

**Wearing my SCARF: End of Unit Assessment – UKS2**

| **Unit** | **Assessment element** | **Basic**  **(Working towards Year 5)**  **(Working below Year 6)** | **Advancing**  **(Expected Year 5)**  **(Working towards Year 6)** | **Deep**  **(Exceeding Year 5)**  **(Expected Year 6)**  **(Exceeding Year 6 if all objectives securely met)** |
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| **Me and My Relationships** | **Assertiveness** | I can tell you some assertive behaviours. | I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. | I know the difference between an active and passive bystander and I can give examples of how these two different behaviours have an impact on a situation where someone is being bullied. |
| **Cooperation** | I can explain what is meant by compromise. | I can give examples of negotiation and compromise. | I can explain how I can help other people to use negotiation and compromise skills, and give positive feedback during tasks needing these skills. |
| **Safe/unsafe touches** | I can explain what appropriate touch is and give examples. | I can explain what inappropriate touch is and give example. | I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch. |
| **Valuing Difference** | **Recognising and reflecting on prejudice-based bullying** | I can give examples of prejudice-based bullying | I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. | I can describe how empathy can help people to be more tolerant and understanding of those who are different from them. |
| **Understanding Bystander behaviour** | I can explain what a ‘bystander’ is in a bullying situation. | I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. | I can give some different examples of what bystanders might do and how their behaviour affects a bullying situation. I can give examples of when it might be safe or unsafe to be an active bystander. |
| **Keeping Myself Safe** | **Emotional needs** | I can explain that I have emotional needs as well as physical needs, and give an example of each. | I can explain why emotional needs are as important as physical needs and what might happen if a person doesn’t get their emotional needs met. | I can give an example of how I have been able to get one (or more) of my emotional needs met. |
| **Staying safe online** | I can give some examples of how mobile (smart) phones can be positive (good) or negative (not so good) | I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. | I can give an example of the law relating to mobile phone use (sharing inappropriate images) and explain why the law has been made. |
| **Drugs: norms and risks (including the law)** | I can explain the norms about young people’s use of alcohol – that it is steadily decreasing. | I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm). | I can explain that if young people know the actual norms they are less likely to take part in the risky behaviour (e.g. drinking alcohol). |
| **Rights and Responsibilities** | **Understanding media bias, including social media** | I can explain how people’s social media profiles often give a biased view of them | I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themself. | I can give examples of some of the ways that a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use. |
| **Caring: communities and the environment** | I can give some different things that have an impact on the environment.  I can explain how groups of people in the community help to do this. | I can explain that what ‘environmentally sustainable’ living means and give an example of how we can live in a more ‘sustainable’ way. | I can give examples of some things I do to help the environment and sustainability, and some of the organisations that work to improve this. |
| **Earning and saving money** | I can say different ways of saving money. | I can explain the advantages and disadvantages of different ways of saving money. | I can explain what the term ‘interest’ means in relation to money and give examples of advantages and disadvantages of long-term saving (e.g. an ISA). |
| **Being My Best** | **Aspirations and goal setting** | I can tell you about an aspiration and goal I have and one (or more) of the steps I will need to achieve my goal. | I can tell you how I can overcome problems and challenges on the way to achieving my goals. | I can give examples of ways that I’ve overcome challenges and barriers to achieving my goals. |
| **Managing risk** | I can tell you that risks can be physical or emotional. | I can give examples of an emotional risk and a physical risk. | I can tell you about the things I (and others) can do to reduce or remove risk in different situations. |
| **Growing and Changing** | **Keeping safe** | I can give an example of a secret that can be kept private (confidential). | I can give an example of a secret that should be shared with a trusted adult. | I can offer advice about whether a secret should be kept or shared, and who it should be shared with. |
| **Body Image** | I can tell you what the word 'puberty' means and give some examples of some of the physical changes associated with it. | I can tell you some emotional changes associated with ‘puberty’ and how people may feel when their bodies change. | I can suggest ways in which a person can feel better about their body changing and see it in a positive way. |
| **Self esteem** | I can give an example of something that someone can do or say that can make a person feel good about themselves and something that may make a person feel not so good. | I can give examples of other ways in which the way a person feels about themself can be affected (e.g. images of celebrities). | I can give examples of things that I can do or say to myself that can help me feel good about myself. |

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