

This document gives an overview of the learning covered in Year 5 PSHE sessions

YEAR 5	
SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
<b>Me and My Relationships</b>	
Collaboration Challenge!	<ul style="list-style-type: none"> <li>● Explain what collaboration means;</li> <li>● Give examples of how they have worked collaboratively;</li> <li>● Describe the attributes needed to work collaboratively.</li> </ul>
Give and take	<ul style="list-style-type: none"> <li>● Explain what is meant by the terms negotiation and compromise;</li> <li>● Describe strategies for resolving difficult issues or situations.</li> </ul>
Communication (OPTIONAL)	<ul style="list-style-type: none"> <li>● Understand that online communication can be misinterpreted;</li> <li>● Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li> </ul>
How good a friend are you?	<ul style="list-style-type: none"> <li>● Demonstrate how to respond to a wide range of feelings in others;</li> <li>● Give examples of some key qualities of friendship;</li> <li>● Reflect on their own friendship qualities.</li> </ul>
Relationship cake recipe	<ul style="list-style-type: none"> <li>● Identify what things make a relationship unhealthy;</li> <li>● Identify who they could talk to if they needed help.</li> </ul>
Our emotional needs	<ul style="list-style-type: none"> <li>● Recognise basic emotional needs, understand that they change according to circumstance;</li> <li>● Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> </ul>

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Being assertive	<ul style="list-style-type: none"> <li>● Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>● Understand and rehearse assertiveness skills.</li> </ul>
Valuing Difference	
Qualities of friendship	<ul style="list-style-type: none"> <li>● Define some key qualities of friendship;</li> <li>● Describe ways of making a friendship last;</li> <li>● Explain why friendships sometimes end.</li> </ul>
Kind conversations	<ul style="list-style-type: none"> <li>● Rehearse active listening skills;</li> <li>● Demonstrate respectfulness in responding to others;</li> <li>● Respond appropriately to others.</li> </ul>
Happy being me	<ul style="list-style-type: none"> <li>● Recognise some of the feelings associated with feeling excluded or 'left out';</li> <li>● Give examples of ways in which people behave when they discriminate against others who are different from them;</li> <li>● Understand the importance of respecting others, even when they are different from themselves.</li> </ul>
The land of the Red People	<ul style="list-style-type: none"> <li>● Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>● Describe the benefits of living in a diverse society;</li> <li>● Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul>
Is it true?	<ul style="list-style-type: none"> <li>● Understand that the information we see online either text or images, is not always true or accurate;</li> <li>● Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</li> <li>● Understand and explain the difference sex, gender identity, gender expression and sexual orientation.</li> </ul>
Stop, start stereotypes	<ul style="list-style-type: none"> <li>● Recognise that some people can get bullied because of the way they express their gender;</li> <li>● Give examples of how bullying behaviours can be stopped.</li> </ul>
It could happen to anyone (OPTIONAL)	<ul style="list-style-type: none"> <li>● Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>● Give examples of how individual/group actions can impact on others in a positive or negative way.</li> </ul>

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Keeping Safe	
Spot bullying	<ul style="list-style-type: none"> <li>• Demonstrate strategies to deal with both face-to-face and online bullying;</li> <li>• Demonstrate strategies and skills for supporting others who are bullied;</li> <li>• Recognise and describe the difference between online and face-to-face bullying.</li> </ul>
Play, Like, Share	<ul style="list-style-type: none"> <li>• Reflect on what information they share offline and online;</li> <li>• Recognise that people aren't always who they say they are online;</li> <li>• Know how to protect personal information online.</li> </ul>
Decision dilemmas	<ul style="list-style-type: none"> <li>• Recognise which situations are risky;</li> <li>• Explore and share their views about decision making when faced with a risky situation;</li> <li>• Suggest what someone should do when faced with a risky situation.</li> </ul>
Ella's diary dilemma	<ul style="list-style-type: none"> <li>• Define what is meant by a dare;</li> <li>• Explain why someone might give a dare;</li> <li>• Suggest ways of standing up to someone who gives a dare.</li> </ul>
Jay's dilemma (OPTIONAL)	<ul style="list-style-type: none"> <li>• Recognise that there are positive and negative risks;</li> <li>• Explain how to weigh up risk factors when making a decision;</li> <li>• Describe some of the possible outcomes of taking a risk.</li> </ul>
Vaping: healthy or unhealthy?	
Would you risk it?	<ul style="list-style-type: none"> <li>• Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;</li> <li>• Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> </ul>
'Thinking' about habit (OPTIONAL)	<ul style="list-style-type: none"> <li>• Explain what a habit is, giving examples;</li> <li>• Describe why and how a habit can be hard to change.</li> </ul>
Drugs: true or false? (OPTIONAL)	<ul style="list-style-type: none"> <li>• Understand some of the complexities of categorising drugs;</li> <li>• Know that all medicines are drugs but not all drugs are medicines;</li> <li>• Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</li> </ul>
Smoking: what is normal?	<ul style="list-style-type: none"> <li>• Understand the actual norms around smoking and the reasons for common misperceptions of</li> </ul>

