SCARF Learning Outcomes

SCARF provides a comprehensive spiral curriculum for PSHE education, including mental health and wellbeing.

Using SCARF across all age groups will ensure progression in knowledge, attitudes and values, and skills – including the key skills of social and emotional learning, known to improve outcomes for children.

This page lists the specific learning outcomes of each SCARF lesson for Years 1 to 6 – P2 to 7 in Scotland.

Remember – SCARF is also mapped to the new [DfE guidance for Relationships Education and Health Education](https://www.coramlifeeducation.org.uk/scarf/dfe-relationships-health/), [The PSHE Association's Programmes of Study Learning Opportunities](https://www.coramlifeeducation.org.uk/scarf/pshe-association/), the [National Curriculum](https://www.coramlifeeducation.org.uk/scarf/national-curriculum/), [Curriculum for Excellence](https://www.coramlifeeducation.org.uk/scarf/curriculum-for-excellence/) and Ofsted's requirements.

Y1

| **Learning Outcomes** | **SCARF lesson plans** |
| --- | --- |
| Me and My Relationships |   |
| Children will be able to:* Understand that classroom rules help everyone to learn and be safe;
* Explain their classroom rules and be able to contribute to making these.
 | * [Why we have classroom rules](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/why-we-have-classroom-rules)
 |
| Children will be able to:* Recognise how others might be feeling by reading body language/facial expressions;
* Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)
 | * [Thinking about feelings](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/thinking-about-feelings)
 |
| Children will be able to:* Identify a range of feelings;
* Identify how feelings might make us behave:
* Suggest strategies for someone experiencing 'not so good' feelings to manage these.
 | * [Our feelings](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-feelings)
 |
| Children will be able to:* Recognise that people's bodies and feelings can be hurt;
* Suggest ways of dealing with different kinds of hurt.
 | * [Feelings and bodies](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/feelings-and-bodies)
 |
| Children will be able to:* Recognise that they belong to various groups and communities such as their family;
* Explain how these people help us and we can also help them to help us.

  | * [Our special people balloons](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-special-people-balloons-1)
 |
| Children will be able to:* Identify simple qualities of friendship;
* Suggest simple strategies for making up.
 | * [Good friends](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/good-friends-)
 |
| Children will be able to:* Demonstrate attentive listening skills;
* Suggest simple strategies for resolving conflict situations;
* Give and receive positive feedback, and experience how this makes them feel.
 | * [How are you listening?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-are-you-listening-1)
 |
| Valuing Difference |   |
| Children will be able to:* Identify the differences and similarities between people;
* Empathise with those who are different from them;
* Begin to appreciate the positive aspects of these differences.
 | * [Same or different?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/same-or-different-1)
 |
| Children will be able to:* Explain the difference between unkindness, teasing and bullying;
* Understand that bullying is usually quite rare.
 | * [Unkind, tease or bully?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/unkind-tease-or-bully)
 |
| Children will be able to:* Explain some of their school rules and how those rules help to keep everybody safe.
 | * [Harold's school rules](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-school-rules-1)
 |
| Children will be able to:* Identify some of the people who are special to them;
* Recognise and name some of the qualities that make a person special to them.
 | * [Who are our special people?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/who-are-our-special-people)
 |
| Children will be able to:* Recognise and explain what is fair and unfair, kind and unkind;
* Suggest ways they can show kindness to others.
 | * [It's not fair!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/its-not-fair)
 |
| Keeping Myself Safe |   |
| Children will be able to:* Understand that the body gets energy from food, water and air (oxygen);
* Recognise that exercise and sleep are important parts of a healthy lifestyle.
 | * [Healthy me](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/healthy-me)
 |
| Children will be able to:* Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;
* Identify simple bedtime routines that promote healthy sleep.
 | * [Super sleep](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/super-sleep-1)
 |
| Children will be able to:* Recognise emotions and physical feelings associated with feeling unsafe;
* Identify people who can help them when they feel unsafe.
 | * [Who can help? (1)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/who-can-help-1-1)
 |
| Children will be able to:* Recognise the range of feelings that are associated with loss.
 | * [Harold loses Geoffrey](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harold-loses-geoffrey)
 |
| Children will be able to:* Understand that medicines can sometimes make people feel better when they’re ill;
* Explain simple issues of safety and responsibility about medicines and their use.
