

SCARF Four Year School Progression for Two Class Schools

All SCARF lesson plans have been organised into six key themes/ blocks:

- Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Respect
- Being My Best
- Growing and Changing

For ease of planning in small schools the progression plan, outlined in this guide can be used by class teachers; one block of lessons per half term. This ensures that the key themes are covered equally over a three year period, avoiding repetition of lessons.

Two class school, four-year progression framework

LOWER STAGES – FIRST YEAR

Me and My Relationships

- My feelings (R)
- My feelings (2) (R)
- Why we have classroom rules (Y1)
- Our ideal classroom (1) (Y2)
- Looking after our special people (Y3)
- Dan's Dare (Y3)

Rights and Respect

- Looking after my special people (R)
- Harold has a bad day (Y1)
- Around and about the school (Y1)
- Playing games (Y2)
- Harold saves for something special (Y2)
- Helping each other to stay safe (Y3)

Valuing Difference

- I'm special, you're special (R)
- Same or different? (Y1)
- Unkind, tease or bully? (Y1)
- What makes us who we are (Y2)
- Respect and challenge (Y3)
- Family and friends (Y3)

Being My Best

- Bouncing back when things go wrong (R)
- Yes I can (R)
- I can eat a rainbow (Y1)
- You can do it! (Y2)
- My day (Y2)
- Poorly Harold (Y3)

Keeping Safe

- What's safe to go onto my body (R)
- Super sleep (Y1)
- Harold's picnic (Y2)
- How safe would you feel? (Y2)
- Safe or unsafe? (Y3)
- Danger or risk? (Y3)

Growing and Changing

- Life Stages – plants, animals, humans (R)
- Life stages: Human life stage – who will I be? (R)
- Healthy me (Y1)
- A helping hand (Y2)
- Relationship tree (Y3)
- Body Space (Y3)

Two class school, four-year progression framework

LOWER STAGES – SECOND YEAR

Me and My Relationships

- Me and my special people (R)
- How are you listening? (Y1)
- Good friends (Y1)
- How are you feeling today? (Y2)
- As a rule (Y3)
- How can we solve the problem? (Y3)

Rights & Respect

- Looking after money (1): recognising, spending, using (R)
- Looking after money (2): saving money and keeping it safe (R)
- Taking care of something (Y1)
- Feeling safe (Y2)
- Recount task (Y3)
- Earning money (Y3)

Valuing Difference

- Same and different families (R)
- Same and different homes (R)
- Harold's school rules (Y1)
- My special people (Y2)
- How do we make others feel? (Y2)
- My community (Y3)

Being my best

- My healthy mind (R)
- Eat well (Y1)
- Pass on the praise (Y1)
- Harold's Postcard – helping us to keep clean and healthy (Y2)
- Basic first aid (Y2)
- Body team work (Y3)

Keeping Safe

- Keeping myself safe – what's safe to go into my body (inc. medicines) (R)
- Who can help (1) (Y1)
- Good or bad touches (Y1)
- What should Harold say? (Y2)
- I don't like that (Y2)
- The risk robot (Y3)

Growing and Changing

- Seasons (R)
- Then and now (Y1)
- Who can help (2) (Y1)
- Sam moves away (Y2)
- None of your business (Y3)
- Secret or surprise? (Y3)

Two class school, four-year progression framework

LOWER STAGES – THIRD YEAR

Me and My Relationships

- Who can help me (R)
- Thinking about feelings (Y1)
- Our feelings (Y1)
- Types of bullying (Y2)
- Don't do that (Y2)
- Friends are special (Y3)

Rights & Respect

- Looking after my friends (R)
- Being helpful at home and caring for our classroom (R)
- Basic first aid (Y1)
- How can we look after our environment? (Y2)
- Our helpful volunteers (Y3)
- Can Harold afford it? (Y3)

Valuing Difference

- I am caring (R)
- It's not fair (Y1)
- When someone is feeling left out (Y2)
- An act of kindness (Y2)
- Our friends and neighbours (Y3)
- Let's celebrate our difference (Y3)

Being My Best

- Move your body (R)
- Healthy eating (R)
- Harold learns to ride his bike (Y1)
- Harold's bathroom (Y2)
- Top talents (Y3)
- For or against? (Y3)

Keeping Safe

- Safe indoors and outdoors (R)
- Listening to my feelings (R)
- Sharing pictures (Y1)
- Fun or not? (Y2)
- Help or harm (Y3)
- Alcohol and cigarettes: the facts (Y3)

Growing and Changing

- Where do babies come from? (R)
- Taking care of a baby (Y1)
- Surprises and secrets (Y1)
- Haven't you grown! (Y2)
- My body, your body (Y2)
- My changing body (Y3)