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(OPTIONAL)	these.
<b>Rights and Respect</b>	
What's the story?	<ul style="list-style-type: none"> <li>● Identify, write and discuss issues currently in the media concerning health and wellbeing;</li> <li>● Express their opinions on an issue concerning health and wellbeing;</li> <li>● Make recommendations on an issue concerning health and wellbeing.</li> </ul>
Fact or opinion?	<ul style="list-style-type: none"> <li>● Understand the difference between a fact and an opinion;</li> <li>● Understand what biased reporting is and the need to think critically about things we read.</li> </ul>
Mo makes a difference	<ul style="list-style-type: none"> <li>● Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>● Give examples of voluntary groups, the kind of work they do and its value.</li> </ul>
Rights, respect and duties	<ul style="list-style-type: none"> <li>● Define the differences between respect, rights and duties;</li> <li>● Discuss what can make them difficult to follow;</li> <li>● Identify the impact on individuals and the wider community if duties are not carried out.</li> </ul>
Spending wisely	<ul style="list-style-type: none"> <li>● State the costs involved in producing and selling an item;</li> <li>● Suggest questions a consumer should ask before buying a product.</li> </ul>
Lend us a fiver!	<ul style="list-style-type: none"> <li>● Define the terms loan, credit, debt and interest;</li> <li>● Suggest advice for a range of situations involving personal finance.</li> </ul>
Local councils (OPTIONAL)	<ul style="list-style-type: none"> <li>● Explain some of the areas that local councils have responsibility for;</li> <li>● Understand that local Councillors are elected to represent their local community.</li> </ul>
<b>Being My Best</b>	
It all adds up!	<ul style="list-style-type: none"> <li>● Know the basic functions of the four systems covered and know they are inter-related.</li> <li>● Explain the function of at least one internal organ.</li> <li>● Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> </ul>
Different skills	<ul style="list-style-type: none"> <li>● Identify their own strengths and talents;</li> <li>● Identify areas that need improvement and describe strategies for achieving those improvements.</li> </ul>

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My school community (2)	<ul style="list-style-type: none"> <li>● State what is meant by community;</li> <li>● Explain what being part of a school community means to them;</li> <li>● Suggest ways of improving the school community.</li> </ul>
Independence and responsibility	<ul style="list-style-type: none"> <li>● Identify people who are responsible for helping them stay healthy and safe;</li> <li>● Identify ways that they can help these people.</li> </ul>
Star qualities	<ul style="list-style-type: none"> <li>● Describe 'star' qualities of celebrities as portrayed by the media;</li> <li>● Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</li> <li>● Describe 'star' qualities that 'ordinary' people have.</li> </ul>
Basic first aid, including Sepsis Awareness	<ul style="list-style-type: none"> <li>● See link to external resources for further information</li> </ul>
Getting fit (ARCHIVED)	<ul style="list-style-type: none"> <li>● Know two harmful effects each of smoking/drinking alcohol;</li> <li>● Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health;</li> <li>● Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> </ul>
<b>Growing and Changing</b>	
How are they feeling?	<ul style="list-style-type: none"> <li>● Use a range of words and phrases to describe the intensity of different feelings;</li> <li>● Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</li> <li>● Explain strategies they can use to build resilience.</li> </ul>
Taking notice of our feelings	<ul style="list-style-type: none"> <li>● Identify people who can be trusted;</li> <li>● Describe strategies for dealing with situations in which they would feel uncomfortable.</li> </ul>
Dear Ash	<ul style="list-style-type: none"> <li>● Explain the difference between a safe and an unsafe secret;</li> <li>● Identify situations where someone might need to break a confidence in order to keep someone safe.</li> </ul>
Growing up and changing bodies	<ul style="list-style-type: none"> <li>● Identify some products that they may need during puberty and why;</li> <li>● Know what menstruation is and why it happens.</li> </ul>

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Changing bodies and feelings	<ul style="list-style-type: none"> <li>• Know the correct words for the external sexual organs;</li> <li>• Discuss some of the myths associated with puberty.</li> </ul>
Help, I'm a teenager...get me out of here!	<ul style="list-style-type: none"> <li>• Recognise how our body feels when we're relaxed;</li> <li>• List some of the ways our body feels when it is nervous or sad;</li> <li>• Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> </ul>
Dear Hetty (OPTIONAL)	<ul style="list-style-type: none"> <li>• Explain how someone might feel when they are separated from someone or something they like;</li> <li>• Suggest ways to help someone who is separated from someone or something they like.</li> </ul>