 | * [What could Harold do?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-could-harold-do--1)
 |
| Children will be able to:* Understand and learn the PANTS rules;
* Name and know which parts should be private;
* Explain the difference between appropriate and inappropriate touch;
* Understand that they have the right to say “no” to unwanted touch;
* Start thinking about who they trust and who they can ask for help.
 | * [Good or bad touches?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/good-or-bad-touches)
 |
| Rights and Responsibilities |   |
| Children will be able to:* Recognise the importance of regular hygiene routines;
* Sequence personal hygiene routines into a logical order.
 | * [Harold's wash and brush up](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-wash-and-brush-up)
 |
| Children will be able to:* Identify what they like about the school environment;
* Recognise who cares for and looks after the school environment.
 | * [Around and about the school](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/around-and-about-the-school)
 |
| Children will be able to:* Demonstrate responsibility in looking after something (e.g. a class pet or plant);
* Explain the importance of looking after things that belong to themselves or to others.
 | * [Taking care of something](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/taking-care-of-something)
 |
| Children will be able to:* Explain where people get money from;
* List some of the things that money may be spent on in a family home.
 | * [Harold's money](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-money-1)
 |
| Children will be able to:* Recognise that different notes and coins have different monetary value;
* Explain the importance of keeping money safe;
* Identify safe places to keep money;
* Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).
 | * [How should we look after our money?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-should-we-look-after-our-money)
 |
| Being My Best |   |
| Children will be able to:* Recognise the importance of fruit and vegetables in their daily diet;
* Know that eating at least five portions of vegetables and fruit a day helps to maintain health.
 | * [I can eat a rainbow](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-can-eat-a-rainbow)
 |
| Children will be able to:* Recognise that they may have different tastes in food to others;
* Select foods from the **Eatwell Guide** (formerly Eatwell Plate) in order to make a healthy lunch;
* Recognise which foods we need to eat more of and which we need to eat less of to be healthy.
 | * [Eat well](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/eat-well-)
 |
| Children will be able to:* Understand how diseases can spread;
* Recognise and use simple strategies for preventing the spread of diseases.
 | * [Catch it! Bin it! Kill it!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/catch-it-bin-it-kill-it)
 |
| Children will be able to:* Recognise that learning a new skill requires practice and the opportunity to fail, safely;
* Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
 | * [Harold learns to ride his bike](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harold-learns-to-ride-his-bike)
 |
| Children will be able to:* Demonstrate attentive listening skills;
* Suggest simple strategies for resolving conflict situations;
* Give and receive positive feedback, and experience how this makes them feel.
 | * [Pass on the praise!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/pass-on-the-praise-1)
 |
| Children will be able to:* Recognise how a person's behaviour (including their own) can affect other people.
 | * [Harold has a bad day](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harold-has-a-bad-day)
 |
| Growing and Changing |   |
| Children will be able to:* Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);
* Understand and explain the simple bodily processes associated with them.
 | * [Inside my wonderful body!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/inside-my-wonderful-body-)
 |
| Children will be able to:* Understand some of the tasks required to look after a baby;
* Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
 | * [Taking care of a baby](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/taking-care-of-a-baby)
 |
| Children will be able to:* Identify things they could do as a baby, a toddler and can do now;
* Identify the people who help/helped them at those different stages.
 | * [Then and now](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/then-and-now)
 |
| Children will be able to:* Explain the difference between teasing and bullying;
* Give examples of what they can do if they experience or witness bullying;
* Say who they could get help from in a bullying situation.
 | * [Who can help? (2)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/who-can-help-2)
 |
| Children will be able to:* Explain the difference between a secret and a nice surprise;
* Identify situations as being secrets or surprises;
* Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
 | * [Surprises and secrets](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/surprises-and-secrets)
 |
| Children will be able to:* Identify parts of the body that are private;
* Describe ways in which private parts can be kept private;
* Identify people they can talk to about their private parts.
 | * [Keeping privates private](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/keeping-privates-private)
 |

