

YEAR 5		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Me and My Relationships		
Wider PSHE curriculum (not covered by DfE statutory requirements)	Collaboration Challenge!	<ul style="list-style-type: none"> ● Explain what collaboration means; ● Give examples of how they have worked collaboratively; ● Describe the attributes needed to work collaboratively.
CF2, CF3	Give and take	<ul style="list-style-type: none"> ● Explain what is meant by the terms negotiation and compromise; ● Describe strategies for resolving difficult issues or situations.
OR2, OR3, MW8	Communication (OPTIONAL)	<ul style="list-style-type: none"> ● 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.
CF1, CF2, CF3, CF4, MW1, MW2, MW3	How good a friend are you?	<ul style="list-style-type: none"> ● 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.
CF2, CF3, CF4, CF5, RR3, RR4, RR5	Relationship cake recipe	<ul style="list-style-type: none"> ● Identify what things make a relationship unhealthy; ● Identify who they could talk to if they needed help.
MW2, MW3, MW4, MW9, MW10	Our emotional needs	<ul style="list-style-type: none"> ● 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.
CF2, CF3, CF5, RR1	Being assertive	<ul style="list-style-type: none"> ● Identify characteristics of passive, aggressive and assertive behaviours; ● Understand and rehearse assertiveness skills.
Valuing Difference		
CF1, CF2, CF3, CF4,	Qualities of friendship	<ul style="list-style-type: none"> ● Define some key qualities of friendship;

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CF5, RR1, RR2, RR3, RR4, RR5		<ul style="list-style-type: none"> Describe ways of making a friendship last; Explain why friendships sometimes end.
RR1, RR2, RR4, RR5	Kind conversations	<ul style="list-style-type: none"> Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others.
RR1, RR2, RR3, RR4, RR5, RR6, RR7	Happy being me	<ul style="list-style-type: none"> Recognise some of the feelings associated with feeling excluded or 'left out'; Give examples of ways in which people behave when they discriminate against others who are different from them; Understand the importance of respecting others, even when they are different from themselves.
FPC3, CF3, RR1, RR2, RR4, RR5	The land of the Red People	<ul style="list-style-type: none"> 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.
RR1, RR2, RR6, RR7, OR2, OR3, OR4, OR5, BS1, ISH2, ISH3, ISH5, ISH6	Is it true?	<ul style="list-style-type: none"> 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 sex, gender identity, gender expression and sexual orientation.
RR1, RR6, RR7	Stop, start stereotypes	<ul style="list-style-type: none"> Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.
CF1, CF2, CF3, CF5	It could happen to anyone (OPTIONAL)	<ul style="list-style-type: none"> 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.
Keeping Safe		

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RR1, RR6, OR1, OR2, OR3, OR5, MW8, ISH4, ISH5	Spot bullying	<ul style="list-style-type: none"> • 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.
OR1, OR2, OR3, OR4, OR5, BS1, BS4, ISH1, ISH2, ISH3, ISH5, ISH7	Play, Like, Share	<ul style="list-style-type: none"> • Reflect on what information they share offline and online; • Recognise that people aren't always who they say they are online; • Know how to protect personal information online.
CF5	Decision dilemmas	<ul style="list-style-type: none"> • 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.
CF5, RR2, RR4, RR5, RR8, BS1, BS2	Ella's diary dilemma	<ul style="list-style-type: none"> • 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jay's dilemma (OPTIONAL)	<ul style="list-style-type: none"> • 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.
	Vaping: healthy or unhealthy?	
BS1	Would you risk it?	<ul style="list-style-type: none"> • 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.
DAT1	'Thunking' about habit (OPTIONAL)	<ul style="list-style-type: none"> • Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change.
DAT1	Drugs: true or false?	<ul style="list-style-type: none"> • Understand some of the complexities of categorising drugs;

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	(OPTIONAL)	<ul style="list-style-type: none"> 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.
ISH6, DAT1	Smoking: what is normal? (OPTIONAL)	<ul style="list-style-type: none"> Understand the actual norms around smoking and the reasons for common misperceptions of these.
Rights and Respect		
ISH6, PHF2, PHF3, HE1	What's the story?	<ul style="list-style-type: none"> 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.
OR4, ISH6	Fact or opinion?	<ul style="list-style-type: none"> Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read.
MW5	Mo makes a difference	<ul style="list-style-type: none"> 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Rights, respect and duties	<ul style="list-style-type: none"> Define the differences between respect, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if duties are not carried out.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Spending wisely	<ul style="list-style-type: none"> State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Lend us a fiver!	<ul style="list-style-type: none"> Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.
Wider PSHE curriculum	Local councils (OPTIONAL)	<ul style="list-style-type: none"> Explain some of the areas that local councils have responsibility for;

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(not covered by DfE statutory requirements)		<ul style="list-style-type: none"> Understand that local Councillors are elected to represent their local community.
Being My Best		
Wider PSHE curriculum (not covered by DfE statutory requirements)	It all adds up!	<ul style="list-style-type: none"> 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Different skills	<ul style="list-style-type: none"> Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements.
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (2)	<ul style="list-style-type: none"> State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community.
BS1	Independence and responsibility	<ul style="list-style-type: none"> Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people.
ISH4	Star qualities	<ul style="list-style-type: none"> 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.
BFA1, BFA2	Basic first aid, including Sepsis Awareness	<ul style="list-style-type: none"> See link to external resources for further information
DAT1	Getting fit (ARCHIVED)	<ul style="list-style-type: none"> 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.

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Growing and Changing		
MW2, MW3, MW4	How are they feeling?	<ul style="list-style-type: none"> • 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.
RR5, BS1, BS3, BS4, BS5, BS7, BS8	Taking notice of our feelings	<ul style="list-style-type: none"> • Identify people who can be trusted; • Describe strategies for dealing with situations in which they would feel uncomfortable.
BS2, BS4, BS5, BS6, BS7, BS8	Dear Ash	<ul style="list-style-type: none"> • 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.
FPC6, BS2, BS3, CAB1, CAB2	Growing up and changing bodies	<ul style="list-style-type: none"> • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens.
BS7, CAB1	Changing bodies and feelings	<ul style="list-style-type: none"> • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty.
FPC2, FPC4, RR1, RR2, RR3, RR4, CAB1	Help, I'm a teenager...get me out of here!	<ul style="list-style-type: none"> • 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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Dear Hetty (OPTIONAL)	<ul style="list-style-type: none"> • 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.