**Wearing my SCARF: End of Unit Assessment – LKS2**

| Unit | Assessment element | Basic(Working towards Year 3)(Working below Year 4) | Advancing(Expected Year 3)(Working towards Year 4) | Deep(Exceeding Year 3)(Expected Year 4)(Exceeding Year 4 if all objectives securely met) |
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| Me and My Relationships | **Recognising feelings** | I can name something that shows me a person is feeling worried just by their body language. | I can give a lot of examples of how I can tell a person is feeling worried just by their body language. | I can give examples of body language from a range of different emotions. |
| **Bullying** | I can explain the difference between teasing and bullying. | I can say what I could do if someone was upsetting me or if I was being bullied. | I can give examples of how I can help someone else who is upset or being bullied. |
| **Assertive skills**  | I can give an example of how to say ‘no’ to someone, without being aggressive (mean or unkind). | I can explain what being ‘assertive’ means and give a few examples of ways of being assertive. | I can give different examples of when (and why) I might need to be assertive. |
| Valuing Difference | **Recognising and celebrating difference (including religions and cultural difference)** | I can say some ways that people are different besides how they look. | I can say a lot of ways that people are different, including religious or cultural differences. | I can say how differences sometimes cause conflict but can also be something to celebrate. |
| **Understanding and challenging stereotypes** | I can recognise that people are labelled (stereotyped) and that these labels are often wrong. | I can explain why it’s important to challenge stereotypes that might be applied to me or others. | I can explain how stereotyping can limit some people’s thinking about what they can do or become (aspirations) and why it’s important for me and others to challenge this.  |
| Keeping Myself Safe | **Managing risk** | I can give examples of risky situations and what can make them less risky. | I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. | I can work through examples of risky situations and explain the steps that a person might want to think about to reduce or remove the risk. |
| **Understanding the norms of drug use (cigarette and alcohol use)** | I can say one risk of smoking and drinking alcohol and I know that most young people choose not to smoke and that not all adults drink alcohol. | I can say a few of the risks of smoking or drinking alcohol on a person’s body and give reasons for why most people choose not to smoke, or drink too much alcohol.  | I can explain why smoking and drinking alcohol is particularly harmful for a young person’s body. (Body not fully developed; drugs are less diluted in a smaller body, so will have greater effect). |
| **Influences** | I understand the term ‘influence’ and am aware that things around me (friends, people in the media etc.) could influence my behaviour and decisions. | I can give examples of positive and negative influences, including things that could influence me when I am making decisions. | I can give examples of consequences of decisions and explain how these can be either positive or negative. |
| Rights and Responsibilities | **Making a difference (different ways of helping others or the environment)** | I understand that I can make a difference in relation to different things such as the environment, looking after people (including friends) and I can give an example of one of these. | I can explain how a ‘bystander’ I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.  | I can tell you what an *active bystander* is and give an example of when I might be able to be an active bystander, or when I have done this. |
| **Media influence** | I can explain that things I see on TV, in newspapers or their websites might not give all the facts or might be biased (give one set of views, not them all). | I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. | I can give an example of this and talk about the different sides of a news story. |
| **Decisions about spending money** | I can explain how money is a limited resource and we have choices and decisions to make about how to spend it. | I can give examples of these decisions and how they might relate to me. | I can give examples of how these decisions might affect communities including schools or the wider community, such as where I live. |
| Being my Best | **Having choices and making decisions about my health** | I can tell you about a choice I can make that helps to keep me healthy. | I can give a few examples of different things that I do already that help to me keep healthy.  | I can explain the benefits of looking after myself both now and in the future. |
| **Taking care of my environment** | I can give an example of something I can do to help look after my environment. | I can give different examples of some of the things that I do already to help look after my environment.  | I can explain the benefits of looking after my environment both now and in the future, and for future generations. |
| Growing and Changing | **Body changes during puberty** | I can label some parts of the body that both boys and girls have. | I can label some parts of the body that only boys have and only girls have. | I can talk about how some parts of the body change during puberty.  |
| **Managing difficult feelings** | I can name some of the difficult feelings someone might have as they go through puberty.  | I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). | I can suggest some good ways to compromise to reduce conflict.  |
| **Relationships including marriage** | I can tell you who can get married and how old they have to be. | I can tell you why people get married. | I can explain why some people choose to have a civil ceremony or live together instead. |

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