Y2

| **Learning Outcomes** | **SCARF lesson plans** |
| --- | --- |
| Me and My Relationships |   |
| Children will be able to:* Suggest actions that will contribute positively to the life of the classroom;
* Make and undertake pledges based on those actions.
 | * [Our ideal classroom (1)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-ideal-classroom-1)
 |
| Children will be able to:* Take part in creating and agreeing classroom rules.
 | * [Our ideal classroom (2)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-ideal-classroom-2-1)
 |
| Children will be able to:* Use a range of words to describe feelings;
* Recognise that people have different ways of expressing their feelings;
* Identify helpful ways of responding to other's feelings.
 | * [How are you feeling today?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-are-you-feeling-today)
 |
| Children will be able to:* Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;
* Identify situations as to whether they are incidents of teasing or bullying.
 | * [Bullying or teasing?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/bullying-or-teasing)
 |
| Children will be able to:* Understand and describe strategies for dealing with bullying:
* Rehearse and demonstrate some of these strategies.
 | * [Don't do that!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dont-do-that)
 |
| Children will be able to:* Explain the difference between bullying and isolated unkind behaviour;
* Recognise that that there are different types of bullying and unkind behaviour;
* Understand that bullying and unkind behaviour are both unacceptable ways of behaving.
 | * [Types of bullying](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/types-of-bullying-)
 |
| Children will be able to:* Recognise that friendship is a special kind of relationship;
* Identify some of the ways that good friends care for each other.
 | * [Being a good friend](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/being-a-good-friend-1)
 |
| Children will be able to:* Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);
* Explain where someone could get help if they were being upset by someone else’s behaviour.
 | * [Let's all be happy!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lets-all-be-happy-1)
 |
| Valuing Difference |   |
| Children will be able to:* Identify some of the physical and non-physical differences and similarities between people;
* Know and use words and phrases that show respect for other people.
 | * [What makes us who we are?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-makes-us-who-we-are)
 |
| Children will be able to:* Identify people who are special to them;
* Explain some of the ways those people are special to them.
 | * [My special people](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-special-people)
 |
| Children will be able to:* Recognise and explain how a person's behaviour can affect other people.
 | * [How do we make others feel?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-do-we-make-others-feel)
 |
| Children will be able to:* Explain how it feels to be part of a group;
* Explain how it feels to be left out from a group;
* Identify groups they are part of;
* Suggest and use strategies for helping someone who is feeling left out.
 | * [When someone is feeling left out](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/when-someone-is-feeling-left-out)
 |
| Children will be able to:* Recognise and describe acts of kindness and unkindness;
* Explain how these impact on other people's feelings;
* Suggest kind words and actions they can show to others;
* Show acts of kindness to others in school.
 | * [An act of kindness](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/an-act-of-kindness)
 |
| Children will be able to:* Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);
* Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
 | * [Solve the problem](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/solve-the-problem)
 |
| Keeping Myself Safe |   |
| Children will be able to:* Understand that medicines can sometimes make people feel better when they’re ill;
* Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;
* Explain simple issues of safety and responsibility about medicines and their use.
 | * [Harold's picnic](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-picnic-)
 |
| Children will be able to:* Identify situations in which they would feel safe or unsafe;
* Suggest actions for dealing with unsafe situations including who they could ask for help.
 | * [How safe would you feel?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-safe-would-you-feel)
 |
| Children will be able to:* Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
 | * [What should Harold say?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-should-harold-say)
 |
| Children will be able to:* Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;
* Identify the types of touch they like and do not like;
* Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
 | * [I don't like that!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-dont-like-that-1)
 |
| Children will be able to:* Recognise that some touches are not fun and can hurt or be upsetting;
* Know that they can ask someone to stop touching them;
* Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
 | * [Fun or not?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/fun-or-not)
 |
| Children will be able to:* Identify safe secrets (including surprises) and unsafe secrets;
* Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
 | * [Should I tell?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/should-i-tell)
 |
| Children will be able to:* Identify how inappropriate touch can make someone feel;
* Understand that there are unsafe secrets and secrets that are nice surprises;
* Explain that if someone is being touched in a way that they don’t like they have to tell someone in their safety network so they can help it stop.
 | * [Some secrets should never be kept](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/some-secrets-should-never-be-kept)
 |
| Rights and Responsibilities |   |
| Children will be able to:Describe and record strategies for getting on with others in the classroom. | * [Getting on with others](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/getting-on-with-others)
 |
| Children will be able to:* Explain, and be able to use, strategies for dealing with impulsive behaviour.
 | * [When I feel like erupting](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/when-i-feel-like-erupting)
 |
| Children will be able to:* Identify special people in the school and community who can help to keep them safe;
* Know how to ask for help.
 | * [Feeling safe](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/feeling-safe-)
 |
| Children will be able to:* Identify what they like about the school environment;
* Identify any problems with the school environment (e.g. things needing repair);
* Make suggestions for improving the school environment;
* Recognise that they all have a responsibility for helping to look after the school environment.
 | * [How can we look after our environment?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-can-we-look-after-our-environment)
 |
| Children will be able to:* Understand that people have choices about what they do with their money;
* Know that money can be saved for a use at a future time;
* Explain how they might feel when they spend money on different things.
 | * [Harold saves for something special](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harold-saves-for-something-special)
 |
| Children will be able to:* Recognise that money can be spent on items which are essential or non-essential;
* Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.
 | * [Harold goes camping](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harold-goes-camping)
 |
| Being My Best |   |
| Children will be able to:* Explain the stages of the learning line showing an understanding of the learning process;
* Help themselves and others develop a positive attitude that support their wellbeing;
* Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.
 | * [You can do it!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/you-can-do-it)
 |
| Children will be able to:* Understand and give examples of things they can choose themselves and things that others choose for them;
* Explain things that they like and dislike, and understand that they have choices about these things;
* Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
 | * [My day](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-day)
 |
| Children will be able to:* Explain how germs can be spread;
* Describe simple hygiene routines such as hand washing;
* Understand that vaccinations can help to prevent certain illnesses.
 | * [Harold's postcard - helping us to keep clean and healthy](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-postcard--helping-us-to-keep-clean-and-healthy)
 |
| Children will be able to:* Explain the importance of good dental hygiene;
* Describe simple dental hygiene routines.
 | * [Harold's bathroom](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-bathroom-1)
 |
| Children will be able to:* Understand that the body gets energy from food, water and oxygen;
* Recognise that exercise and sleep are important to health
 | * [My body needs...](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-body-needs-)
 |
| Children will be able to:* Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);
* Describe how food, water and air get into the body and blood.
 | * [What does my body do?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-does-my-body-do-1)
 |
| Growing and Changing |   |
| Children will be able to:* Demonstrate simple ways of giving positive feedback to others.
 | * [A helping hand](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/a-helping-hand)
 |
| Children will be able to:* Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
 | * [Sam moves away](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/sam-moves-away)
 |
| Children will be able to:* Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);
* Understand and describe some of the things that people are capable of at these different stages.
 | * [Haven't you grown!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/havent-you-grown)
 |
| Children will be able to:* Identify which parts of the human body are private;
* Explain that a person's genitals help them to make babies when they are grown up;
* Understand that humans mostly have the same body parts but that they can look different from person to person.
 | * [My body, your body](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-body-your-body)
 |
| Children will be able to:* Explain what privacy means;
* Know that you are not allowed to touch someone’s private belongings without their permission;
* Give examples of different types of private information.
 | * [Respecting privacy](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/respecting-privacy-)
 |