Two class school, four-year progression framework

LOWER STAGES – FOURTH YEAR

Me and My Relationships

- All about me (R)
- What makes me special (R)
- Feelings and bodies (Y1)
- Let's all be happy! (Y2)
- Being a good friend (Y2)
- Thanks (Y3)

Rights & Respect

- Caring for our world (R)
- Harold's money (R)
- How should we look after our body? (Y1)
- Getting on with others (Y2)
- When I feel like erupting (Y2)
- Harold's environmental project (Y3)

Valuing Difference

- Same and different (R)
- I am a friend (R)
- Who are our special people? (Y1)
- Our special people balloons (Y1)
- Solve the problem (Y2)
- Zeb (Y3)

Being My Best

- A good night's sleep (R)
- Harold's wash and brush up (Y1)
- Catch it! Bin it! Kill it! (Y1)
- What does my body do? (Y2)
- Derek cooks dinner! (healthy eating) (Y3)
- I am fantastic (Y3)

Keeping Safe

- Keeping safe online (R)
- People who help to keep me safe (R)
- What could Harold do? (Y1)
- Me and my body – girls and boys (Y1)
- Should I tell? (Y2)
- Super searcher (Y3)

Growing and Changing

- Getting bigger (R)
- Me and my body – girls and boys (R)
- Keeping privates private (Y1)
- Respecting privacy (Y2)
- Some secrets should never be kept (Y2)
- Basic first aid (Y3)

Two class school, four-year progression framework

LOWER STAGES – OPTIONAL lessons – can be added where required

Me and My Relationships

- Our ideal classroom (2) (OPTIONAL) (Y2)
- Bullying or teasing? (OPTIONAL) (Y2)
- My special pet (OPTIONAL) (Y3)
- Tangram team challenge (OPTIONAL) (Y3)

Rights & Respect

- Harold goes camping (OPTIONAL) (Y2)
- Let's have a tidy up! (OPTIONAL) (Y3)

Being My Best

- Inside my wonderful body (OPTIONAL) (Y1)
- My body needs (OPTIONAL) (Y2)
- Getting on with your nerves! (OPTIONAL) (Y3)

Keeping Safe

- Raisin challenge (1) (OPTIONAL) (Y3)

Two class school, four-year progression framework

UPPER STAGES – FIRST YEAR

Me and My Relationships

- Ok or not ok? (part 1)(Y4)
- Ok or not ok? (part 2) (Y4)
- Our emotional needs (Y5)
- Being assertive (Y5)
- Behave yourself (Y6)
- Assertiveness skills (Y6)

Rights and Respect

- Safety in numbers (Y4)
- Why pay taxes (Y4)
- What's the story? (Y5)
- Fact or opinion(Y5)
- Democracy in Britain 1 – Elections (Y6)
- Democracy in Britain 2 – How (most) laws are made (Y6)

Valuing Difference

- The people we share our world with (Y4)
- That is such a stereotype! (Y4)
- Qualities of friendship (Y5)
- Kind conversations (Y5)
- Advertising friendships (Y6)
- Boys will be boys? – challenging gender stereotypes (Y6)

Being My Best

- What makes me ME! (Y4)
- Making choices (Y4)
- Star qualities? (Y5)
- Basic first aid, inc. Sepsis awareness (Y5)
- This will be your life! (Y6)
- Our recommendations (Y6)

Keeping Safe

- Picture wise (Y4)
- Medicines: check the label (Y4)
- Vaping: healthy or unhealthy? (Y5)
- Would you risk it? (Y5)
- Rat Park (Y6)
- What sort of drug is...? (Y6)

Growing and Changing

- Secret or surprise? (Y4)
- Together (Y4)
- How are they feeling? (Y5)
- Taking notice of our feelings (Y5)
- Pressure online (Y6)
- Helpful or unhelpful? Managing change (Y6)

Two class school, four-year progression framework

UPPER STAGES – SECOND YEAR

Me and My Relationships

- An email from Harold! (Y4)
- Different feelings (Y4)
- Collaboration challenge (Y5)
- Give and take (Y5)
- Don't force me (Y6)
- Acting appropriately (Y6)

Rights and Respect

- Who helps us to stay healthy and safe? (Y4)
- It's your right (Y4)
- Spending wisely (Y5)
- Lend us a fiver! (Y5)
- Two sides to every story (Y6)
- Fakebook friends (Y6)

