

# Wearing my SCARF: Year 4 Overview and Progression Document

Unit	Assessment element	Emerging	Expected	Exceeding	Evaluation of learning and next steps
Me and My Relationships	<b>Recognising feelings</b>	I can name something that shows me a person is feeling worried just by their body language.	I can give a lot of examples of how I can tell a person is feeling worried just by their body language.	I can give examples of body language from a range of different emotions.	
	<b>Bullying</b>	I can explain the difference between teasing and bullying.	I can say what I could do if someone was upsetting me or if I was being bullied.	I can give examples of how I can help someone else who is upset or being bullied.	
	<b>Assertive skills</b>	I can give an example of how to say 'no' to someone, without being aggressive (mean or unkind).	I can explain what being 'assertive' means and give a few examples of ways of being assertive.	I can give different examples of when (and why) I might need to be assertive.	
Valuing Difference	<b>Recognising and celebrating difference (including religions and cultural difference)</b>	I can say some ways that people are different besides how they look.	I can say a lot of ways that people are different, including religious or cultural differences.	I can say how differences sometimes cause conflict but can also be something to celebrate.	
	<b>Understanding and challenging stereotypes</b>	I can recognise that people are labelled (stereotyped) and that these labels are often wrong.	I can explain why it's important to challenge stereotypes that might be applied to me or others.	I can explain how stereotyping can limit some people's thinking about what they can do or become (aspirations) and why it's important for me and others to challenge this.	
Keeping Myself Safe	<b>Managing risk</b>	I can give examples of risky situations and what can make them less risky.	I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.	I can work through examples of risky situations and explain the steps that a person might want to think about to reduce or remove the risk.	
	<b>Understanding the norms of drug use (cigarette and alcohol use)</b>	I can say one risk of smoking and drinking alcohol and I know that most young people choose not to smoke and that not all adults drink alcohol.	I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.	I can explain why smoking and drinking alcohol is particularly harmful for a young person's body. (Body not fully developed; drugs are less diluted in a smaller body, so will have greater effect).	
	<b>Influences</b>	I understand the term 'influence' and am aware that things around me (friends, people in the media etc.) could influence my behaviour and decisions.	I can give examples of positive and negative influences, including things that could influence me when I am making decisions.	I can give examples of consequences of decisions and explain how these can be either positive or negative.	

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Rights and Responsibilities	<b>Making a difference (different ways of helping others or the environment)</b>	I understand that I can make a difference in relation to different things such as the environment, looking after people (including friends) and I can give an example of one of these.	I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.	I can tell you what an <i>active bystander</i> is and give an example of when I might be able to be an active bystander, or when I have done this.	
	<b>Media influence</b>	I can explain that things I see on TV, in newspapers or their websites might not give all the facts or might be biased (give one set of views, not them all).	I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.	I can give an example of this and talk about the different sides of a news story.	
	<b>Decisions about spending money</b>	I can explain how money is a limited resource and we have choices and decisions to make about how to spend it.	I can give examples of these decisions and how they might relate to me.	I can give examples of how these decisions might affect communities including schools or the wider community, such as where I live.	
Being my Best	<b>Having choices and making decisions about my health</b>	I can tell you about a choice I can make that helps to keep me healthy.	I can give a few examples of different things that I do already that help to me keep healthy.	I can explain the benefits of looking after myself both now and in the future.	
	<b>Taking care of my environment</b>	I can give an example of something I can do to help look after my environment.	I can give different examples of some of the things that I do already to help look after my environment.	I can explain the benefits of looking after my environment both now and in the future, and for future generations.	
Growing and Changing	<b>Body changes during puberty</b>	I can label some parts of the body that both boys and girls have.	I can label some parts of the body that only boys have and only girls have.	I can talk about how some parts of the body change during puberty.	
	<b>Managing difficult feelings</b>	I can name some of the difficult feelings someone might have as they go through puberty.	I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).	I can suggest some good ways to compromise to reduce conflict.	
	<b>Relationships including marriage</b>	I can tell you who can get married and how old they have to be.	I can tell you why people get married.	I can explain why some people choose to have a civil ceremony or live together instead.	