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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/tangram-team-challenge)
 |
| Children will be able to:* Identify people who they have a special relationship with;
* Suggest strategies for maintaining a positive relationship with their special people.
 | * [Looking after our special people](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/looking-after-our-special-people)
 |
| Children will be able to:* Rehearse and demonstrate simple strategies for resolving given conflict situations.
 | * [How can we solve this problem?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dans-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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/friends-are-special-1)
 |
| Valuing Difference |   |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/family-and-friends)
 |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-community)
 |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/respect-and-challenge)
 |
| 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;
* Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.
 | * [Our friends and neighbours](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-friends-and-neighbours)
 |
| Children will be able to:* Recognise the factors that make people similar to and different from each other;
* Recognise that repeated name calling is a form of bullying;
* Suggest strategies for dealing with name calling (including talking to a trusted adult).
 | * [Let's celebrate our differences](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lets-celebrate-our-differences)
 |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/safe-or-unsafe-1)
 |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/danger-or-risk-1)
 |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/alcohol-and-cigarettes-the-facts-1)
 |
| Children will be able to:* Identify risk factors in given situations;
* Suggest ways of reducing or managing those risks.
 | * [The Risk Robot](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/the-risk-robot)
 |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/super-searcher)
 |
| 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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/none-of-your-business)
 |
| 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)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/raisin-challenge-1)
 |
| Children will be able to:* Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
 | * [Help or harm?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/help-or-harm-1)
 |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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;
* Devise methods of promoting their priority method.
 | * [Harold's environment project](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-environment-project)
 |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/can-harold-afford-it)
 |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/earning-money)
 |
| Being My Best |   |
| 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)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/derek-cooks-dinner-healthy-eating)
 |
| Children will be able to:* Explain how some infectious illnesses are spread from one person to another;
* 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.
 | * [Poorly Harold](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/poorly-harold)
 |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/for-or-against)
 |
| 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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-am-fantastic)
 |
| 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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/getting-on-with-your-nerves-)
 |
| Children will be able to:* 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.
 | * [Body team work](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/body-team-work-1)
 |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/top-talents-1)
 |
| Growing and Changing |   |
| Children will be able to:* Identify different types of relationships;
* Recognise who they have positive healthy relationships with.
 | * [Relationship Tree](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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;
* Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
 | * [Secret or surprise?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/secret-or-surprise-2)
 |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lets-have-a-tidy-up)
 |

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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/ok-or-not-ok-part-2-1)
 |
| Children will be able to:* Demonstrate strategies for working on a collaborative task;
* Define successful qualities of teamwork and collaboration.
 | * [Human machines](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/human-machines)
 |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/can-you-sort-it-)
 |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/islands)
 |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/friend-or-acquaintance)
 |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-would-i-do-)
 |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/the-people-we-share-our-world-with)
 |
| Children will be able to:* Understand and identify stereotypes, including those promoted in the media.
 | * [That is such a stereotype!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-dare-you)
 |
| Children will be able to:* Understand that medicines are drugs;
* Explain safety issues for medicine use;
* Suggest alternatives to taking a medicine when unwell;
* Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
 | * [Medicines: check the label](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/medicines-check-the-label-1)
 |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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';
* 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.
 | * [Who helps us stay healthy and safe?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/who-helps-us-stay-healthy-and-safe)
 |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/its-your-right)
 |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-do-we-make-a-difference-1)
 |
| 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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/in-the-news)
 |
| Children will be able to:* Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;
* Recognise that they can play a role in influencing outcomes of situations by their actions.
 | * [Safety in numbers](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/safety-in-numbers)
 |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/why-pay-taxes-1)
 |
| Being My Best |   |
| Children will be able to:* Identify ways in which everyone is unique;
* Appreciate their own uniqueness;
* Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
 | * [What makes me ME!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-makes-me-me-)
 |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/making-choices)
 |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/scarf-hotel)
 |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-seven-rs)
 |
| Children will be able to:* Define what is meant by the word 'community';
* Suggest ways in which different people support the school community;
* Identify qualities and attributes of people who support the school community.
 | * [My school community (1)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-school-community-1)
 |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/moving-house-1)
 |
| 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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/all-change)
 |
| Children will be able to:* Know the key facts of the menstrual cycle;
* Understand that periods are a normal part of puberty for girls;
* Identify some of the ways to cope better with periods.

  | * [Preparing for periods (formerly Period positive)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/period-positive)
 |
| 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?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/secret-or-surprise-1)
 |
| 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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/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](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/volunteering-is-cool)
 |

