

# Y4

## Learning Outcomes

## SCARF lesson plans

### Me and My Relationships

Children will be able to:

- Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;
- Explain how different words can express the intensity of feelings.

- [An email from Harold!](#)

Children will be able to:

- Explain what we mean by a 'positive, healthy relationship';
- Describe some of the qualities that they admire in others.

- [Ok or not ok? \(part 1\)](#)

Children will be able to:

- Recognise that there are times when they might need to say 'no' to a friend;
- Describe appropriate assertive strategies for saying 'no' to a friend.

- [Ok or not ok? \(part 2\)](#)

Children will be able to:

- Demonstrate strategies for working on a collaborative task;
- Define successful qualities of teamwork and collaboration.

- [Human machines](#)

## Learning Outcomes

## SCARF lesson plans

Children will be able to:

- Identify a wide range of feelings;
- Recognise that different people can have different feelings in the same situation;
- Explain how feelings can be linked to physical state.

- [Different feelings](#)

Children will be able to:

- Demonstrate a range of feelings through their facial expressions and body language;
- Recognise that their feelings might change towards someone or something once they have further information.

- [When feelings change](#)

Children will be able to:

- Give examples of strategies to respond to being bullied, including what people can do and say;
- Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.

- [Under pressure](#)

## Valuing Difference

Children will be able to:

- Define the terms 'negotiation' and 'compromise';
- Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.

- [Can you sort it?](#)

## Learning Outcomes

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Children will be able to:

- Understand that they have the right to protect their personal body space;
- Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;
- Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.

- [Islands](#)

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Children will be able to:

- Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);
- Give examples of features of these different types of relationships, including how they influence what is shared.

- [Friend or acquaintance?](#)

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Children will be able to:

- List some of the ways that people are different to each other (including differences of race, gender, religion);
- Recognise potential consequences of aggressive behaviour;
- Suggest strategies for dealing with someone who is behaving aggressively.

- [What would I do?](#)

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Children will be able to:

- List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);
- Define the word *respect* and demonstrate ways of showing respect to others' differences.

- [The people we share our world with](#)

## Learning Outcomes

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Children will be able to:

- Understand and identify stereotypes, including those promoted in the media.

- [That is such a stereotype!](#)

### Keeping Myself Safe

Children will be able to:

- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;
- Identify situations which are either dangerous, risky or hazardous;
- Suggest simple strategies for managing risk.

- [Danger, risk or hazard?](#)

Children will be able to:

- Identify images that are safe/unsafe to share online;
- Know and explain strategies for safe online sharing;
- Understand and explain the implications of sharing images online without consent.

- [Picture Wise](#)

Children will be able to:

- Define what is meant by the word 'dare';
- Identify from given scenarios which are dares and which are not;
- Suggest strategies for managing dares.

- [How dare you!](#)

Children will be able to:

- Understand that medicines are drugs;
- Explain safety issues for medicine use;

- [Medicines: check the label](#)

## Learning Outcomes

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- Suggest alternatives to taking a medicine when unwell;
- Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).

Children will be able to:

- Understand some of the key risks and effects of smoking and drinking alcohol;
- Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).

- [Know the norms](#)

Children will be able to:

- Describe stages of identifying and managing risk;
- Suggest people they can ask for help in managing risk.

- [Keeping ourselves safe](#)

Children will be able to:

- Understand that we can be influenced both positively and negatively;
- Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.

- [Raisin challenge \(2\)](#)

## Rights and Responsibilities

Children will be able to:

- Explain how different people in the school and local community help them stay healthy and safe;
- Define what is meant by 'being responsible';

- [Who helps us stay healthy and safe?](#)

## Learning Outcomes

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- Describe the various responsibilities of those who help them stay healthy and safe;
  - Suggest ways they can help the people who keep them healthy and safe.

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Children will be able to:

- Understand that humans have rights and also responsibilities;
- Identify some rights and also responsibilities that come with these.

- [It's your right](#)

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Children will be able to:

- Understand the reason we have rules;
- Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);
- Recognise that everyone can make a difference within a democratic process.

- [How do we make a difference?](#)

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Children will be able to:

- Define the word *influence*;
- Recognise that reports in the media can influence the way they think about a topic;
- Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.

- [In the news!](#)

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Children will be able to:

- Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;

- [Safety in numbers](#)

## Learning Outcomes

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- Recognise that they can play a role in influencing outcomes of situations by their actions.

Children will be able to:

- Understand some of the ways that various national and international environmental organisations work to help take care of the environment;
- Understand and explain the value of this work.

- [Logo quiz](#)

Children will be able to:

- Define the terms 'income' and 'expenditure';
- List some of the items and services of expenditure in the school and in the home;
- Prioritise items of expenditure in the home from most essential to least essential.

- [Harold's expenses](#)

Children will be able to:

- Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';
- Understand how a payslip is laid out showing both pay and deductions;
- Prioritise public services from most essential to least essential.

- [Why pay taxes?](#)

## Being My Best

Children will be able to:

- Identify ways in which everyone is unique;
- Appreciate their own uniqueness;

- [What makes me ME!](#)

## Learning Outcomes

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- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.

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Children will be able to:

- Give examples of choices they make for themselves and choices others make for them;
- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.

- [Making choices](#)

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Children will be able to:

- Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;
- Plan a menu which gives a healthy balanced of foods from across the food groups on the **Eatwell Guide** (formerly Eatwell Plate).

- [SCARF Hotel](#)

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Children will be able to:

- Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);
- Suggest ways the Seven Rs recycling methods can be applied to different scenarios.

- [Harold's Seven Rs](#)

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Children will be able to:

- Define what is meant by the word 'community';
- Suggest ways in which different people support the school community;

- [My school community \(1\)](#)



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- Identify qualities and attributes of people who support the school community.

### Growing and Changing

Children will be able to:

- Describe some of the changes that happen to people during their lives;
- Explain how the Learning Line can be used as a tool to help them manage change more easily;
- Suggest people who may be able to help them deal with change.

- [Moving house](#)

Children will be able to:

- Name some positive and negative feelings;
- Understand how the onset of puberty can have emotional as well as physical impact
- Suggest reasons why young people sometimes fall out with their parents;
- Take part in a role play practising how to compromise.

- [My feelings are all over the place!](#)

Children will be able to:

- Identify parts of the body that males and females have in common and those that are different;
- Know the correct terminology for their genitalia;
- Understand and explain why puberty happens.

- [All change!](#)

Children will be able to:

- Know the key facts of the menstrual cycle;

- [Preparing for changes at puberty \(formerly Period positive/prepar](#)

## Learning Outcomes

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- Understand that periods are a normal part of puberty for girls;
- Identify some of the ways to cope better with periods.

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

- [Secret or surprise?](#)

Children will be able to:

- Understand that marriage is a commitment to be entered into freely and not against someone's will;
- Recognise that marriage includes same sex and opposite sex partners;
- Know the legal age for marriage in England or Scotland;
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

- [Together](#)

### Cross-curricular project

Children will be able to:

- Define what a volunteer is;
- Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.

- [Volunteering is cool](#)