

# Wearing my SCARF: End of Unit Assessment – Y3/P4

Child's name (if completing individually) \_\_\_\_\_

Unit	Assessment	Emerging	Expected	Exceeding	Teacher record of progress (Date)
Me and My Relationships	<b>Cooperation</b>	I can sometimes listen to others in my class and accept that we might disagree about something without falling out about it.	I can usually accept the views of others and understand that we don't always agree with each other.	I can find ways of helping others to resolve arguments or disputes.	
	<b>Friendships</b>	I can tell you some things that I do to try to be a good friend. I can also name one way of making up with a friend if we've fallen out.	I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.	I can give examples of ways that I have tried to help others who've fallen out with each other to get back to being friends.	
Valuing Difference	<b>Recognising and respecting diversity</b>	I can give examples of different types of families.	I can give examples of different community groups and what is good about having different groups.	I can explain how different families and communities can experience prejudice and why this can happen (fear, ignorance, media-fuelled etc). I can say some ways that prejudice can be safely challenged.	
	<b>Being respectful and tolerant</b>	I understand what tolerance and respect mean and how they can help everyone.	I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	I can give examples of when I have helped people to be more respectful and tolerant, by setting a good example.	
Keeping Safe	<b>Managing risk</b>	I can give examples of risky situations.	I can say what I could do to make a situation less risky or not risky at all.	I can say why some people might take risks and why others choose to avoid risky situations.	
	<b>Drugs and their risks</b>	I can say some of the risks of cigarettes and alcohol.	I can say why medicines can be helpful or harmful.	I can explain why things other than drugs can be helpful and harmful to a person's health, and what can influence a person to take risks.	
	<b>Staying safe online</b>	I can tell you something about keeping my personal details safe online. I can say why this is important.	I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.	I can give examples of how sometimes people try to find out personal information through online communication and the problems this can lead to.	
Rights and Respect	<b>Skills we need to develop as we grow up</b>	I can give an example of a fact and of an opinion.	I can say some ways of checking whether something is a fact or just an opinion.	I can explain some of the ways that people online might try to trick people by presenting 'false facts' and say what I can do to keep myself safe from being tricked.	
	<b>Helping and being helped</b>	I can explain that as I get older I start to take more ownership for keeping myself safe and can give an example of this.	I can say how I can help the people who help me, and how I can do this. I can give an example of this.	I can give a few examples of how I've helped people who help me and how I can help myself.	
Being		I can explain what taking ownership means and give an	I can give a few examples of things that I can do to take ownership of my	I can give several examples of things that I do to take ownership of	

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	<b>Keeping myself healthy</b>	example of things that I can take ownership of to help keep me healthy.	healthy and give an example of something that I've done which shows this.	my health and can explain the benefits of this to me and to other people who choose to do them.	
	<b>Celebrating and developing my skills</b>	I can explain that talents and skills can be developed and I can give an example of how I can develop a skill I have.	I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.	I can tell you about aspirations I have for when I'm older and give examples of the goals I need to set in order to achieve these.	
<b>Growing and Changing</b>	<b>Relationships</b>	I can tell you something that makes a positive relationship.	I can name a few things that make a positive relationship and some things that make a negative relationship.	I can explain things I have done to help keep/make a healthy relationship (e.g. with a friend or another special person).	
	<b>Menstruation</b>	I can tell you what is needed to make a new human being (egg and sperm) and who produces these.	I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.	I can tell you some of the correct words for the parts of the woman's body that are involved in menstruation.	
	<b>Keeping safe</b>	I can tell you what 'body space' is and when it might be OK to go into someone's body space and when they can go into mine.	I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.	I can identify unsafe secrets that make me feel uncomfortable and who I can talk to about it.	