Y5

| **Learning Outcomes** | **SCARF lesson plans** |
| --- | --- |
| Me and My Relationships |   |
| Children will be able to:* Explain what collaboration means;
* Give examples of how they have worked collaboratively;
* Describe the attributes needed to work collaboratively.
 | * [Collaboration Challenge!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/collaboration-challenge)
 |
| Children will be able to:* Explain what is meant by the terms negotiation and compromise;
* Describe strategies for resolving difficult issues or situations.
 | * [Give and take](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/give-and-take-1)
 |
| Children will be able to:* Demonstrate how to respond to a wide range of feelings in others;
* Give examples of some key qualities of friendship;
* Reflect on their own friendship qualities.
 | * [How good a friend are you?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-good-a-friend-are-you)
 |
| Children will be able to:* Identify what things make a relationship unhealthy;
* Identify who they could talk to if they needed help.
 | * [Relationship cake recipe](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationship-cake-recipe)
 |
| Children will be able to:* Identify characteristics of passive, aggressive and assertive behaviours;
* Understand and rehearse assertiveness skills.
 | * [Being assertive](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/being-assertive-1)
 |
| Children will be able to:* Recognise basic emotional needs, understand that they change according to circumstance;
* Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
 | * [Our emotional needs](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-emotional-needs-)
 |
| Children will be able to:* Understand that online communication can be misinterpreted;
* Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
 | * [Communication](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/communication-1)
 |
| Valuing Difference |   |
| Children will be able to:* Define some key qualities of friendship;
* Describe ways of making a friendship last;
* Explain why friendships sometimes end.
 | * [Qualities of friendship](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/qualities-of-friendship)
 |
| Children will be able to:* Rehearse active listening skills:
* Demonstrate respectfulness in responding to others;
* Respond appropriately to others.
 | * [Kind conversations](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/kind-conversations-1)
 |
| Children will be able to:* Develop an understanding of discrimination and its injustice, and describe this using examples;
* Empathise with people who have been, and currently are, subjected to injustice, including through racism;
* Consider how discriminatory behaviour can be challenged.
 | * [Happy being me](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/happy-being-me-1)
 |
| Children will be able to:* Identify and describe the different groups that make up their school/wider community/other parts of the UK;
* Describe the benefits of living in a diverse society;
* Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
 | * [The land of the Red People](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/the-land-of-the-red-people)
 |
| Children will be able to:* Understand that the information we see online, either text or images, is not always true or accurate;
* Recognise that some people post things online about themselves that aren’t true, sometimes this is so that people will like them;
* Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.
 | * [Is it true?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/is-it-true)
 |
| Children will be able to:* Identify the consequences of positive and negative behaviour on themselves and others;
* Give examples of how individual/group actions can impact on others in a positive or negative way.
 | * [It could happen to anyone](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/it-could-happen-to-anyone)
 |
| Keeping Myself Safe |   |
| Children will be able to:* Explain what a habit is, giving examples;
* Describe why and how a habit can be hard to change.
 | * ['Thunking' about habits](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/thunking-about-habits)
 |
| Children will be able to:* Recognise that there are positive and negative risks;
* Explain how to weigh up risk factors when making a decision;
* Describe some of the possible outcomes of taking a risk.
 | * [Jay's dilemma](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/jays-dilemma-1)
 |
| Children will be able to:* Demonstrate strategies to deal with both face-to-face and online bullying;
* Demonstrate strategies and skills for supporting others who are bullied;
* Recognise and describe the difference between online and face-to-face bullying.
 | * [Spot bullying](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/spot-bullying)
 |
| Children will be able to:* Define what is meant by a dare;
* Explain why someone might give a dare;
* Suggest ways of standing up to someone who gives a dare.
 | * [Ella's diary dilemma](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/ellas-diary-dilemma)
 |
| Children will be able to:* Recognise which situations are risky;
* Explore and share their views about decision making  when faced with a risky situation;
* Suggest what someone should do when faced with a risky situation.
 | * [Decision dilemmas](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/decision-dilemmas)
 |
| Children will be able to:* Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;
* Recognise that people aren’t always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;
* Know how to protect personal information online;
* Recognise disrespectful behaviour online and know how to respond to it.
 | * [Play, like, share](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/play-like-share-1)
 |
| Children will be able to:* Understand some of the complexities of categorising drugs;
* Know that all medicines are drugs but not all drugs are medicines;
* Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
 | * [Drugs: true or false?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/drugs-true-or-false-2)
 |
| Children will be able to:* Understand the actual norms around smoking and the reasons for common misperceptions of these.
 | * [Smoking: what is normal?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/smoking-what-is-normal-)
 |
| Children will be able to:* Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;
* Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
 | * [Would you risk it?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/would-you-risk-it-1)
