;
- Understand and explain how the brain sends and receives messages through the nerves.

- [Getting on with your nerves!](#)

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Children will be able to:

- [Body team work](#)



## Learning Outcomes

## SCARF lesson plans

- Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);
- Describe how food, water and air get into the body and blood.

Children will be able to:

- Explain some of the different talents and skills that people have and how skills are developed;
- Recognise their own skills and those of other children in the class.

- [Top talents](#)

## Growing and Changing

Children will be able to:

- Identify different types of relationships;
- Recognise who they have positive healthy relationships with.

- [Relationship Tree](#)

Children will be able to:

- Understand what is meant by the term body space (or personal space);
- Identify when it is appropriate or inappropriate to allow someone into their body space;
- Rehearse strategies for when someone is inappropriately in their body space.

- [Body space](#)

Children will be able to:

- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;

- [Secret or surprise?](#)

## Learning Outcomes

## SCARF lesson plans

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- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.

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Children will be able to:

- Recognise that babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;
- Understand that for girls, periods are a normal part of puberty.

- [My changing body](#)

## Cross-curricular project

Children will be able to:

- Explain whose responsibility it is to look after the local environment;
- Plan and carry out an event which will benefit the local environment.

- [Let's have a tidy up!](#)