Valuing Difference

- Friend or acquaintance? (Y4)
- Islands (Y4)
- Is it true? (Y5)
- Start, stop, stereotypes (Y5)
- Ok to be different (Y6)
- We have more in common than not (Y6)

Being my Best

- My school community (1) (Y4)
- Basic first aid (Y4)
- It all adds up! (Y5)
- Different skills (Y5)
- What's the risk? (1) (Y6)
- What's the risk? (2) (Y6)

Keeping Safe

- Danger, risk or hazard? (Y4)
- How dare you! (Y4)
- Spot bullying (Y5)
- Play, like, share (Y5)
- Drugs: it's the law! (Y6)
- Alcohol: what is normal (Y6)

Growing and Changing

- All change! (Y4)
- Preparing for changes at puberty (Y4)
- Changing bodies and feelings (Y5)
- Help! I'm a teenager get me out of here! (Y5)
- I look great! (Y6)
- Media Manipulation (Y6)

Two class school, four-year progression framework

UPPER STAGES – THIRD YEAR

Me and My Relationships

- Human machines (Y4)
- Under pressure (Y4)
- How good a friend are you? (Y5)
- Relationship cake recipe (Y5)
- Working together (Y6)
- Solve the friendship problem (Y6)

Rights and Respect

- How do we make a difference? (Y4)
- In the news! (Y4)
- Mo makes a difference (Y5)
- Rights respect and duties (Y5)
- What's it worth? (Y6)
- Happy shoppers – caring for the environment (Y6)

Valuing Difference

- Can you sort it? (Y4)
- What would I do? (Y4)
- Happy being me (Y5)
- The land of the red people (Y5)
- Respecting differences (Y6)
- Tolerance and respect for others (Y6)

Being My Best

- SCARF hotel (Y4)
- Harold's seven R's (Y4)
- My school community (Y5)
- Independence and responsibility (Y5)
- Basic first aid, inc. Sepsis awareness (Y6)
- Five ways to wellbeing project (Y6)

Keeping Safe

- Keeping ourselves safe (Y4)
- Raisin challenge (Y4)
- Decision dilemmas (Y5)
- Ella's diary dilemma (Y5)
- Think before you click? (Y6)
- To share or not to share? (Y6)

Growing and Changing

- Moving House (Y4)
- My feelings are all over the place (Y4)
- Dear Ash (Y5)
- Growing up and changing bodies (Y5)
- Is this normal? (Y6)
- Making babies (Y6)

Two class school, four-year progression framework

UPPER STAGES – OPTIONAL lessons – can be added where required.

Me and My Relationships

- When feelings change (OPTIONAL) (Y4)
- Communication (OPTIONAL) (Y5)
- Let's negotiate (OPTIONAL) (Y6)
- Dan's day (OPTIONAL) (Y6)

Rights and Respect

- Harold's expenses (OPTIONAL) (Y4)
- Logo quiz (OPTIONAL) (Y4)
- Local councils (OPTIONAL) (Y5)
- Jobs and taxes (OPTIONAL) (Y6)
- Action stations! (OPTIONAL) (Y6)
- Project Pitch (parts 1&2) (OPTIONAL) (Y6)
- Community art (OPTIONAL) (Y6)

Valuing Difference

- It could happen to anyone (OPTIONAL) (Y5)

Being My Best

- Volunteering is cool (OPTIONAL) (Y4)

Keeping Safe

- Know the norms (OPTIONAL) (Y4)
- Traffic lights (OPTIONAL) (Y4)
- 'Thinking' about habits (OPTIONAL) (Y5)
- Drugs: true or false? (OPTIONAL) (Y4)
- Smoking: what is normal? (OPTIONAL) (Y6)
- Joe's story (part 1) (OPTIONAL) (Y6)
- Joe's story (part 2) (OPTIONAL) (Y6)

Growing and Changing

- Dear Hetty (OPTIONAL) (Y5)
- What is HIV? (OPTIONAL) (Y6)

Cross Curricular Lessons

Let's have a Tidy Up (Y3)

Can be added to either 'Rights and Respect' or 'Being my Best' units

Volunteering is Cool (Y4)

Can be added to either 'Rights and Respect' or 'Being my Best' units

Captain Coram

Found in the Y6 lessons on the SCARF website but can suitable for Y4-6.
These 6 lessons can be used as a standalone unit of work

Captain Coram 1 - Gin Lane: children's rights in the 18th century

Captain Coram 2 - Thomas Coram and the Foundling Hospital

Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity

Captain Coram 4 - Hetty Feather, fictional foundling: children's rights in the 19th century

Captain Coram 5 - Life for Foundlings in the 20th century

Captain Coram 6 - Coram today: children's rights in the 21st century