 |
| Rights and Responsibilities |   |
| Children will be able to:* Identify, write and discuss issues currently in the media concerning health and wellbeing;
* Express their opinions on an issue concerning health and wellbeing;
* Make recommendations on an issue concerning health and wellbeing.
 | * [What's the story?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/whats-the-story)
 |
| Children will be able to:* Understand the difference between a fact and an opinion;
* Understand what biased reporting is and the need to think critically about things we read.
 | * [Fact or opinion?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/fact-or-opinion)
 |
| Children will be able to:* Define the differences between responsibilities, rights and duties;
* Discuss what can make them difficult to follow;
* Identify the impact on individuals and the wider community if responsibilities are not carried out.
 | * [Rights, responsibilities and duties](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/rights-responsibilities-and-duties)
 |
| Children will be able to:* Explain what we mean by the terms voluntary, community and pressure (action) group;
* Give examples of voluntary groups, the kind of work they do and its value.
 | * [Mo makes a difference](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/mo-makes-a-difference)
 |
| Children will be able to:* State the costs involved in producing and selling an item;
* Suggest questions a consumer should ask before buying a product.
 | * [Spending wisely](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/spending-wisely)
 |
| Children will be able to:* Define the terms loan, credit, debt and interest;
* Suggest advice for a range of situations involving personal finance.
 | * [Lend us a fiver!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lend-us-a-fiver)
 |
| Children will be able to:* Explain some of the areas that local councils have responsibility for;
* Understand that local councillors are elected to represent their local community.
 | * [Local councils](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/local-councils)
 |
| Being My Best |   |
| Children will be able to:* Know two harmful effects each of smoking/drinking alcohol.
* Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.
* Understand the actual norms around smoking and the reasons for common misperceptions of these.
 | * [Getting fit](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/getting-fit-)
 |
| Children will be able to:* Know the basic functions of the four systems covered and know they are inter-related.
* Explain the function of at least one internal organ.
* Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
 | * [It all adds up!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/it-all-adds-up-)
 |
| Children will be able to:* Identify their own strengths and talents;
* Identify areas that need improvement and describe strategies for achieving those improvements.
 | * [Different skills](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/different-skills)
 |
| Children will be able to:* State what is meant by community;
* Explain what being part of a school community means to them;
* Suggest ways of improving the school community.
 | * [My school community (2)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-school-community-2)
 |
| Children will be able to:* Identify people who are responsible for helping them stay healthy and safe;
* Identify ways that they can help these people.
 | * [Independence and responsibility](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/independence-and-responsibility)
 |
| Children will be able to:* Describe 'star' qualities of celebrities as portrayed by the media;
* Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;
* Describe 'star' qualities that 'ordinary' people have.
 | * [Star qualities?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/star-qualities-1)
 |
| Growing and Changing |   |
| Children will be able to:* Use a range of words and phrases to describe the intensity of different feelings
* Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
* Explain strategies they can use to build resilience.
 | * [How are they feeling?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-are-they-feeling-1)
 |
| Children will be able to:* Identify people who can be trusted;
* Understand what kinds of touch are acceptable or unacceptable;
* Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.
 | * [Taking notice of our feelings](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/taking-notice-of-our-feelings)
 |
| Children will be able to:* Explain how someone might feel when they are separated from someone or something they like;
* Suggest ways to help someone who is separated from someone or something they like.
 | * [Dear Hetty](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dear-hetty-1)
 |
| Children will be able to:* Know the correct words for the external sexual organs;
* Discuss some of the myths associated with puberty.
 | * [Changing bodies and feelings](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/changing-bodies-and-feelings)
 |
| Children will be able to:* Identify some products that they may need during puberty and why;
* Know what menstruation is and why it happens.
 | * [Growing up and changing bodies](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/growing-up-and-changing-bodies-1)
 |
| Children will be able to:* Recognise how our body feels when we’re relaxed;
* List some of the ways our body feels when it is nervous or sad;
* Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
 | * [Help! I'm a teenager - get me out of here!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/help-im-a-teenager--get-me-out-of-here)
 |
| Children will be able to:* Identify the consequences of positive and negative behaviour on themselves and others;
* Give examples of how individual/group actions can impact on others in a positive or negative way.
 | * [It could happen to anyone](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/it-could-happen-to-anyone)
 |
| Children will be able to:* Explain the difference between a safe and an unsafe secret;
* Identify situations where someone might need to break a confidence in order to keep someone safe.
 | * [Dear Ash](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dear-ash-1)
 |
| Children will be able to:* Recognise that some people can get bullied because of the way they express their gender;
* Give examples of how bullying behaviours can be stopped.
 | * [Stop, start, stereotypes](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/stop-start-stereotypes)
 |

