

YEAR 5		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Big Question -	Me and My Relationships What Are Respectful Behaviours?	
CF2, CF3	Give or take? Lesson - 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	How should I act online? Lesson - Communication	<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	What ingredients do we need for a relationship cake? Lesson - 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	How might I respond to risks? Lesson - 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

YEAR 5		
		in this situation, including emotional risks.
CF2, CF3, CF5, RR1	How can I be assertive? Lesson - Being assertive	<ul style="list-style-type: none"> ● Identify characteristics of passive, aggressive and assertive behaviours; ● Understand and rehearse assertiveness skills.
Big Question -	Valuing Difference What is Discrimination (and how can we tackle it?)	
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5	What are the qualities of friendship? Lesson - Qualities of friendship	<ul style="list-style-type: none"> ● Define some key qualities of friendship; ● Describe ways of making a friendship last; ● Explain why friendships sometimes end.
RR1, RR2, RR4, RR5	How can we have kind conversations? Lesson - Kind conversations	<ul style="list-style-type: none"> ● Rehearse active listening skills; ● Demonstrate respectfulness in responding to others; ● Respond appropriately to others.
FPC3, CF3, RR1, RR2, RR4, RR5	How can we show mutual respect? Lesson - 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, RR3, RR4, RR5, RR6, RR7	What can discrimination look like? Lesson - 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.

YEAR 5		
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	How can we stop bullying behaviours? Lesson - 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	Could it happen to anyone? Lesson - It could happen to anyone	<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.
Big Question -	Keeping Safe How Can My Decisions and Actions Keep Me Safe?	
RR1, RR6, OR1, OR2, OR3, OR5, MW8, ISH4, ISH5	What can I do if I spot bullying? Lesson - 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	Are you who you say you are? Lesson - 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.

YEAR 5		
CF5	How can I make a big decision? Lesson - 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	How can I stop a dare? Lesson - 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.
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	Drugs: true or false?	<ul style="list-style-type: none"> ● Understand some of the complexities of categorising drugs; ● 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.
Big Question -	Rights and Respect How Do Rights and Respect Affect Us?	
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;

YEAR 5		
		<ul style="list-style-type: none"> ● 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	What do different groups do? Lesson - 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 or duties? Lesson - 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)	Can you lend us a fiver!? Lesson - 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 (not covered by DfE statutory requirements)	What happens in my local council? Lesson - Local councils	<ul style="list-style-type: none"> ● Explain some of the areas that local councils have responsibility for; ● Understand that local Councillors are elected to represent their local community.
Big Question -	Being My Best How Well Do I Know Myself?	
Wider PSHE curriculum (not covered by DfE statutory requirements)	How can I achieve my goals? Lesson - 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.

YEAR 5		
Wider PSHE curriculum (not covered by DfE statutory requirements)	How can I support my school community? Lesson - 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	How can I show independence? Lesson - 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	What are star qualities? Lesson - 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"> • First Aid Champions Learn basic first aid - teaching resources First Aid Champions (redcross.org.uk)
DAT1	How can I stay fit and healthy? Lesson - Getting fit	<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.
Big Question -	Growing and Changing How Will My Body Change As I Grow?	
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;

YEAR 5		
		<ul style="list-style-type: none"> ● 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	<p>Why should I listen to my feelings?</p> <p>Lesson - Taking notice of our feelings</p>	<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	<p>Can I share a secret to keep someone safe?</p> <p>Lesson - Dear Ash</p>	<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	<p>What will happen during puberty?</p> <p>Lesson - Growing Up and Changing Bodies</p>	<ul style="list-style-type: none"> ● Know the correct words for the external sexual organs; ● Identify some products that they may need during puberty and why; ● Know what menstruation is and why it happens. ● Understand changes that happen during puberty including discharge, wet dreams and erections.
BS7, CAB1	<p>What are some myths around puberty?</p> <p>Lesson - Changing bodies and feelings</p>	<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	<p>How does my body feel?</p> <p>Lesson - Help, I'm a teenager...get me out of here!</p>	<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.