

Wearing my SCARF: Year 2 Overview and Progression Document

Unit	Key Themes	Emerging	Expected	Exceeding	Evaluation of learning and next steps
Me and My Relationships	Bullying and teasing	I can tell you the difference between bullying and teasing and can give an example of each.	I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.	I can tell you some ways that I can help someone else who is being bullied, if this happens.	
	Our school rules about bullying	I can give examples of things that help our classroom to be happy and friendly, including a rule about bullying.	I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.	I can give examples of when I've had to think about a rule and stick to it - and how I've helped other people in my class to do this. I can explain that most people do not bully and that bullying is not very common. (Understands norms of bullying).	
	Being a good friend	I can tell you some things that make a good friend.	I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.	I can give examples of ways that I have tried to help others be good friends to each other.	
	Feelings/self-regulation	I am learning to express my feelings in a safe, controlled way.	Most of the time I can express my feelings in a safe, controlled way.	Almost always, I can express my feelings in a safe controlled way, and help others to do the same.	
Valuing Difference	Being kind and helping others	I can say how I can get help from someone if I am being left out.	I can say how I could help myself if I was being left out.	I can tell you how I recognise if someone else is being left out, and I can say some ways I could help them.	
	Listening Skills	I can give an example of good listening skills.	I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.	I can use listening skills to help solve disagreements by showing that I have heard another person's point of view and then putting forward other ideas, or a compromise.	
Keeping Myself safe	Safe and unsafe secrets	I can say the difference between a surprise or secret that is safe and one that is unsafe.	I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.	If someone came to me with an unsafe secret they had been asked to keep, I can say some things that I could do to help them to keep safe.	

Unit	Key Themes	Emerging	Expected	Exceeding	Evaluation of learning and next steps
	Appropriate touch	I can say examples of the touches I like and those I don't like.	I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.	I can say ways of getting an adult's attention if a 'not OK' touch was happening to me, or to someone I know, even if the adults that I go to for help are very busy.	
	Medicine safety	I can explain what medicines are for.	I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.	I can give some examples of other things that people can do to help themselves get better if they are ill, as well as, or instead of taking medicine (e.g. rest and sleep, drinking water, eating the right kind of food).	
Rights and Responsibilities	Cooperation and self-regulation	I can give examples of things that help me to be settled and calm in the classroom.	I can give examples of when I've used some of these ideas to help me when I am not settled.	I can help other people to understand what they can do to help them settle in the classroom and I can always or almost always do these things myself.	
Being my Best	Looking after my body	I can say some things that I can do to help keep me healthy.	I can name different parts of my body that are <i>inside</i> me and help to turn food into energy. I know what I need to get energy.	I can give examples of the things I do to keep healthy, including looking after my teeth, eating healthy food, exercise and rest say and how I try to make sure I do these things regularly.	
	Growth Mindset	I can set a simple goal to help me with my learning.	I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	I can give an example of something that I've set goals for, how it's helped me in the past, and how it could help me more in the future.	
Growing and Changing	Life cycles	I can tell you some things that help us grow (e.g. food, rest and sleep, care).	I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.	I can tell you what I am looking forward to when I am older (at 10 years and again at 21 years old).	
	Dealing with loss	I can give examples of how it feels when you lose something.	I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).	I can suggest ways of keeping in touch with someone if they move away.	
	Being supportive	I can give examples of how to give support to someone.	I can give examples of how to give feedback to someone.	I can explain the difference between positive feedback and constructive support.	