Y6

| **Learning Outcomes** | **SCARF lesson plans** |
| --- | --- |
| Me and My Relationships |   |
| Children will be able to:* Demonstrate a collaborative approach to a task;
* Describe and implement the skills needed to do this.
 | * [Working together](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/working-together)
 |
| Children will be able to:* Explain what is meant by the terms 'negotiation' and 'compromise';
* Suggest positive strategies for negotiating and compromising within a collaborative task;
* Demonstrate positive strategies for negotiating and compromising within a collaborative task.
 | * [Let's negotiate](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lets-negotiate)
 |
| Children will be able to:* Recognise some of the challenges that arise from friendships;
* Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
 | * [Solve the friendship problem](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/solve-the-friendship-problem)
 |
| Children will be able to:* List some assertive behaviours;
* Recognise peer influence and pressure;
* Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
 | * [Assertiveness skills (formerly Behave yourself - 2)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/assertiveness-skills-formerly-behave-yourself--2)
 |
| Children will be able to:* Recognise and empathise with patterns of behaviour in peer-group dynamics;
* Recognise basic emotional needs and understand that they change according to circumstance;
* Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
 | * [Behave yourself](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/behave-yourself-2)
 |
| Children will be able to:* Describe the consequences of reacting to others in a positive or negative way;
* Suggest ways that people can respond more positively to others.
 | * [Dan's day](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dans-day)
 |
| Children will be able to:* Describe ways in which people show their commitment to each other;
* Know the ages at which a person can marry, depending on whether their parents agree;
* Understand that everyone has the right to be free to choose who and whether to marry.
 | * [Don't force me](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dont-force-me)
 |
| Children will be able to:* Recognise that some types of physical contact can produce strong negative feelings;
* Know that some inappropriate touch is also illegal.
 | * [Acting appropriately](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/acting-appropriately)
 |
| Children will be able to:* Identify strategies for keeping personal information safe online;
* Describe safe and respectful behaviours when using communication technology.
 | * [It's a puzzle](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/its-a-puzzle)
 |
| Valuing Difference |   |
| Children will be able to:* Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;
* Suggest strategies for dealing with bullying, as a bystander;
* Describe positive attributes of their peers.
 | * [OK to be different](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/ok-to-be-different)
 |
| Children will be able to:* Know that all people are unique but that we have far more in common with each other than what is different about us;
* Consider how a bystander can respond to someone being rude, offensive or bullying someone else;
* Demonstrate ways of offering support to someone who has been bullied .
 | * [We have more in common than not](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/we-have-more-in-common-than-not)
 |
| Children will be able to:* Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
 | * [Respecting differences](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/respecting-differences)
 |
| Children will be able to:* Understand and explain the term prejudice;
* Identify and describe the different groups that make up their school/wider community/other parts of the UK;
* Describe the benefits of living in a diverse society;
* Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
 | * [Tolerance and respect for others](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/tolerance-and-respect-for-others)
 |
| Children will be able to:* Explain the difference between a friend and an acquaintance;
* Describe qualities of a strong, positive friendship;
* Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
 | * [Advertising friendships!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/advertising-friendships)
 |
| Children will be able to:* Define what is meant by the term stereotype;
* Recognise how the media can sometimes reinforce gender stereotypes;
* Recognise that people fall into a wide range of what is seen as normal;
* Challenge stereotypical gender portrayals of people.
 | * [Boys will be boys? - challenging gender stereotypes](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/boys-will-be-boys--challenging-gender-stereotypes-1)
 |
| Keeping Myself Safe |   |
| Children will be able to:* Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;
* Understand and describe the ease with which something posted online can spread.
 | * [Think before you click!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/think-before-you-click)
 |
| Children will be able to:* Identify strategies for keeping personal information safe online;
* Describe safe behaviours when using communication technology.
 | * [Traffic lights](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/traffic-lights)
 |
| Children will be able to:* Know that it is illegal to create and share sexual images of children under 18 years old;
* Explore the risks of sharing photos and films of themselves with other people directly or online;
* Know how to keep their information private online.
 | * [To share or not to share?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/to-share-or-not-to-share)
 |
| Children will be able to:* Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;
* Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
 | * [Rat Park](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/rat-park-1)
 |
| Children will be able to:* Explain how drugs can be categorised into different groups depending on their medical and legal context;
* Demonstrate an understanding that drugs can have both medical and non-medical uses;
* Explain in simple terms some of the laws that control drugs in this country.
 | * [What sort of drug is...?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-sort-of-drug-is-1)
 |
| Children will be able to:* Understand some of the basic laws in relation to drugs;
* Explain why there are laws relating to drugs in this country.
 | * [Drugs: it's the law!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/drugs-its-the-law-)
 |
| Children will be able to:* Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;
* Describe some of the effects and risks of drinking alcohol.
 | * [Alcohol: what is normal?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/alcohol-what-is-normal-)
 |
| Children will be able to:* Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;
* Explain how these emotional needs impact on people's behaviour;
* Suggest positive ways that people can get their emotional need met.
 | * [Joe's story (part 1)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/joes-story-part-1-1)
 |
| Children will be able to:* Understand and give examples of conflicting emotions;
* Understand and reflect on how independence and responsibility go together.
 | * [Joe's story (part 2)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/joes-story-part-2)
 |
| Rights and Responsibilities |   |
| Children will be able to:* Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;
* Describe the language and techniques that make up a biased report;
* Analyse a report also extract the facts from it.
 | * [Two sides to every story](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/two-sides-to-every-story)
 |
| Children will be able to:* Know the legal age (and reason behind these) for having a social media account;
* Understand why people don’t tell the truth and often post only the good bits about themselves, online;
* Recognise that people’s lives are much more balanced in real life, with positives and negatives.
 | * [Fakebook friends](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/fakebook-friends)
 |
| Children will be able to:* Explain some benefits of saving money;
* Describe the different ways money can be saved, outlining the pros and cons of each method;
* Describe the costs that go into producing an item;
* Suggest sale prices for a variety of items, taking into account a range of factors;
* Explain what is meant by the term *interest*.
 | * [What's it worth?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/whats-it-worth)
 |
| Children will be able to:* Recognise and explain that different jobs have different levels of pay and the factors that influence this;
* Explain the different types of tax (income tax and VAT) which help to fund public services;
* Evaluate the different public services and compare their value.
 | * [Jobs and taxes](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/jobs-and-taxes)
 |
| Children will be able to:* Explain what we mean by the terms voluntary, community and pressure (action) group;
* Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.
 | * [Action stations!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/action-stations)
 |
| Children will be able to:* Explain what is meant by living in an environmentally sustainable way;
* Suggest actions that could be taken to live in a more environmentally sustainable way.
 | * [Happy shoppers](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/happy-shoppers)
 |
| Being My Best |   |
| Children will be able to:* Identify aspirational goals;
* Describe the actions needed to set and achieve these.
 | * [This will be your life!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/this-will-be-your-life-)
 |
| Children will be able to:* Explain what the five ways to wellbeing are;
* Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
 | * [Five Ways to Wellbeing project](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/five-ways-to-wellbeing-project)
 |
| Children will be able to:* Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.
 | * [Our recommendations](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-recommendations)
 |
| Children will be able to:* Identify risk factors in a given situation;
* Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.
 | * [What's the risk? (1)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/whats-the-risk-1)
 |
| Children will be able to:* Recognise what risk is;
* Explain how a risk can be reduced;
* Understand risks related to growing up and explain the need to be aware of these;
* Assess a risk to help keep themselves safe.
 | * [What's the risk? (2)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/whats-the-risk-2-1)
 |
| Growing and Changing |   |
| Children will be able to:* Recognise some of the changes they have experienced and their emotional responses to those changes;
* Suggest positive strategies for dealing with change;
* Identify people who can support someone who is dealing with a challenging time of change.
 | * [Helpful or unhelpful? Managing change](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/helpful-or-unhelpful-managing-change)
 |
| Children will be able to:* Understand that fame can be short-lived;
* Recognise that photos can be changed to match society's view of perfect;
* Identify qualities that people have, as well as their looks.
 | * [I look great!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-look-great)
 |
| Children will be able to:* Define what is meant by the term stereotype;
* Recognise how the media can sometimes reinforce gender stereotypes;
* Recognise that people fall into a wide range of what is seen as normal;
* Challenge stereotypical gender portrayals of people.
 | * [Media manipulation](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/media-manipulation)
 |
| Children will be able to:* Understand the risks of sharing images online and how these are hard to control, once shared;
* Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
* Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
 | * [Pressure online](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/pressure-online)
 |
| Children will be able to:* Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
* Suggest strategies that would help someone who felt challenged by the changes in puberty;
* Understand what FGM is and that it is an illegal practice in this country;
* Know where someone could get support if they were concerned about their own or another person's safety.
 | * [Is this normal?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/is-this-normal)
 |
| Children will be able to:* Explain the difference between a safe and an unsafe secret;
* Identify situations where someone might need to break a confidence in order to keep someone safe.
 | * [Dear Ash](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dear-ash-)
 |
| Children will be able to:* Identify the changes that happen through puberty to allow sexual reproduction to occur;
* Know a variety of ways in which the sperm can fertilise the egg to create a baby;
* Know the legal age of consent and what it means.
 | * [Making babies](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/making-babies-1)
 |
| Children will be able to:* Explain how HIV affects the body’s immune system;
* Understand that HIV is difficult to transmit;
* Know how a person can protect themself from HIV.
 | * [What is HIV?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-is-hiv)
 |
| Cross-curricular project |   |
| Children will be able to:* Determine some of the characteristics of Thomas Coram through studying his portrait;
* Know some of the conditions of life of children in poverty in the 18th Century and relate these to their rights.
* Demonstrate their understanding of the aims of Thomas Coram and his proposed Foundling Hospital.
 | * [Captain Coram 2 - Thomas Coram and the Foundling Hospital](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/captain-coram-2--thomas-coram-and-the-foundling-hospital-1)
 |
| Children will be able to:* Understand the role of artists and musicians in raising both the profile and funds for the Coram Foundling Hospital;
* Have the skills to design, run and evaluate a fundraising project of their own choosing.
 | * [Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/captain-coram-3--funds-for-foundlings-18th-century-artists-raise-money-for-the-1st-childrens-charity)
 |
| Children will be able to:* Consider and analyse images of paintings from the Foundling Museum to understand some of the aspects of life in the Foundling Hospital;
* Use extracts from 'Hetty Feather' to understand some of the aspects of life in the Foundling Hospital;
* Relate Hetty Feather's experiences to the rights of the child.
 | * [Captain Coram 4 - Hetty Feather, fictional foundling: children's rights in the 19th century](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/captain-coram-4--hetty-feather-fictional-foundling-childrens-rights-in-the-19th-century)
 |
| Children will be able to:* Use audio and photograph sources to understand some of the aspects of life in the Foundling Hospital in the 20th Century;
* Demonstrate their understanding of life in the Foundling Hospital by writing a fictional diary entry.
 | * [Captain Coram 5 - Life for Foundlings in the 20th century](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/captain-coram-5--life-for-foundlings-in-the-20th-century)
 |
| Children will be able to:* Demonstrate an understanding of the work of the Thomas Coram Foundation (Coram) in the present day;
* Determine ways in which Coram's work continues to uphold children's rights;
* Demonstrate their knowledge and understanding of aspects of the work of his foundation from the 18th century through to the present day through writing a fictional letter to Thomas Coram.
 |  |